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Creating a Great Rubric

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Ground Rules!

- Break around 10-10:15
- Lunch 12-1
- Break around 2:30-2:45
- Get up anytime!
- I will send slides to ACCJC.
  - *Feel free to take pictures.*
- Note the last handout “Reflecting on This Workshop.”
  - *Be ready to share one big idea!*

What is a rubric?

What is a valid rubric?

Creating a great analytic rubric

- *7 steps*

Using rubrics

What is a Rubric?

A Guide for Evaluating Student Work		
Rating scale	Analytic or descriptive rubric	Structured observation guide

What is a Valid Rubric?

- What is validity?
  - *The degree to which evidence and theory support the interpretation of results that are part of the proposed uses of the assessment*

- A rubric's validity depends on
  - *how it is used.*
  - *the validity of the entire assessment process.*

What is a Valid Rubric Assessment Process?

- Useful results
  - *Consequential validity*
- Clear
- Fair
- Consistent/reliable
- Appropriate range of outcome levels
  - *Lowest level = floor = unacceptably poor*
  - *Highest level = ceiling = achievable by some*
- Generalizable

Creating
a Great Analytic Rubric

1. Articulate the rubric's purpose
2. Start with clear learning outcomes.
3. Explicate the learning outcome(s) into essential traits.
4. Identify & label performance levels.
5. Define the minimally adequate level.
6. Create descriptions of every trait at every level.
7. Develop or review the learning activity.

1. **Articulate the rubric's purpose**
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How Will You Use the Results?

- Rethink
  - *curricula?*
  - *teaching methods?*
  - *intended learning outcomes?*
  - *support systems and co-curricula?*
- Broad or narrow impact?

A Continuum of Rubrics

- Task-specific rubrics
- Primary trait scoring guides/primary trait analysis
  - *Used to assess a family of tasks*
  - *Assumes essential traits vary by assignment*
- General rubrics
  - *Traits independent of topic, purpose, audience*
- Developmental rubrics
  - *General rubrics whose performance levels cover a wide span of performance*

Which are likely most useful?

- Task-specific rubrics
- Primary trait scoring guides/primary trait analysis
- General rubrics
- Developmental rubrics

Which are likely most useful?

- Task-specific rubrics
- **Primary trait scoring guides/primary trait analysis**
- **General rubrics**
- Developmental rubrics

For institutional, program and general education outcomes, use a family of rubrics.

- Start with a developmental rubric.
  - *Start by defining adequate capstone performance, then work down.*
  - *Use only as a framework.*
- Use to create a series of tailored (primary trait) rubrics.
  - *Adapted for foundational, cornerstone and capstone courses*
  - *Adapted to discipline(s)*
- Examine results qualitatively for patterns.

Time to Talk!

Breakout Exercises 0 & 1

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Why Are You Here?

- What do you need to learn today?
- Why?
- What do you want to be prepared to do when you get back to your office?
- How do you want to use what you'll learn when you get back to your office?

Good Learning Goals State **Outcomes**

- What students should be able to do **AFTER** they pass a course or graduate

- *Analyze, troubleshoot, & implement solutions in the field.*

- *Integrate other industries into program for supplementation of skills.*

Good Learning Goals are **Clear**

- Students understand them.
- Colleagues understand them.
- No fuzzy terms!

- *Demonstrate basic & intermediate arc welding techniques.*

- *Differentiate successful workplace skills in individual & collaborative contexts.*
- *Demonstrate skill in payroll operations.*

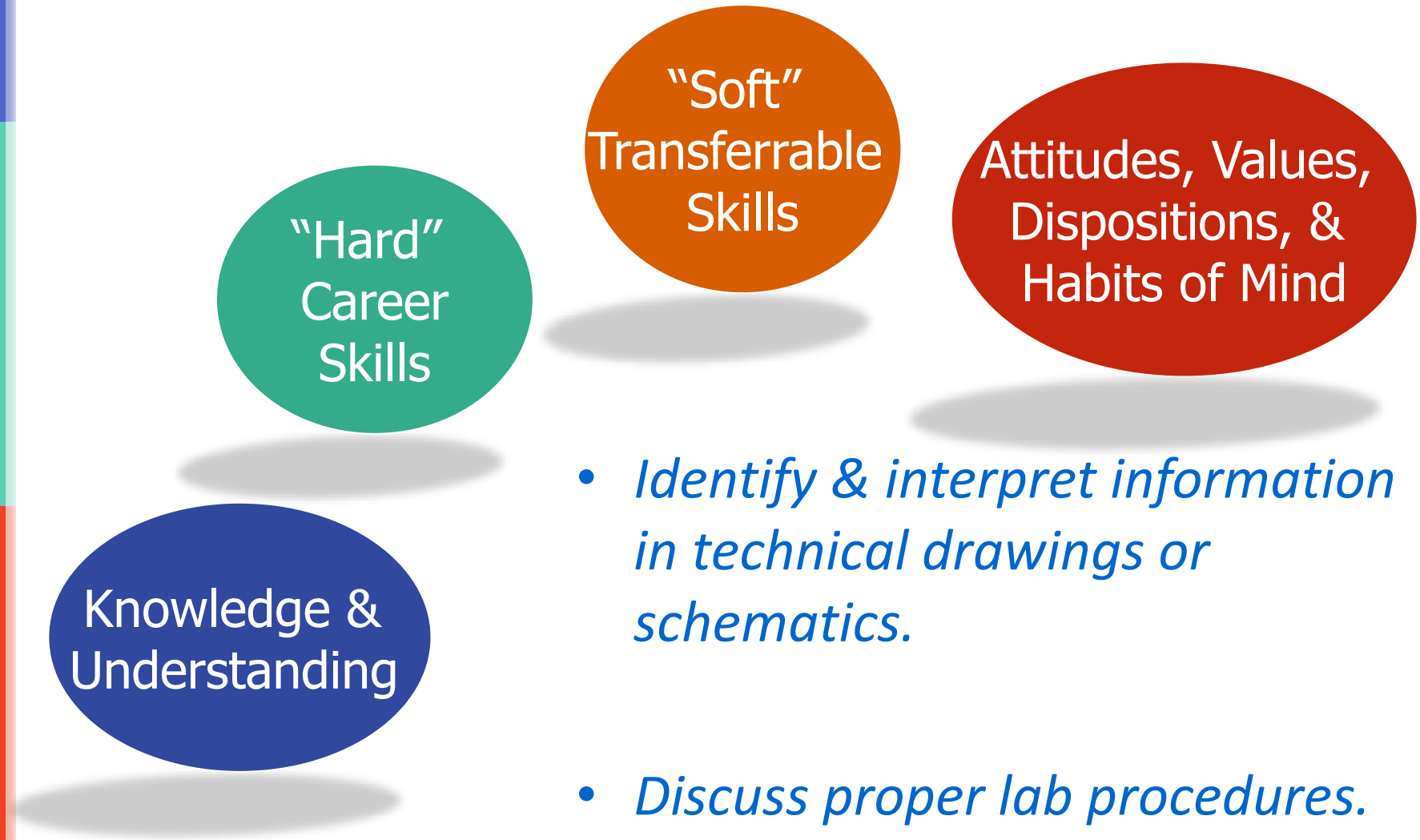
Good Learning Goals are **Observable**

- Action words
- If you can see it, you can assess it.

- *Identify and analyze ethical issues in business.*

- *Understand typical technical drawings.*

Good Learning Goals Focus on **Skills**



- *Identify & interpret information in technical drawings or schematics.*
- *Discuss proper lab procedures.*

Good Learning Goals are **Relevant**

- Meet **important** student & employer needs 5-10 years from now
  - *Teamwork and collaboration skills*
  - *Articulating ideas clearly and effectively*
  - *Real-world problem solving*
  - *Evaluating information and conclusions*
  - *Flexibility and adaptability to change*
  - *Creativity and innovation*
  - *Working with people from diverse cultural backgrounds*
  - *Ethical judgment*
  - *Understanding numbers and statistics*

Good Learning Goals are **Rigorous** Yet **Realistic**

- *Demonstrate safe work habits that reflect concern & care for self, others, & the environment.*
- *Analyze, interpret, & conduct research in [the discipline].*

Good Learning Goals are **Neither Too Broad nor Too Specific**

- *Produce 2-dimensional drawings using traditional visualization techniques.*
- *Identify key provisions of the Bill of Rights & the U.S. Constitution.*
- *Develop & communicate critical thinking skills.*
- *Understand, integrate, & utilize knowledge in the professional environment.*

2. Start with clear learning outcomes. Breakout Exercise 2

- Remember—good learning outcomes…
  - *State outcomes.*
  - *Are clear to colleagues and students.*
  - *Are observable.*
  - *Focus on skills and not just knowledge.*
  - *Are relevant.*
  - *Are rigorous yet realistic.*
  - *Are neither too broad nor too specific.*

1. Articulate the rubric's purpose

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3. Explicate the learning outcome(s) into essential traits.

- Characteristics of the ***learning outcomes***, not the assignment
  - *What are the **essential** traits of "Make an effective presentation on solutions to a problem."*
- Include ineffable as well as concrete traits of your learning outcomes.
  - *Effort*
  - *Overall impact*
- Don't include extraneous traits unrelated to learning outcomes.
  - *Professionalism*

Call on resources!

- Consult and collaborate with
  - *colleagues*
  - *students*
  - *experts*
  - *employers*
  - *alumni*
- Look at samples of student work
- Investigate, adopt, or adapt models

Time to Talk!
Breakout Exercise 3

- If you like, use the VALUE rubrics as resources.

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4. Identify and label performance levels.

- How many performance levels (columns) should a rubric have?
- Rubric = At least 3 levels
  - *Inadequate or unsatisfactory performance*
  - *Adequate, satisfactory, or proficient performance*
    - Meets the standard
    - Earns a passing grade
  - *Exemplary performance*
    - Exceeds proficiency

How many levels are optimal?

- Can you distinguish clearly among performance levels?
- Mandating the same number of levels for all criteria threatens the rubric's validity.
- No more than 5 levels

- Appropriate range of levels
  - *"Floor" – lowest level - unacceptably poor*
  - *"Ceiling" – highest level - achievable by some*

Trait	Inadequate (Failing)		Minimally Satisfactory (Passing)		Exemplary

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5. Define the minimally adequate level.

- Passing work (C? C-? D?)
- You would not be embarrassed that this student passed the course or graduated.
- The student is doing well enough to succeed in later studies or career.
- Almost all (passing) students should reach this level (or better).

Time to Talk!

Breakout Exercise 5

	Meets Foundation Standard	Meets Capstone Standard

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6. Create descriptions of every trait at every performance level.

Clearly distinguish each performance level from the others.
Use parallel language across performance levels.

	Unacceptable	Developing	Competent	Exemplary
Creativity	No creative component	Limited creative thinking	Thinks critically and synthesizes new approaches	Significantly advances the state of the art
Argument	Weak, invalid, or no argument, perhaps a simple assertion	Some arguments valid and well supported, some not	Main arguments valid, systematic, and well supported	Arguments both well supported and genuinely compared to conflicting explanations

*Use terms that **beginning students** understand.*

–Susan Brookhart

Brief

Simple

Clear

Jargon-free

Specify observable behaviors.

- Minimize subjective, evaluative, value-based terms.
  - *Appropriate*
  - *Adequate*
  - *Poor*
  - *Limited*
  - *Proficient*
  - *Above average*

- Give students concrete ways to improve their shortcomings.
  - *Sally Andrade*

Lab Design	Level 1	Level 2	Level 3	Level 4
Design	Very ineffective	Somewhat ineffective	Somewhat effective	Effective
Execution	Little or no ability	Some ability	Adequate	Superior
Insight	None	Little	Adequate	Excellent

Senior Thesis Rubric (excerpts)

–Trosset & Weisler

	Level 1	Level 2	Level 3	Level 4
Focal question or hypothesis	Not clearly stated	Stated but unfocused, too broad, or too simplistic	Clearly stated, at an appropriate level of complexity	Significant and/or creative focus
Grammar, spelling, usage	Significantly impairs readability	Frequent or serious errors	Some minor errors	Virtually no errors

Senior Thesis Rubric (excerpts)

–Trosset & Weisler

	Level 1	Level 2	Level 3	Level 4
Focal question or hypothesis	Not clearly stated	Stated but unfocused, too broad, or too simplistic	Clearly stated, at an **appropriate** level of complexity	**Significant** and/or creative focus
Grammar, spelling, usage	**Significantly** impairs readability	Frequent or **serious** errors	Some **minor** errors	Virtually no errors

Overly rigid descriptions focus on the trivial rather than the essential.

Time to Talk!

Breakout Exercise 6

1. Articulate the rubric's purpose

2. Start with clear learning outcomes.

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4. Identify & label performance levels.

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7. Develop or review the learning activity.

Students learn what they're graded on.

This is what you'll learn to do.	This is what you'll do to learn it.	This is how you'll show me that you've learned it.
1.		
2.		
3.		

This is what you'll learn to do.	And this will help you learn how to…	This is what you'll do to learn it.	This is how you'll show me that you've learned it.
1.	*[Program/ Institutional learning outcome]*		
2.			
3.			

Time to Talk!

Breakout Exercise 7A

Creating a Great Learning Activity

Intro to Psychology Assignment: *Presentations on signs of mental disorders in fictional characters*

- **Learning outcomes**
  - *Analyze and interpret relevant information*
  - *Generate well-reasoned conclusions*

- **Grading Criteria**
  - *30% Visuals: PowerPoint, handouts, movie clip, etc.*
  - *30% Information: statistics, data, etc.*
  - *30% Overall presentation: smoothness, knowledge of character/topic*
  - *10% Attendance at all presentations*

Great learning activities have
3 **transparent** traits
that **connect** to each other.

--Mary-Ann Winkelmes

1. Purpose

- Explain what you want students to learn through the assignment and **why**.
  - *Learning goals/outcomes*

2. Task

- Guide students with a written “prompt.”
- Aim students in the right direction without giving anything away.
  - *What should the completed assignment look like?*
  - *What resources can they use?*
- Break large assignments into pieces.

3. Grading Criteria

- Give students the rubric.

Transparency

- Spend more time giving the assignment and guiding it
- And less time grading it
  - *Barbara Walvoord & Virginia Anderson*

Time to Talk!

Breakout Exercise 7B

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7. Develop or review the learning activity.

8. Try out, revise, & implement the rubric.

A valid rubric assessment process…

- Has usable results
- Is clear
- Is fair
- Is consistent/reliable
- Has an appropriate range of outcome levels
- Is generalizable

Bonus!

- Involving students
- Arriving at an overall grade
- Summarizing results

Involving Students

- Have students help develop the rubric.
- Give students the rubric with the assignment.
- Have students self-assess or peer-assess.
- Give students the completed rubric.

Arriving at an Overall Grade

- Don’t put ranges of points in each column.
- OK to weight criteria
  - *But will it affect overall grade?*
- Otherwise no firm rules

	A	B	C	F
Purpose & audience	X			
Central idea & overall organization		X		
Paragraph structure	X			
Content/reasoning			X	
Sentence structure			X	
Tone & word choice		X		
Conciseness	X			
Grammar/mechanics				X

Averages have little meaning.
Look at percentages.

Thesis	2.5
Organization	2.7
Intro/conclusion	2.7
Body paragraphs	2.6
Mechanics	3.0
Source material	2.5

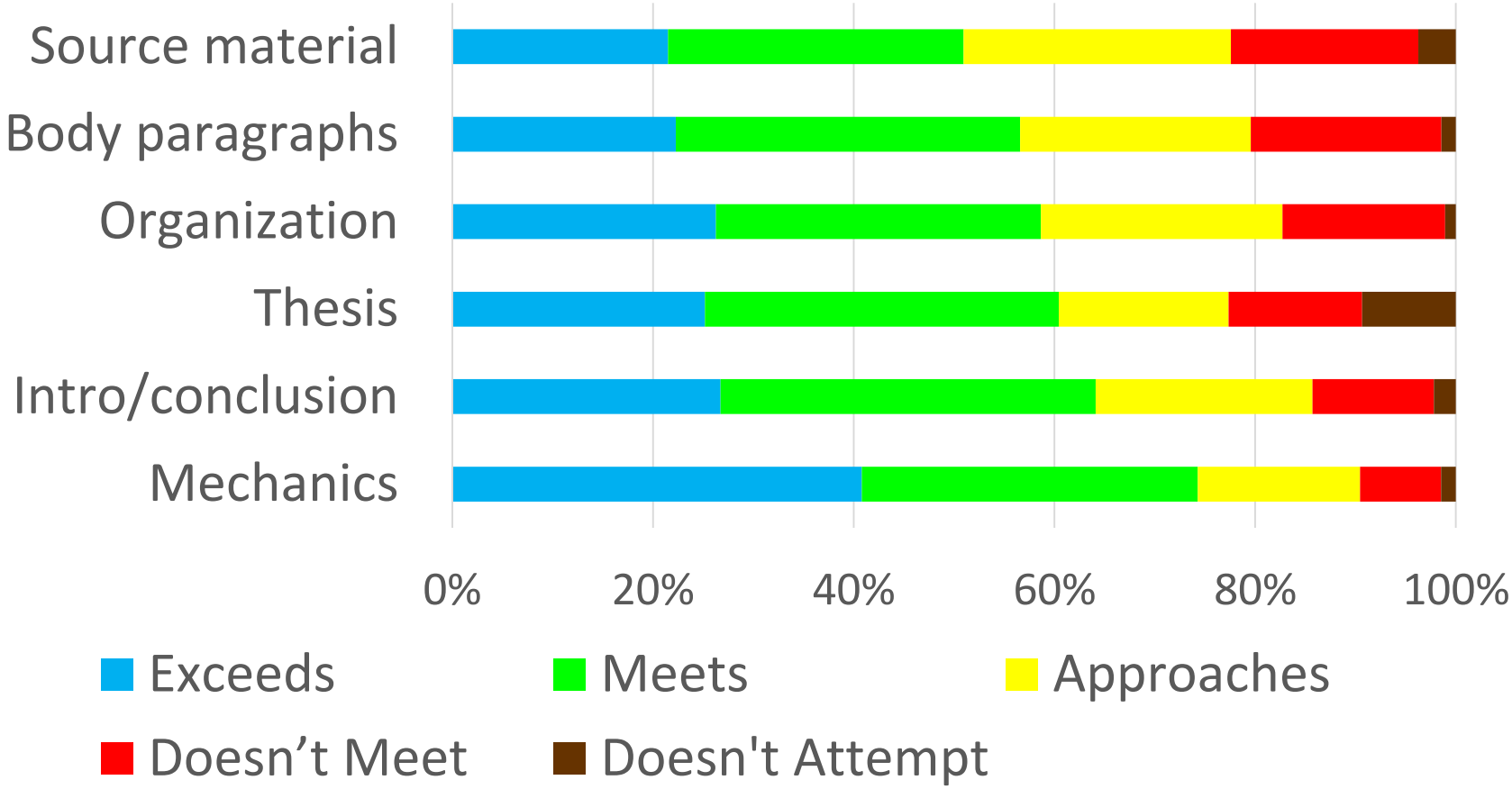
Averages have little meaning.
Look at percentages.

	4	3	2	1	0
Thesis	25%	35%	17%	13%	9%
Organization	26%	32%	24%	16%	1%
Intro/conclusion	27%	37%	22%	12%	2%
Body paragraphs	22%	34%	23%	19%	1%
Mechanics	41%	33%	16%	8%	1%
Source material	21%	29%	27%	19%	4%

Sort results from highest to lowest

	Meets or Exceeds	4	3	2	1	0
Mechanics	74%	41%	33%	16%	8%	1%
Intro/conclusion	64%	27%	37%	22%	12%	2%
Thesis	60%	25%	35%	17%	13%	9%
Organization	59%	26%	32%	24%	16%	1%
Body paragraphs	57%	22%	34%	23%	19%	1%
Source material	51%	21%	29%	27%	19%	4%

Graphs Make Results Pop!



Time to Reflect!

Time to Share!

One Big Idea

Thank you for coming!

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- Books
  - *Assessing Student Learning: A Common Sense Guide* (2009, Jossey-Bass)
  - *Five Dimensions of Quality: A Common Sense Guide to Accreditation and Accountability* (2014, Jossey-Bass)