

Whirlpool Room
September 20, 2010

Rubric Building Workshop

Icebreaker

- The Tasty Cookie Rubric.
- Use the rubric to assess the cookies at your table.



Icebreaker

- Cookie decision?
- What was difficult about this activity?
- How does this relate to the work we do in our classes?
- Why are rubrics useful tools for assessing student work?
- What steps would you take to create a rubric for a given assignment?



What is a rubric?

- A rubric is "a scoring tool that lists the criteria for a piece of work or 'what counts.'"
 - Heidi Goodrich
- A guide that identifies or makes clear to participants acceptable/expected levels of performance.
- A guide to help students self- and peer-assess their work.

Why use a rubric?

- A rubric can help you. . .
- Clarify and publish expectations using shared language, or a common framework.
- Provide opportunities for students to self- and peer-assess their own learning.
- Generate useful feedback.
- Gather evidence of student learning.

What types of rubrics exist?

- Analytic
 - Specific content is assessed.
 - A composite score is given—often weighted.
 - Often requires specific feedback.
- Holistic
 - Reports, projects, presentations, or tasks that have a single score.
 - The information is either there or not.
 - Limited feedback is required.

What does a rubric look like, and where can I find one?

- Several examples available online, in books, in training manuals specific to various fields.
- Examples also available on university websites—specifically Centers for Teaching Excellence.
- Best advice: look at several models, find one that works for you, and adapt it to meet your needs (unless a specific format is required).

Examples

- Examples
 - School of Business: Allen Stembridge
 - College of Arts and Sciences: Brian Strayer
 - School of Education
 - Example
 - Blank Template

5 Basic Steps to Creating a Rubric

- **1. Make a list** of what you want the students to accomplish through the assignment.
- **2. Organize the list** of criteria from most important to least important.
- **3. Decide on an overall point value** for the assignment.
- **4. Assign** each item on your ranked list a percentage value out of 100 percent/weight each item/use a formula that works for you—determine what is acceptable.
- **5. Create a grid/fill in template.** On a fresh sheet of paper/grid, write the name for each item on your list in order from most to least important. Make sure to leave room in between each category.

Points to Remember

- **Criteria.** Limited number of dimensions or criteria. The criteria are those components that are most important to evaluate in the given task and instructional context.
- **Performance indicators.** The difference between 4 and 3 should be equivalent to the difference between 3 - 2 and 2 - 1. "Yes, and more", "Yes", "Yes, but", and "No" are ways for the rubric developer to think about how to describe performance at each scale point.

Points to Remember

- **Share rubrics with learners.** It is important to make rubrics public. Discuss them with your students—this is a way of sharing expectations.
- **A rubric for everything?!** A rubric is not necessary for every assignment. It works well for portfolios, presentations, projects, teamwork evaluation, essays, and with assignments for which subjectivity may cloud fair evaluation—increases consistency and objectivity.

Common descriptive terms . . .

Task requirements or Criteria	4 All	3 Most	2 Some	1 Very few or none
Frequency	Always	Usually	Some of the time	Rarely or not at all
Accuracy	No errors	Few errors	Some errors	Frequent errors
Comprehensibility	Always comprehensible	Almost always comprehensible	Gist and main ideas are comprehensible	Isolated bits are comprehensible
Content coverage	Fully developed, fully supported	Adequately developed, adequately supported	Partially developed, partially supported	Minimally developed, minimally supported

More words and phrases. . .

Exemplary	Excellent	Acceptable	Unacceptable
Exceeds expectations	Meets expectations	Progressing	Not there yet
Superior	Good	Fair	Needs work

Your Turn

- Think of an assignment from one of your courses.
- Identify the main components of the assignment, from most important to least important.
- Using the blank template provided, begin creating your rubric.

Helpful Resources

- VALUE Rubrics: Valid Assessment of Learning in Undergraduate Education—Association of American Colleges and Universities
- http://www.aacu.org/value/rubrics/index_p.cfm?CFID=30500094&CFTOKEN=31191773
- CARLA—Center for Advanced Research in Language Acquisition, University of Minnesota
- http://www.carla.umn.edu/assessment/VAC/Evaluation/p_7.html
- Washington State University—Using Rubrics in Higher Education
- https://my.wsu.edu/portal/page?_pageid=177,185642&_dad=portal&_schema=PORTAL
- Rubric Samples for Higher Education
- <http://rubrics.kon.org/>