

Outline

- What is a rubric?
- 5-Steps to Creating a Rubric
- Applying Your Rubric
- A Few Considerations
- Using a Rubric for Program Assessment
- How Leaders Can Support this Work
- Conclusion

What is a rubric?

- A guide for evaluating student work along identified dimensions
- The dimensions could be specific skills or components of a learning outcome
- For each dimension there are concrete descriptors for different levels of performance
- Can be applied to a variety of student products or performances (e.g., written work, presentation, participation)
- Good for measuring outcomes not easily measured by tests (e.g., oral communication, creativity)

What is a rubric?

Dimension	Superior	Adequate	Minimal	Inadequate
Uses appropriate evidence to support arguments	Uses a variety of appropriate evidence that meaningfully supports arguments.	Evidence is appropriate and supports arguments.	Evidence provides some support for arguments.	Evidence provided does not clearly support arguments.

What is a rubric?

Component	1	2	3	4
Student creates aesthetic appeal in musical composition	Does not present an effective general impression. Musical ideas do not hold the listener's interest.	Includes at least one interesting musical idea. Yet the overall impression is not effective.	Includes some interesting musical ideas. The general impression is pleasant and moderately effective.	Strong aesthetic appeal and general impression. Would be enjoyed by many listeners. Keeps the listener interested.

5-Steps to Creating a Rubric

- Ideal to develop rubric with partner or committee
 - *The process of creating & using rubrics generates great discussions about student learning and expectations*

Once you've selected a learning outcome to assess:

1. Select the assignment you will apply the rubric to
2. Determine the dimensions of the learning outcome
3. Decide on the number of levels of performance you will include
4. Write the descriptors for each component of the learning outcome
5. Test the rubric and use the findings to finalize your rubric.

5-Steps to Creating a Rubric

Learning outcome: *Students will deliver persuasive oral presentations*

1. Select the assignment you will apply the rubric to
 - Use your curriculum map to determine where evidence exists

- Example:
 - Presentation based on community based learning course:
 - Solution to issue experienced by community group

5-Steps to Creating a Rubric

Learning outcome: *Students will deliver persuasive oral presentations*

2. Determine the dimensions of the learning outcome
 - Consider outcome, selected assignment, existing rubrics
 - Select essential components

- Example:
 - Delivery
 - Connection with audience
 - Overall organization
 - Use of visual support

5-Steps to Creating a Rubric

Learning outcome: *Students will deliver persuasive oral presentations*

3. Decide on the number of levels of performance you will include
 - Use 3, 4 or 5 levels
 - Label with words or numbers or both

- Example:
 - Superior (4)
 - Good (3)
 - Adequate (2)
 - Inadequate (1)

5-Steps to Creating a Rubric

Learning outcome: *Students will deliver persuasive oral presentations*

4. Write the descriptors for each component of the learning outcome
 - Describe the best possible work
 - Describe unacceptable work
 - Describe the intermediate levels of work

5-Steps to Creating a Rubric

Component	Superior (4)	Good (3)	Adequate (2)	Inadequate (1)
Connection with audience	Topic and language choices in each presentation are purposefully tailored to the audience's needs and expectations for the message and the occasion	Topic and language choices in each presentation are fully appropriate to the audience's needs and expectations for the message and the occasion	Topic and language choices in each presentation are somewhat appropriate to the audience's needs and expectations for the message and the occasion	Topic and language choices in each presentation are rarely appropriate to the audience's needs and expectations for the message and the occasion

5-Steps to Creating a Rubric

Learning outcome: *Students will deliver persuasive oral presentations*

5. Test the rubric and use the findings to finalize your rubric

Component	Superior (4)	Good (3)	Adequate (2)	Inadequate (1)
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5-Steps to Creating a Rubric

Try it: Grab a neighbor & follow the steps to create a rubric for:

Outcome: Students will correctly document source material in writing

1. Product: *Research Paper*
2. Determine the dimensions of the learning outcome
3. Decide on the number of levels of performance you will include
4. Write the descriptors for each component of the learning outcome
5. Test the rubric and use the findings to finalize your rubric.

Applying Your Rubric

- Best as a group activity
- "Norm" to increase reliable application
- If possible: have 2 faculty independently score each example
- Consider redacting student names before scoring
- Use score sheet to record scores:

Applying Your Rubric

Paper Code:		
Component	Score	Comments
Delivery		
Connection with audience		
Overall organization		
Use of visual support		

Applying Your Rubric

Paper Code:	<i>Student 12</i>	
Component	Score	Comments
Delivery	<i>4</i>	<i>Clear speech, appears confident</i>
Connection with audience	<i>3</i>	<i>Some language choices could be better</i>
Overall organization	<i>3</i>	<i>Generally good. A few areas in need of work.</i>
Use of visual support	<i>2</i>	<i>Not great. Font too small, too much text on screen, images were distracting.</i>

A Few Considerations

- Using a rubric for program assessment is different than using it for grading
 - The set of rubric dimensions likely will be different
 - In program assessment dimension scores are aggregated across students
- For "live" activities (e.g., presentation, performance), consider:
 - Score during or record & score later
- Consider sampling if you have a large number of students
 - Evaluating the work of a subset of students may be more feasible
 - Draw from the whole group so every student has an equal chance of selection

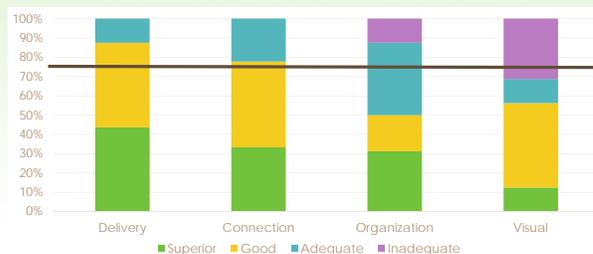
Using a Rubric for Program Assessment

- Determine where in the curriculum the outcome is addressed
 - Consider looking at courses that introduce and those in which students master the skill/ knowledge/ value
 - Consider looking at senior level courses
- Identify student work that demonstrates the outcome
 - Papers, research reports, oral presentations, posters, creative performances, portfolios
 - If want to test improvement look for similar products in lower & upper division courses
 - *Cautionary note: comparing apples to oranges*

Using a Rubric for Program Assessment

- To Analyze & Interpret Data:
 - Average scores across raters (if used 2)
 - Aggregate scores across students for each component on the rubric
 - Present data in user-friendly way and discuss its meaning
 - Helpful to have a criterion or standard in mind
- Examples:
 - 75% of students must be "excellent" or "above average"
 - Average score must be above 3 (on 4 point scale)

Percent of Students at Each Level of Persuasive Oral Presentation Rubric



Once you decide what results mean, you look for ways to improve weaker areas

How Leaders Can Support this Work

- Provide resources
 - Small grants
 - Stipends
 - Funding for retreat
- Build into other processes
 - Example: Incorporate into academic program review process by encouraging direct measures of student learning

Conclusion

Rubrics have many advantages:

- Good direct measure of learning
- Great for measuring higher-order skills or evaluating complex tasks
- Can be used for different levels of assessment
- Summaries of results can reveal patterns of strength and areas of concern
- Process of creating and using rubrics will help you clarify your expectations about student learning

For more tips and practical approaches to assessment, check out our new book from Stylus Publishing

