

RUBRICS

Use of evidence to document
and improve student learning

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Objective

Examine rubrics as:

- 1) Guides that articulate expectations for assignments
- 2) Providing guidelines for scoring student work.

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What we know

- Student learning outcomes assessment is ongoing
- The process involves the systematic collection, examination, interpretation and use of evidence to document and improve student learning.

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What we do with what we know

1. Goals
2. Measures
3. Data Collection/Analysis
4. Action Plan

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When a rubric may be useful:

- You find yourself writing **the same comments** on many papers
- At the end of grading a set of papers, you have a feeling that you may have graded the first ones **a bit differently** than the last ones
- After explaining the assignment, students ask questions about **“what you really want”**

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When a rubric may be useful:

- You are coordinating a class with several sections taught by adjuncts and you want to make sure grading on a key assignments **is somewhat consistent**
- Students **dispute or are confused by** their grades on an assignment

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Among the Benefits of Rubrics

Instructional Tool

1. self monitoring
2. critical thinking
3. motivation

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Types of Assignments

- Research papers
- Case studies
- Essays
- Online discussions
- Class participation
- Team Work
- Oral Presentations
- Performance

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Types of Rubrics

ANALYTICAL RUBRICS

Used to score student work on multiple criteria or dimensions, with each dimension scored separately

HOLISTIC RUBRICS

Used to score student work as a whole, yielding one holistic score

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Analytical rubrics have dimension/criteria, levels, and descriptors of products

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ANALYTICAL RUBRIC

	Level 1	Level 2	Level 3	Level 4
Dimension/Criterion 1	Description of product at level 1 of criterion 1			
Dimension/Criterion 2				
Dimension/Criterion 3				
Dimension/Criterion 4				
Dimension/Criterion 5				
Dimension/Criterion 6				

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Analytical rubrics:

Dimension/Criterion: An aspect or element of the product or performance that is scored.

Example: Criteria for a rubric assessing oral presentation may include organization, delivery, use of supporting materials, central message.

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Analytical rubrics:

Level: Level is an anchor point on a continuum (scale) into which student products will be rated

Example: Levels may be: beginning, developing intermediate, expert

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Analytical rubrics:

Descriptions of products/performances: Descriptions are developed that characterize a product or performance at each level of each dimension

Example: a product at the expert level for the organization criterion of an oral presentation rubric may be: "Organization pattern (specific introduction and conclusion, sequenced material within the body , and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive."²

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EXAMPLES

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ORAL COMMUNICATION EVALUATION TOOL					
	Capstone 4	Milestones 3	Milestones 2	Benchmark 1	Points assigned
Organization	Organizational pattern (specific instruction and conclusions, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced materials within the body, and transitions) is clearly and consistently observable with the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable.	1

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ORAL COMMUNICATION EVALUATION TOOL					
	1	2	3	4	Points assigned
Organization	Audience cannot understand presentation because of poor organization; introduction is undeveloped or irrelevant; main points and conclusion are unclear;	Audience has difficulty following presentation because of some abrupt jumps; some of the main points are unclear or not sufficient stressed;	Satisfactory organization; clear introduction; main points are well stated, even if some transitions are somewhat sudden; clear conclusion;	Superb organization; clear introduction; main points well stated and argued, with each leading to the next point of the talk; clear summary and conclusion.	1

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Developing analytical rubrics:

1. Review relevant rubrics of colleagues, other institutions, educational organizations etc.
2. If you have used the assignment previously and have samples of student work.
3. Share drafts with colleagues and students for feedback
4. Approach rubric development as an ongoing process. Use your first draft. Take notes on what went well and what did not. Refine, Refine, Refine

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Work on
Individual Rubrics

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Questions

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Thank You

<http://www.njcu.edu/academicaffairs/resources/>

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REFERENCE

^{1,3} Consult the Assessment Website for more information on effective measures

²From AAC&U VALUE rubrics,
<http://www.aacu.org/value/index.cfm>