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connect more know more

Rubrics and Methodology

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Agenda

As a result of attending this webinar, participants will be able to:

1. Define what a rubric is
2. Give examples of when you might want to use a rubric
3. Identify the steps for creating a rubric

What is a rubric?

- “A set of criteria specifying the characteristics of an outcome and the levels of achievement in each characteristic”
- Provides consistency in evaluation of behaviors and performance
- Gathers rich data
- Mixed-method
- Allows for **direct** measure of learning



Example Rubric

| Scale | | | | | |
|--|---|---------------------------|---------------------------|---------------------------|--|
| | 1 - Does not meet expectations | 2 - Meets expectations | 3 - Exceeds expectations | Comments | |
| D i m e n s i o n s | Listens effectively <input type="checkbox"/> | What does this look like? | What does this look like? | What does this look like? | D e s c r i p t i o n s |
| | Writes in a professional manner <input type="checkbox"/> | What does this look like? | What does this look like? | What does this look like? | |
| | Speaks clearly and concisely <input type="checkbox"/> | What does this look like? | What does this look like? | What does this look like? | |
| Total: | | | | | |

Measuring learning

Direct Methods

Any process employed to gather data which requires subjects to display their knowledge, behavior, or thought processes.

Where on campus would you go or who would you consult with if you had questions about which courses to register for the fall?

Indirect Methods

Any process employed to gather data which asks subjects to reflect upon their knowledge, behaviors, or thought processes.

I know where to go on campus if I have questions about which courses to register for in the fall.

Strongly agree

Moderately agree

Neither agree nor disagree

Moderately disagree

Strongly disagree

Why use rubrics?

1. Provides both *qualitative descriptions* of student learning and *quantitative results*
2. Clearly **communicates expectations** to students
3. Provides **consistency** in evaluation
4. Simultaneously provides **student feedback** and **programmatic feedback**
5. Allows for timely and detailed feedback
6. Promotes colleague collaboration
7. **Helps us refine practice**



Analytic rubric example

| | 1 - Novice | 2 - Apprentice | 3 - Proficient | 4 - Distinguished |
|--|---|--|--|---|
| Opportunity seeking <input type="checkbox"/> | Did not seek leadership opportunities | Responded to leadership opportunities present to them | Sought leadership opportunities | Actively sought specific leadership opportunities |
| Challenging self <input type="checkbox"/> | Opportunities provided little to no challenge, growth, change, innovation, and/or improvement | Opportunities provided minimal challenge, growth, change, innovation, and/or improvement | Leadership opportunities provided some challenge, growth, change, innovation, and/or improvement | Leadership opportunities provided challenge, growth, change, innovation, and/or improvement |
| Risk-taking <input type="checkbox"/> | Did not demonstrate willingness to take risk | Demonstrates understanding of risk taking | Demonstrates willingness to take some risks | Demonstrates willingness to take risk |
| Managing fear <input type="checkbox"/> | Avoids being different, failure | Does not successfully face and manage fear (of being different, failure) | Faces and manages the fears (of being different, failure) | Successfully faces and manages the fears (of being different, failure) |
| Total: | | | | |

Using Portfolios to Assess the Outcomes of a Leadership Program, presented June 13, 2008 at International Assessment & Retention Conference by Katie Busby, University of Alabama

Rubrics are used for...

Observation

- Presentations
- Team work
- Trainings
- Role plays
- Performance

Artifact Analysis

- Reflection papers
- Portfolios
- Journals
- Art pieces
- Resumes



Example data collection opportunities

- Students on an Alternative Spring Break blog or journal each day about their experiences.
- College 101 students create a portfolio as part of their classwork.
- Students in a leadership workshop participate in a group exercise.
- Outdoor adventure club members take photos and video of their experience.
- RA incident reports are used to assess crisis response learning
- Observations of mock interviews.
- Watching student presentations about their service learning experience.

Steps for implementation

1 Identify the outcome

2 Determine how you will obtain evidence

3 Develop the rubric tool

4 Test rubric

5 Train evaluators on rubric use

6 Collect data

7 Analyze and report

1. Identify the Outcome

Good Outcomes...

- Translate intentions into actions
- Describe what participants should demonstrate or produce (as a result of participation students will think, act, feel)
- Use action verbs
- Align with other intentions (institutional, departmental)
- Are measurable

Learning
outcomes

Examine what a *student* (or other stakeholders) is to do or think as a result of the program, course, service.

1. Identify the Outcome – Community Standards

“Students who are found responsible for violating the University’s Community Standards will engage in a process which will help them become more aware of the diversity around them and articulate the advantages and impact of a diverse society.”

- More aware of diversity
- Articulate advantages of diverse society
- Articulate Impact of diverse society

Learning
outcomes

Examine what a *student* (or other stakeholders) is to do or think as a result of the program, course, service.

2. Determine how to obtain the evidence

Observation

Presentations

Team work

Trainings

Role plays

Performance

Artifact Analysis

Reflection papers

Portfolios

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Resumes

2. Determine how to obtain the evidence

Observation

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Resumes

3. Develop the instrument

See what is out there....

- Web search
- Ask colleagues
- Check with your Assessment Consultant
- Rubric Templates on Campus Labs
- Community site – keyword search Rubric



3. Develop the instrument

- Previously used rubric
- Could work with Campus Labs
- Might consider using this across multiple programs, might not.



4. Test your rubric

- Use a Metarubric to review your work
- Peer review- ask one of your peers to review the rubric and provide feedback on content
- Student review-ask a student to do so as well if appropriate
- Test with students - use student work or observations to test the rubric
- Revise as needed
- ***Test again***
- Multiple raters – norm with other raters if appropriate



| Rubric part | Evaluation criteria | Yes | No |
|--------------------|---|-----|----|
| The dimensions | Does each dimension cover important parts of the final student performance? | | |
| | Does the dimension capture some key themes in your teaching? | | |
| | Are the dimensions clear? | | |
| | Are the dimensions distinctly different from one another? | | |
| | Do the dimensions represent skills that the student knows something about already (e.g., organization, analysis)? | | |
| The descriptions | Do the descriptions match the dimensions? | | |
| | Are the descriptions clear and different from each other? | | |
| | If you used points, is there a clear basis for assigning points for each dimension? | | |
| | If using a three-to-five level rubric, are the descriptions appropriately and equally weighted across the three-to-five levels? | | |
| The scale | Do the descriptors under each level truly represent that level of performance? | | |
| | Are the scale labels encouraging and still quite informative without being negative and discouraging? | | |
| | Does the rubric have a reasonable number of levels for the age of the student and the complexity of the assignment? | | |
| The overall rubric | Does the rubric clearly connect to the outcomes that it is designed to measure? | | |
| | Can the rubric be understood by external audiences? | | |
| | Does it reflect teachable skills? | | |
| | Does the rubric reward or penalize students based on skills unrelated to the outcome being measured that you have not taught? | | |
| | Have all students had an equal opportunity to learn the content and skills necessary to be successful on the assignment? | | |
| | Is the rubric appropriate for the conditions under which the assignment was completed? | | |
| | Does the rubric include the assignment description or title? | | |
| | Does the rubric address the student's performance as a developmental task? | | |
| | Does the rubric inform the student about the evaluation procedures when their | | |

5. Train Evaluators

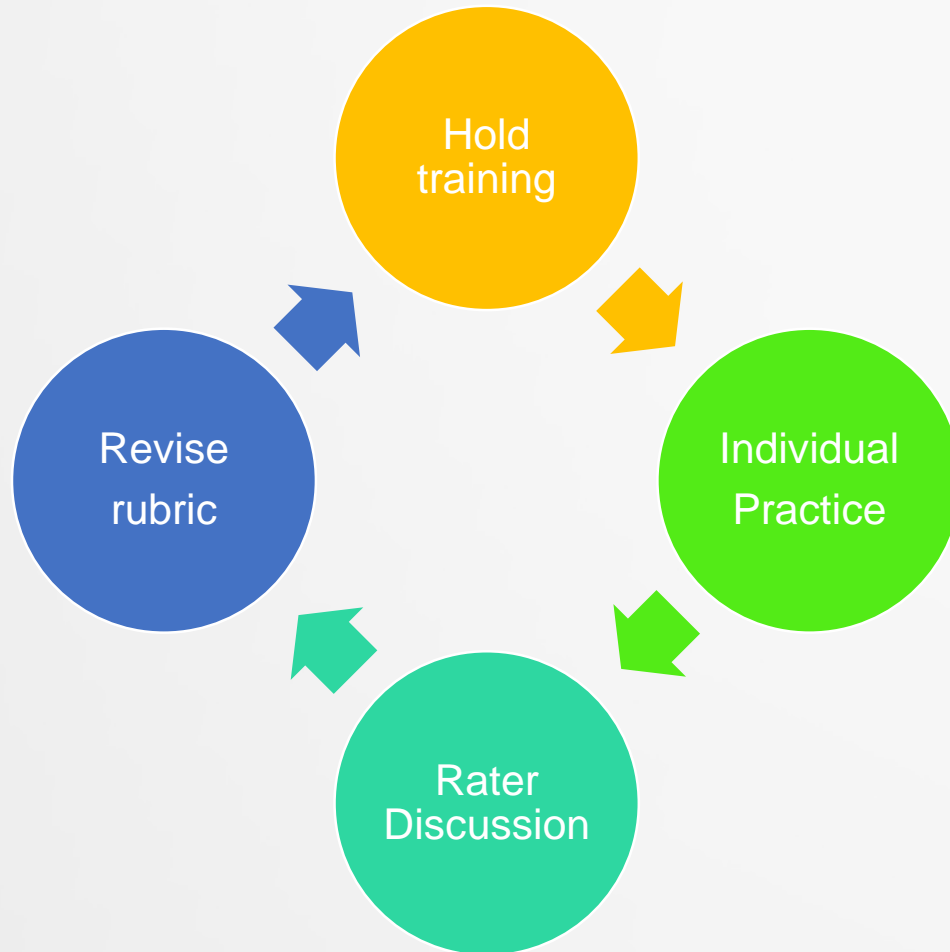
Identify characteristics of raters

- Knowledge of domain
- Complexity of dimensions/descriptions
- Ability to be objective

Identify possible raters that meet needs

- Other staff or faculty
- Student leaders
- Students/peers

Rubric rater training steps



Multiple raters and consistency

Overall goals:

1. High inter-rater reliability: *Between-rater consistency*

Affected by:

- Initial starting point or approach to scale
- Interpretation of descriptions
- Domain/content knowledge
- Intra-rater consistency

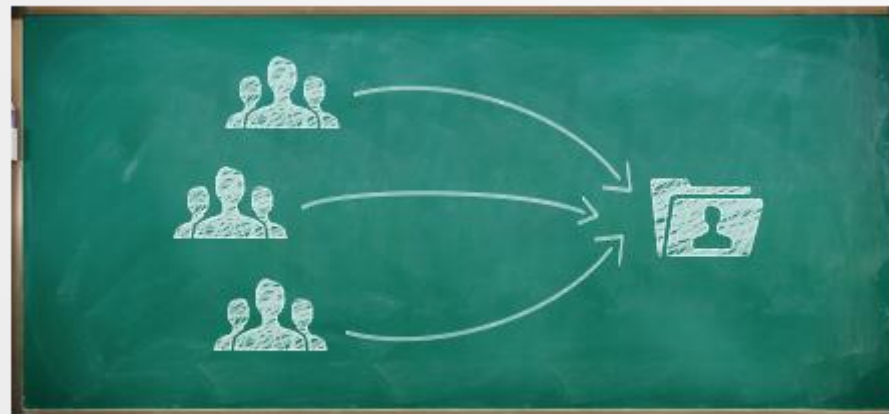
2. High intra-rater reliability: *Within-rater consistency*

Affected by:

- Internal factors: mood, fatigue, attention
- External factors: order of evidence, time of day, situations
- Applies to both multiple-rater and single-rater situations

6. Collect Data

- Provide your rubrics to your students and evaluators ahead of time
- Have your materials ready
- Square away the logistics—when and where are students going to be evaluated



7. Analyze and Review

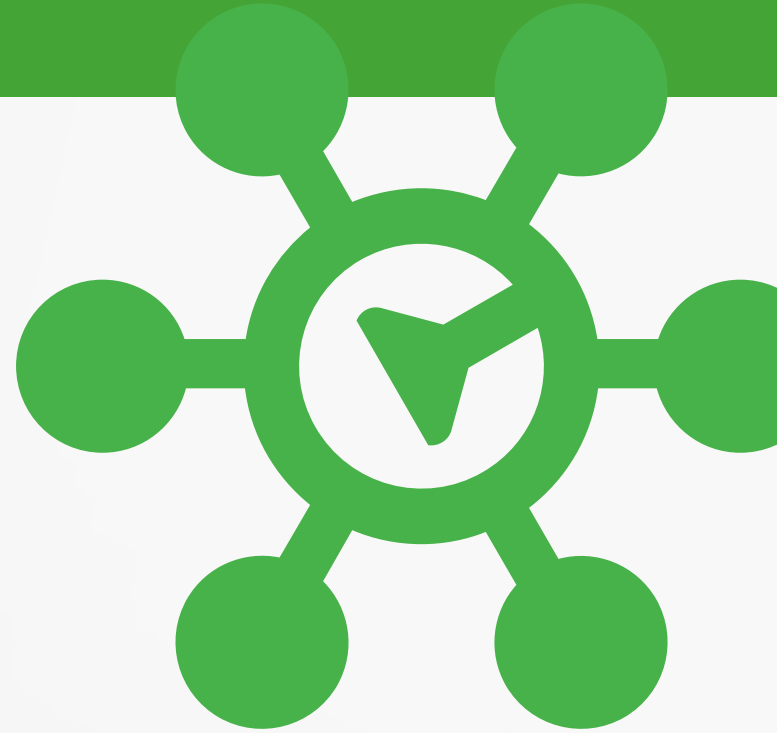
1. Did we see a change?
2. What areas did students struggle with → how can I address this area better?
3. What is special about my outliers?
4. Was this fair and useful data?

How am I sharing this data?

Live demo!



Questions?
Comments?
Concerns?





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Thank you!

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