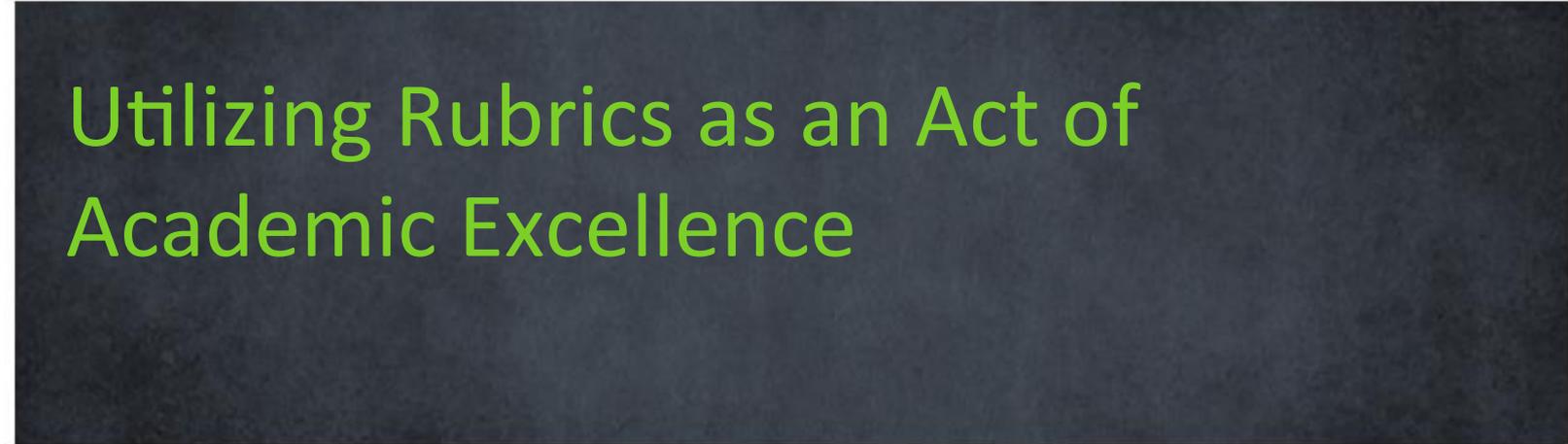


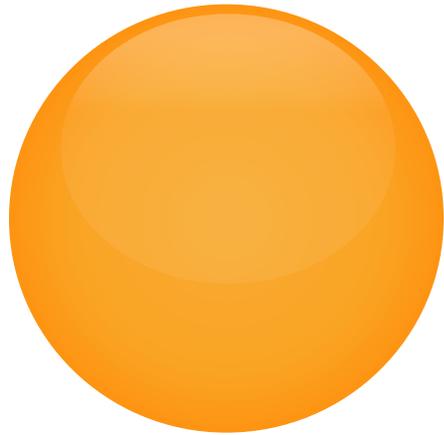


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Utilizing Rubrics as an Act of Academic Excellence





WHO IS IN THE ROOM?

Why did you come to this session?

Have you used rubrics?

When you think about rubrics, what 3 words come to mind?



Let's be honest!

1. Think about what you dislike most about grading.
2. Discuss with your neighbor.



Why should I use rubrics?

Save Grading Time

Convey Effective Feedback

Foster Student Learning



Session Overview

1. What is a Rubric?

2. Why use Rubrics?

3. How to Construct a Rubric

4. Grading with Rubrics



What is a Rubric?

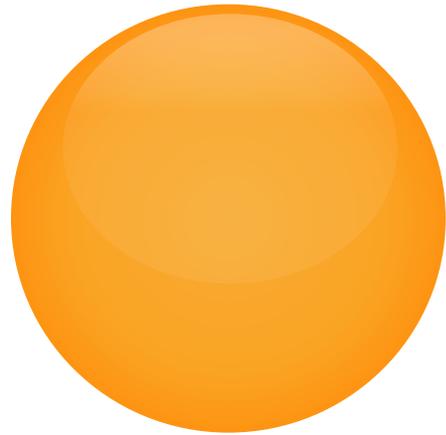
A scoring tool that lays out the specific expectations for an assignment.

You Might Need a Rubric if...

- You are getting carpal tunnel syndrome from writing the same comments on almost every student paper.
- Students often complain that they cannot read the notes you labored so long to produce!
- You have graded all your papers and worry that the last ones were graded slightly differently from the first ones.

What are the Parts of a Rubric?

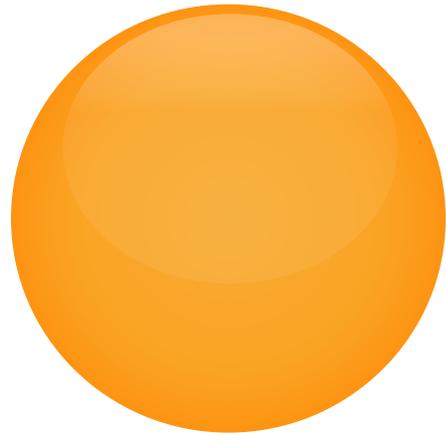
- 1. Task Description** (the assignment).
- 2. A Scale of Some Sort** (levels of achievement, possibly in the form of grades).
- 3. The Dimensions of the Assignment** (a breakdown of the skills/knowledge involved in the assignment).
- 4. The Description of What Constitutes Each Level of Performance** (specific feedback).



PART 1: TASK DESCRIPTION

Figure 1.2





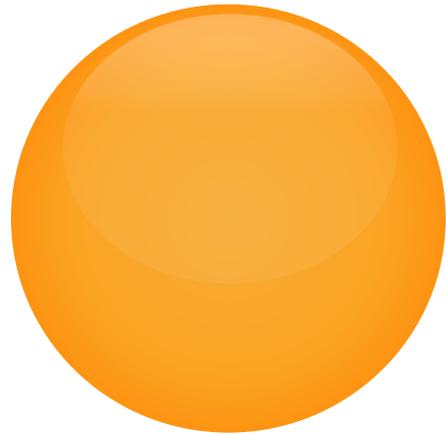
PART 2: SCALE



PART 2: SCALE

- There is no set formula.
- Many faculty consider three to be the optimum number of levels on a rubric scale.

• Figure 1.3



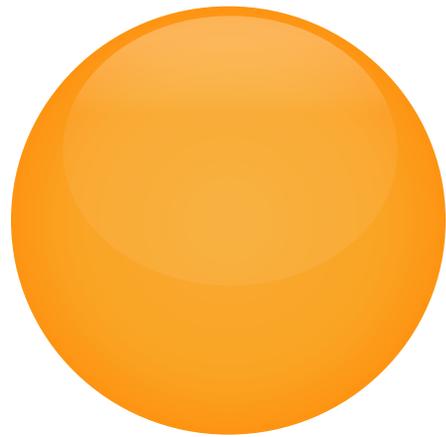
PART 3: DIMENSIONS



PART 3: DIMENSIONS

Adding points or percentages to each dimension further emphasizes the relative importance of each aspect of the task.

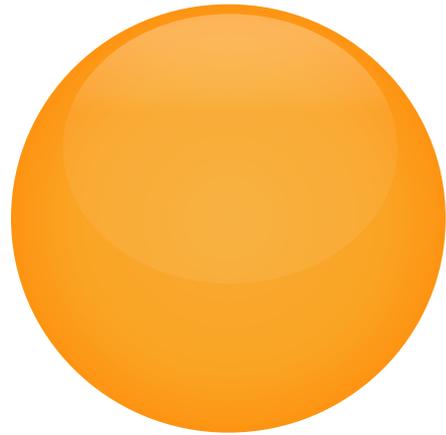
- Figure 1.4



PART 4: DESCRIPTION OF THE DIMENSIONS

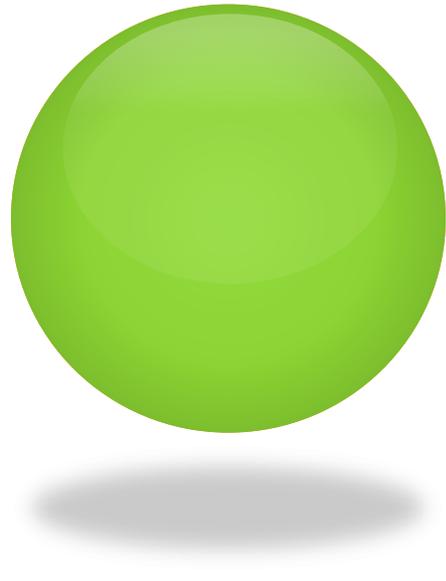
Figures 1.5 and 1.6





YOU ALREADY HAVE IT IN YOU!





WHY USE RUBRICS?

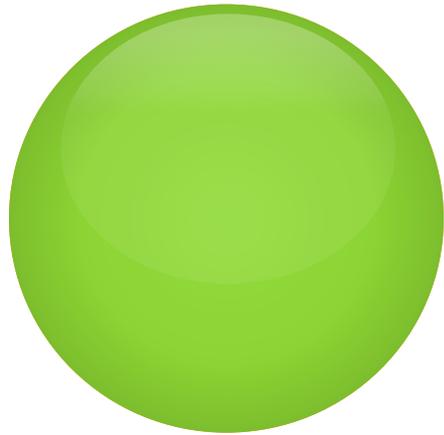


Rubrics as a Pedagogical Tool

- They make us more aware.
- They allow us to impart more clearly our intentions and expectations.

Are Rubrics Worth the Time and Effort?

- Convey clear expectations.
- Clarify our assumptions.
- Make the process of learning collaborative.
- Save grading time.



You can not learn without feedback.

Chickering & Gamson, 1987



1. Rubrics Provide Timely Feedback

- Time is a factor in making feedback meaningful and useful to students.

The Same Mistakes

- Most students make the same or similar mistakes on any given assignment.
- We often find ourselves writing variations of the same themes on most papers.

2. Rubrics Prepare Students to Use Detailed Feedback

- Effective feedback.
- This detailed feedback is fulfilled in a rubric.

Rubrics as Self-Assessment

- Student ownership

3. Rubrics Encourage Critical Thinking

- Students learn how to think and reason.

Making Expectations Clear

- Making implicit expectations explicit

4. Rubrics Facilitate Communication with Others

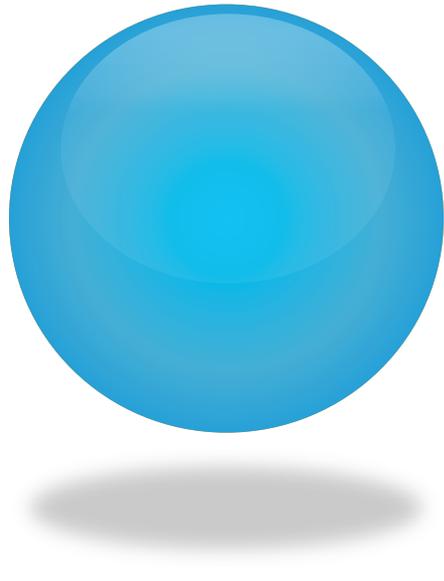
- Sharing rubrics can also reveal the degree to which grading is consistent.

5. Rubrics Help Us to Refine Our Teaching Skills

- Rubrics inform our curriculum.

6. Rubrics Level the Playing Field

- Translation devices.



HOW TO CONSTRUCT A RUBRIC



Four Key Stages to Constructing a Rubric

1. Reflecting
2. Listing
3. Grouping and Labeling
4. Application

Stage 1: Reflecting

- Reflect on the assignment and the overall course objectives.
1. Why did you create this assignment?
 2. Have you given this assignment or a similar assignment before?

Stage 1: Reflecting

3. How does this assignment relate to the rest of what you are teaching?

4. What skills will the students need to have or develop to successfully complete this assignment?

5. What exactly is the task assigned?

Stage 1: Reflecting

6. What evidence can students provide in this assignment that would show they have accomplished what you hoped they would accomplish when you created the assignment?

7. What are the highest expectations you have for student performance on this assignment overall?

8. What is the worst fulfillment of the assignment you can imagine, short of simply not turning it in at all?

Stage 2: Listing

Describe how to capture the details of the assignment.

- Figures 3.1 and 3.2

Stage 3: Grouping and Labeling

Grouping similar performance expectation together and creating labels for each group.

- [Figure 3.5](#)

Stage 4: Application

- Transferring lists and groupings to a rubric grid.

Construction of a 3 to 5-Level Rubric

A rubric with check boxes allows us to break down the descriptions of dimensions into individual parts and include a box to check off beside each.

- Figure 3.9

Rubric Samples

- See handout

Rubrics Make Grading Easier and Faster

- Establish performance anchors.
- Provide detailed, formative feedback (three to five-level rubrics).
- Support individualized, flexible, formative feedback (scoring guide rubrics).
- Convey summative feedback (grade).

Performance Anchors: Being Consistent and Focused

With rubrics we:

- Grade faster than without rubrics.
- Know what we want from the very beginning when we tell the students about the assignment.
- Focus our attention on what we expect in the best and worst papers, and we do it the same way – in the same order – for each and every paper.

Detailed, Formative Feedback: Gaining Speed

- We'll notice an increase in speed because we are no longer writing extensive notes on each and every paper.
- The three-to-five level rubric with check boxes is easily the most refined grading tool and the fastest to use.

• Figure 6.1

Individualize, Flexible Feedback: A Trade-off

- Scoring rubrics allow for much greater individualization and flexibility in grading.
- They are usually reserved for creative assignments.

• Figures 6.2, 6.3, 6.4, 6.5

Theory to Practice

- Read the prompt and excerpt.
- Read Student Sample A and grade with rubric.
- Read Student Sample B and grade with rubric.
- Spend time with one or two others to discuss your rationale for grading.

Final Thoughts

- As professors, we reflect on or “grade” our own teaching as we grade our students’ papers.
- Rubrics are not cast in cement. They are flexible, adaptable grading tools that become better and better the more times we use them.

Now What?

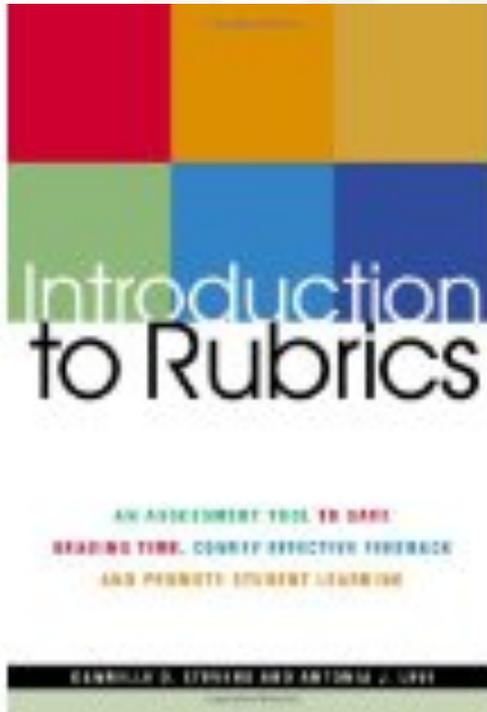
- What is one assignment that you are going to create a rubric for?
- Join the Rubric FLC this Fall!

How I Can Help You

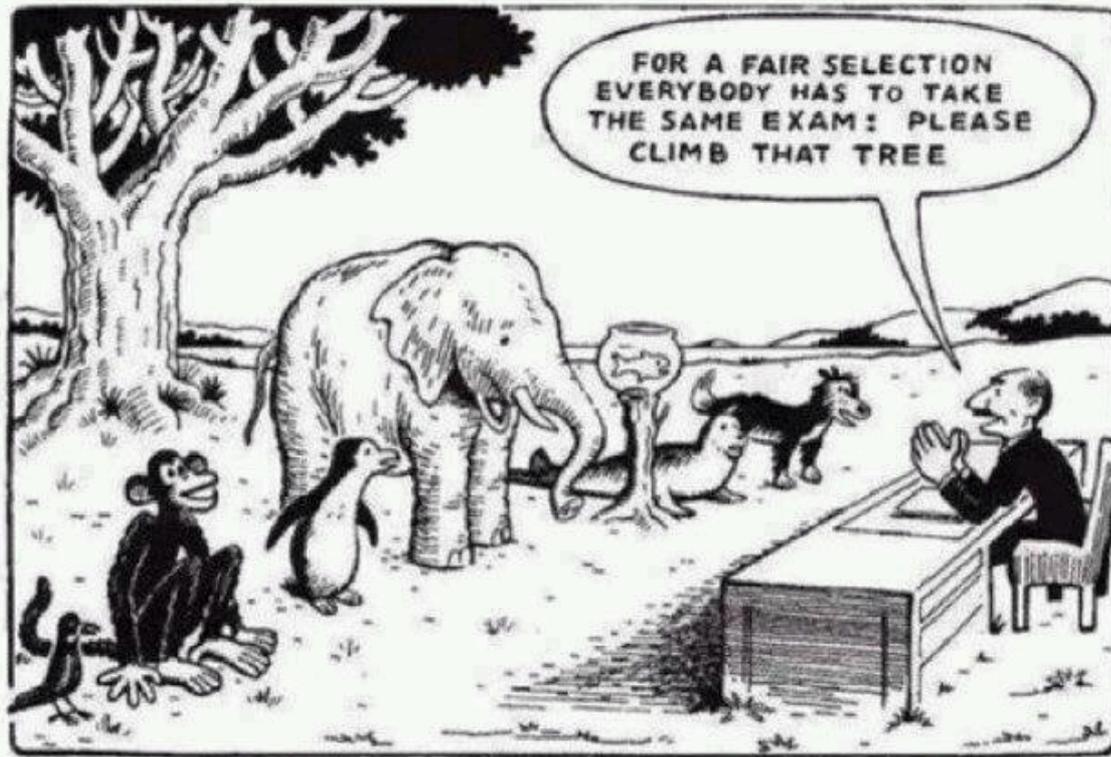
- Give you feedback on your rubrics.
- Provide you templates as a resource.
- Meet with faculty teams to create rubrics.

Recommended Resource

- Content for this presentation informed by:



Introduction to Rubrics
Stevens & Levi, 2005



Our Education System

"Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will live its whole life believing that it is stupid."

- Albert Einstein