

# Rubric Development 101

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*Spring 2022*



# Session Outcomes

By the end of this session, you will:

- be able to develop rubrics using good practices to support your evaluation of students work
- know when it is appropriate to use rubrics as a tool to evaluate student work and identify areas of opportunities to strengthen learning
- know how to access and leverage a bank of rubrics developed by the American Association of Colleges and Universities (AAC&U) to support your evaluation of student work



# What is a Rubric?



- Scoring guides, consisting of specific pre-established performance criteria, used in evaluating student work on performance assessments (Mertler, 2003).
- Scoring guide, that describes the criteria that you will use to score or grade students' work (Suskie, 2004).
- A tool that articulates the expectations for an assignment by listing criteria, and for each criteria, describing levels of quality (Andrade, 2000; Arter & Chappuis, 2007; Stiggins, 2001).

Are you currently using, or have used rubrics in the past?

What are some ways you are using or have used rubrics in the past?

What was your reason for using rubrics?



Image Source: <https://www.gatech.edu/academics-education>

# Reasons for Using Rubrics

- Helps students to understand your expectations
- Focuses students' attention/efforts on completing that assignment in alignment with the established expectations
- Makes scoring easier, faster and more reliable
- Provides a consistent framework for assessment
- Improves feedback to students
- Provides faculty key insights that can impact teaching and learning
- Can inspire better student performance

# When Should Rubrics Be Used?

- The assessment activity is subjective in nature
- To help ensure that resulting data is actionable
- To provide students with a clear understanding of your expectations



# Rubrics Unpacked

## Holistic Rubrics

Single performance score based on an overall impression of students' work

### ***Advantage***

- Quick scoring

### ***Disadvantage***

- Feedback not resolute enough to identify areas of opportunities for strengthening learning

## Analytics Rubrics

Provide feedback along several dimensions of learning

### ***Advantage***

- More actionable feedback
- Consistency in scoring across students and evaluators

### ***Disadvantage***

- Can be time consuming

***Note: Other types of rubrics include General and Task Specific Rubrics***

# What we know so far!

Rubrics are tools for scoring student authentic work or performance.

- Typically structured in the form of a table/matrix
- Criteria that describe the dimension of the outcome in the left vertical axis
- Levels of performance across the horizontal axis

<b>Criterion</b>	<b>Unsatisfactory</b>	<b>Developing</b>	<b>Proficient</b>	<b>Distinguished</b>
Organization				
Central Message				
Language				
Delivery				
Supporting Material				



# Further Unpacking General Components of a Rubric

## Description

- A task description of what students are expected to do/produce

## Performance Scales

- Describe how well or poorly a given task has been performed.
  - Commonly used scales:
    - Unsatisfactory, Developing, Proficient, Distinguished
    - Unacceptable, Marginal, Proficient, Exemplary
    - Beginning, Developing, Average, Accomplished
    - Outstanding, Above Average, Average, Below Average
    - Does not meet expectation, Meets Expectation, Exceeds Expectation

***Note: Three to five performance levels are recommend. The more levels there are, the more difficult it is to differentiate between performance levels.***

# General Components of a Rubric Cont...

## Criteria

- Clearly articulates the things students should focus on in producing their final product (i.e., skills, knowledge, etc.)

**Clear description of performance quality** at each level of the performance scale for each criterion.

Criterion	Unsatisfactory	Developing	Proficient	Distinguished
Research Design	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Critical elements of the methodology or theoretical framework are appropriately developed.	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.

*Note: Aim for the rubric to fit on one page. The problem with long rubrics is that you end up focusing on the trees rather than the forest.*

# Example Rubric

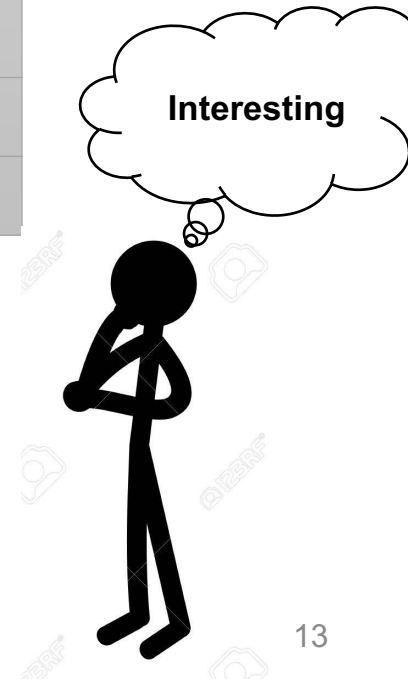
Criteria	Capstone	Milestone II	Milestone I	Benchmark
<b>Topic selection</b>	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
<b>Existing Knowledge, Research, and/or Views</b>	Synthesizes in-depth information from relevant sources representing various points of view/approaches.	Presents in-depth information from relevant sources representing various points of view/approaches.	Presents information from relevant sources representing limited points of view/approaches.	Presents information from irrelevant sources representing limited points of view/approaches.
<b>Design Process</b>	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed, however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
<b>Analysis</b>	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
<b>Conclusions</b>	States a conclusion that is a logical extrapolation from the inquiry findings.	States a conclusion focused solely on the inquiry findings. The conclusion arises specifically from and responds specifically to the inquiry findings.	States a general conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupported conclusion from inquiry findings.
<b>Limitations and Implications</b>	Insightfully discusses in detail relevant and supported limitations and implications.	Discusses relevant and supported limitations and implications.	Presents relevant and supported limitations and implications.	Presents limitations and implications, but they are possibly irrelevant and unsupported.

# Sample Rubric Templates



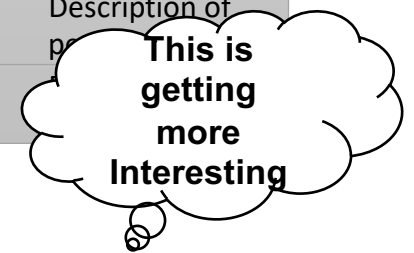
# 3-Performance Levels

Criteria	Unsatisfactory	Developing	Mastery
Criterion 1	Description of performance	Description of performance	Description of performance
Criterion 2	Description of performance	Description of performance	Description of performance
Criterion 3	Description of performance	Description of performance	Description of performance
Criterion 4	Description of performance	Description of performance	Description of performance
Criterion 5	Description of performance	Description of performance	Description of performance



# 4-Performance Levels

Criteria	Unsatisfactory	Developing	Proficient	Distinguished
Criterion 1	Description of performance	Description of performance	Description of performance	Description of performance
Criterion 2	Description of performance	Description of performance	Description of performance	Description of performance
Criterion 3	Description of performance	Description of performance	Description of performance	Description of performance
Criterion 4	Description of performance	Description of performance	Description of performance	Description of performance
Criterion 5	Description of performance	Description of performance	Description of performance	Description of performance



# Can rubrics function as scoring guides?

Following are a few examples



# 3-Performance Levels

<b>Criteria</b>	<b>Unsatisfactory (0 pts)</b>	<b>Developing (1 pt)</b>	<b>Mastery (2 pts)</b>
Criterion 1	Description of performance	Description of performance	Description of performance
Criterion 2	Description of performance	Description of performance	Description of performance
Criterion 3	Description of performance	Description of performance	Description of performance
Criterion 4	Description of performance	Description of performance	Description of performance
Criterion 5	Description of performance	Description of performance	Description of performance

*Each criterion is equally weighted*



# 4-Performance Levels

Criteria	Unsatisfactory	Developing	Proficient	Distinguished
Criterion 1 (25 pts)	0 pts  Description of performance	15-18 pts  Description of performance	19-22 pts  Description of performance	23-25 pts  Description of performance
Criterion 2 (10 pts)	0 pts  Description of performance	5-6 pts  Description of performance	7-8 pts  Description of performance	9-10 pts  Description of performance
Criterion 3 (15 pts)	0 pts  Description of performance	9 - 11 pts  Description of performance	12-13 pts  Description of performance	14-15 pts  Description of performance
Criterion 4 (25 pts)	0 pts  Description of performance	15-18 pts  Description of performance	19-22 pts  Description of performance	23-25 pts  Description of performance
Criterion 5 (25 pts)	0 pts  Description of performance	15-18 pts  Description of performance	19-22 pts  Description of performance	23-25 pts  Description of performance

*Criterion weighted differently*

# 4-Performance Levels

Criteria	Unsatisfactory	Developing	Proficient	Distinguished	Actual Results
Criterion 1 (25 pts)	0 pts  Description of performance	15-18 pts  Description of performance	19-22 pts  Description of performance	23-25 pts  Description of performance	
Criterion 2 (10 pts)	0 pts  Description of performance	5-6 pts  Description of performance	7-8 pts  Description of performance	9-10 pts  Description of performance	
Criterion 3 (15 pts)	0 pts  Description of performance	9 - 11 pts  Description of performance	12-13 pts  Description of performance	14-15 pts  Description of performance	
Criterion 4 (25 pts)	0 pts  Description of performance	15-18 pts  Description of performance	19-22 pts  Description of performance	23-25 pts  Description of performance	
Criterion 5 (25 pts)	0 pts  Description of performance	15-18 pts  Description of performance	19-22 pts  Description of performance	23-25 pts  Description of performance	

*Criterion weighted differently*

# Attributes of Effective Rubrics

- The rubric and the assessed activity or artifact are well articulated.
  - Rubric is aligned to the assignment.
- Each criterion assesses an individual construct.
- Rubric should contain no unnecessary performance levels (e.g. *multiple levels of mastery*).

# Attributes of Effective Rubrics Cont...

## Resulting data are actionable

- *Help to illuminate areas of strengths and opportunities for improvement.*
- *Help to identify gaps in student learning.*
- *Provide valid and reliable evidence needed to support learning improvement.*

# The American Association of Colleges and Universities (AAC&U Value Rubrics)

## Excellent source for well developed rubrics

- Faculty experts from across colleges and universities worked to develop 16 VALUE rubrics
- Use by more than 5,600 institutions/organizations across 142 countries

Learn more about Value Rubrics at the link below:

<https://academiceffectiveness.gatech.edu/assessment-toolkit/assessment-measures/>



Image Source: <https://www.chronicle.com/article/7-ways-to-assess-students-online-and-minimize-cheating>

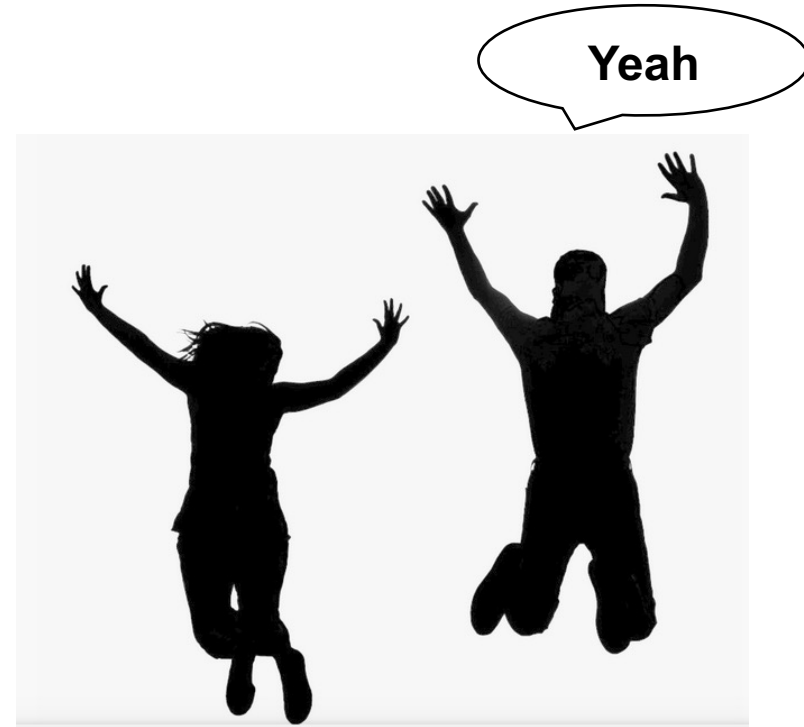
## 16 Value Rubrics

- Problem Solving
- Oral Communication
- Written Communication
- Quantitative Literacy
- Integrative and Applied Learning
- Critical Thinking
- Creative Thinking
- Inquiry and Analysis
- Information Literacy
- Global Learning
- Ethical Reasoning
- Foundations and Skills for Lifelong Learning
- Teamwork
- Civic Engagement – Local and Global
- Intercultural Knowledge and Competence
- Reading

# Best thing about the VALUE rubrics



Image source: <https://www.clearpoint.org/blog/why-credit-counseling-should-always-be-free/>



# How to access rubrics

- **Step 1:** Go to OAE Assessment Toolkit
  - <https://academiceffectiveness.gatech.edu/assessment-toolkit>
- **Step 2:** Select the **Assessment Measures** bucket
  - <https://academiceffectiveness.gatech.edu/assessment-toolkit/assessment-measures/>
- **Step 3:** Scroll down to section entitled **Supporting Assessment Tools**
- **Step 4:** Select the rubric you are interested in reviewing
- **Step 5:** There are two formats for downloading rubrics (pdf and doc)

# How to access rubrics cont...

## Inquiry and Analysis VALUE Rubric (pdf)



Inquiry and  
Analysis Rubric

### [Inquiry and Analysis VALUE Rubric Description](#)

To obtain the rubric add to cart, continue through the checkout process, and click enter payment button - you will not be asked for any payment information.

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## INQUIRY AND ANALYSIS VALUE RUBRIC

*for more information, please contact rubric@aacu.org*



### Definition

Inquiry is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.*

	Capstone 4	Milestones		Benchmark 1
		3	2	
<b>Topic selection</b>	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic.	Identifies a focused and manageable/ doable topic that appropriately addresses relevant aspects of the topic.	Identifies a topic that while manageable/ doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.
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***Well designed rubrics enhance teaching and learning  
and support meaningful assessment of students'  
performance.***



## Discussion

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