



ASSESSMENT RUBRICS

What are they? Why use them?

How are they created?



A Rubric is...

- A scoring guide
- At a minimum – a rubric lists the things you are looking for when you evaluate a student assignment.
- When used as an assessment tool, rubrics allow faculty to determine how performance aligns with a preselected set of skills of knowledge set points.

A simple rubric:

Research Paper:

	Poor	Good	Excellent
Composition	Frequent grammatical and punctuation errors	Some grammatical and punctuation errors	Few grammatical and punctuation errors
References	Used fewer than 4 references	Used 4 references	Used more than 4 references

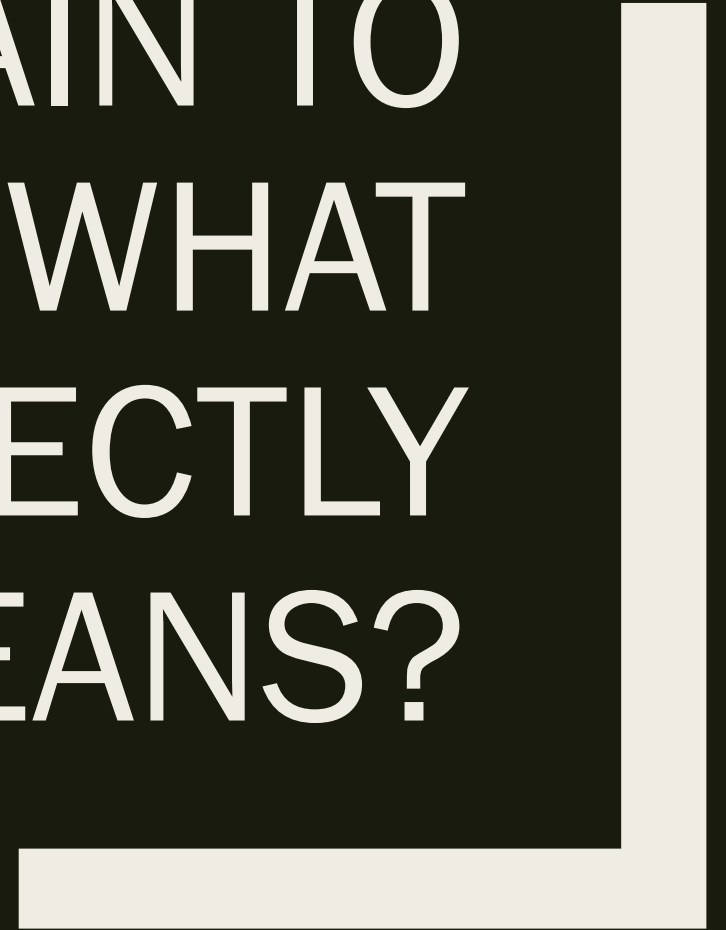
Aren't Likert Scale's Easier?

Example from SJU Medieval, Renaissance and Reformation Studies Program
Assessment:

SLO 3.1: Students will be able to read and understand medieval, Renaissance, and/or early modern texts as edited (and/or translated) in modern editions. Scoring:

- 4 -- correctly interprets medieval and/or early modern text over 90% of the time
- 3 -- correctly interprets medieval and/or early modern text over 75% of the time
- 2 -- correctly interprets medieval and/or early modern text over 50% of the time
- 1 -- correctly interprets medieval and/or early modern text less than 50% of the time.

HOW DO I EXPLAIN TO
STUDENTS WHAT
“CORRECTLY
INTERPRETS” MEANS?



When writing an essay for Dr. Krahmer, “Correctly Interpreted” means:

- The student is interpreting the content of the text within its historical context.
- The student is accurate in her/his interpretation – e.g. **Student supplies appropriate data to make the correct point.**
- The complexities and ambiguities of the text are discussed in the essay.

By making the effort to tease out “correctly interpreted” into its component parts, I have “disaggregated the components” of my student’s final score on the Likert Scale. Now I can tell a student that she said all the right things but didn’t place them within context, or that she dealt with the context but didn’t discuss the ambiguities of the text, the places where it contradicts itself.

Put into a rubric:

Assignment: Compare and contrast the religious authority of **Bernard of Clairvaux** with that of **Hildegard of Bingen**. What is the social position of each? What is the church position of each? Describe, compare, and contrast the roles of scripture and divine revelation in the texts that each writes. Although both men and women saw visions in the Middle Ages, why is it more likely that we will discover descriptions of these visions in women’s writing?

SLO to be assessed: Students will be able to read and understand medieval, Renaissance, and/or early modern texts as edited (and/or translated) in modern editions

	Exceeds expectations	Meets expectations	Approaches expectations	Does not meet expectations
	4	3	2	1
The student is interpreting the content of the text within its historical context.	<input type="checkbox"/> The student is explaining the text with evident awareness of its historical context	<input type="checkbox"/> The student is usually explaining the text with awareness of its historical context.		
Student supplies appropriate data to make the correct point.				
The complexities and ambiguities of the text are discussed in the essay.				

But what if I want to grade a paper based upon more than the criteria of the SLO?

	Organization	Development	Word-Choice	Sentence-Formation	Writing-Rules	Using-Historical-Evidence	The-Assignment	Understanding
4 Very-Accomplished	<ul style="list-style-type: none"> The writing has an introduction, a body, and a conclusion. The writer uses transition words to indicate the relationship between ideas correctly. 	<ul style="list-style-type: none"> The writer provides an excellent level of detail. The details are accurately explained. The details stick to the topic. There is neither too much detail nor too little detail. 	<ul style="list-style-type: none"> The writer is using important technical and theological terms correctly. The writer's vocabulary is varied. 	<ul style="list-style-type: none"> The writer uses complete sentences. The sentences always make sense. 	<ul style="list-style-type: none"> The writer <u>always</u> uses: <ul style="list-style-type: none"> Correct capitalization. Correct punctuation -- end marks, commas, apostrophes, quotation marks. Correct subjects, verbs, and pronouns that agree. Correct spelling. 	<ul style="list-style-type: none"> Evidence is provided for each major point. The student is providing evidence not pointed out in class. Quotations are properly inserted into the text. Proper reference information is provided. 	<ul style="list-style-type: none"> The writer has addressed <u>all</u> parts of the essay question. Analysis is detailed and complete. The complexities and ambiguities of the text are thoroughly discussed. 	<ul style="list-style-type: none"> The essay is accurate to the content of the assigned text(s). The student has understood the text within its historical context.
3 Accomplished	<ul style="list-style-type: none"> The writing has a <u>beginning</u>, a middle, and an end. The details are in an order that generally makes sense. The relationship between ideas is usually clear. 	<ul style="list-style-type: none"> The writer provides specific but not consistent details. The details are usually accurately explained. The details usually stick to the subject. 	<ul style="list-style-type: none"> The writer usually uses technical and theological terms correctly. The writer usually varies word choice. 	<ul style="list-style-type: none"> The writer uses complete sentences. The sentences usually make sense. 	<ul style="list-style-type: none"> The writer <u>usually</u> uses: <ul style="list-style-type: none"> Correct capitalization. Correct punctuation -- end marks, commas, apostrophes, quotation marks. Correct subjects, verbs, and pronouns that agree. Correct spelling. 	<ul style="list-style-type: none"> Evidence is <u>usually</u> provided for each major point. The student is <u>usually</u> providing evidence not pointed out in class. Quotations are properly inserted into the text. Proper reference information is provided. 	<ul style="list-style-type: none"> The writer has addressed <u>most</u> parts of the essay question. Analysis is <u>mostly</u> detailed and complete. The complexities and ambiguities of the text are <u>largely</u> discussed. 	<ul style="list-style-type: none"> The essay is <u>usually</u> accurate to the content of the assigned text(s). The student has <u>usually</u> understood the text within its historical context.
2 Skills-are-developing	<ul style="list-style-type: none"> The writing may be missing a <u>beginning</u>, a middle, or an end. Only some of the details are in order. The relationship between ideas is only sometimes clear. 	<ul style="list-style-type: none"> The writer provides some details. Some of the details need more explanation. The details are sometimes not appropriate to the topic. 	<ul style="list-style-type: none"> The writer sometimes uses technical and theological terms correctly. The writer sometimes repeats sentence structure, words, or ideas. 	<ul style="list-style-type: none"> The writer sometimes writes complete sentences. The writer often starts sentences in the same way. Sentences are sometimes confusing. 	<ul style="list-style-type: none"> The writer <u>sometimes</u> uses: <ul style="list-style-type: none"> Correct capitalization. Correct punctuation -- end marks, commas, apostrophes, quotation marks. Correct subjects, verbs, and pronouns that agree. Correct spelling. 	<ul style="list-style-type: none"> Evidence is <u>occasionally</u> provided for each major point. The student <u>occasionally</u> provides evidence not pointed out in class. Quotations are <u>sometimes</u> properly inserted into the text. Proper reference information is <u>sometimes</u> provided. 	<ul style="list-style-type: none"> The writer has addressed <u>some</u> parts of the essay question. <u>Some parts</u> of the analysis are detailed and complete. The complexities and ambiguities of the text are <u>noted</u> but not discussed. 	<ul style="list-style-type: none"> The essay is <u>sometimes</u> accurate to the content of the assigned text(s). The student has <u>sometimes</u> understood the text within its historical context.
1 Beginner.. Let's-try-again.	<ul style="list-style-type: none"> The writing has no clear beginning, middle or end. The ideas are not presented in a logical order. The relationship between ideas is not very clear. 	<ul style="list-style-type: none"> The writer provides few or no details. The writer needs to provide much more explanation in order to be understood. The writer does not stay on topic. 	<ul style="list-style-type: none"> The writer is not using technical and theological terms correctly. The writer leaves out key words. The writer often repeats the same words and ideas. 	<ul style="list-style-type: none"> The writer's sentences are frequently incomplete. Sentences are frequently confusing or misleading. 	<ul style="list-style-type: none"> The writer <u>doesn't</u> use: <ul style="list-style-type: none"> Correct capitalization. Correct punctuation -- end marks, commas, apostrophes, quotation marks. Correct subjects, verbs, and pronouns that agree. Correct spelling. 	<ul style="list-style-type: none"> Evidence is <u>only sometimes</u> provided. The student <u>never</u> provides evidence not pointed out in class. Quotations are <u>not inserted</u> properly into the text. Proper reference information is not provided. 	<ul style="list-style-type: none"> The writer has omitted large parts of the essay question. Analysis is not detailed and complete. The complexities and ambiguities of the text are ignored. 	<ul style="list-style-type: none"> The essay is <u>frequently not</u> accurate to the content of the assigned text(s). The student has <u>not</u> understood the text within its historical context.

The Primary Benefits of using Rubrics:

- A rubric enables/requires me to tease out the component parts of particular task or skill.
- Assessment results yield information about which parts of the task need greater focus in class.
- Using a rubric for grading enables me to speak to the particular weaknesses of each individual student on the task at hand instead of providing blanket assessments.

Another example:

New University Level SLO:

Communication (UG): *Students will communicate effectively through written and oral modes of expression across academic, professional, and social contexts using appropriate technology.*

Using a Likert Scale:

Excellent



1

Good



2

Fair



3

Poor



4

Try again



5

Using a Rubric:

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org



Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

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

	Capstone 4	Milestones 3 → → → → 2				Benchmark 1
Context of and Purpose for Writing <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).			Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.			Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).</i>	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.			Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.			Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.			Uses language that sometimes impedes meaning because of errors in usage.

Other reasons to use rubrics:

Benefits:

1. Rubrics force us as professional to clearly identify our expectations.
2. Rubrics therefore enable students to better understand our expectations.
3. Rubrics make scoring easier and faster. They prevent us having to write the same comments over and over on student work.
4. Rubrics can make scoring more accurate, unbiased, and consistent.
5. Rubrics can provide consistency across multiple faculty and sections.
6. Rubrics guide students to become more reflective about their own learning. They help develop metacognition.

Disadvantages:

1. Rubrics require more upfront time to develop.
2. If a rubric is going to be used by multiple faculty members, rubric development requires holding those tough discussions and coming to some common understanding.
3. A new rubric should be tested on old assignments to see how the results come out and whether the rubric works for different assignments in different contexts.

Scoring and Weighting Rubrics:

Communication and Digital Media (Provisional Rubric for Design Thinking):

Definition: The Communication and Digital Media program is based around the principle that graduates should be able to create, critic, and communication in a range of digital mediums. These digital mediums incorporate text, image, and/or video, as well as interaction and networked communication, across multiple platforms.

Framing: To successfully communicate in a digital medium, students must first be able to choose the most appropriate medium, choosing not only what to communicate but the most effective medium for doing so. This often means doing more than communicating in text, instead understanding the multiple mediums, along with their affordances and limitations.

Add point Scores



Dimension	Exemplary	Competent	Developing	Novice
Purpose, Audience, & Genre A clear sense of who the intended audience is along with the understanding and appropriate use of conventions in a particular medium and group.	Project demonstrates a thorough understanding of the audience, the platform, and the social conventions of the community.	Project mostly demonstrates an understanding of the audience, the platform, and the social conventions of the community.	Project shows some recognition of audience, platform and community, but needs substantial work.	Project does not take into account the audience, platform, or the community.
Design Work uses effective aesthetic and design principles to convey the message.	Design is unified, technically sound, follows effective design principles and easily conveys the message.	Design is mostly unified and technically sound, following a majority of effective design principles and conveys the message.	Design needs work on design principles and has some technical issues which inhibit the communication of the message.	Design has substantial technical issues and fails to meet basic design principles which inhibits the communication of the message.
Content Content is appropriate, accurate, and relevant in scope and meaning.	Content is easily understood, is well researched and organized. The central idea is clear to the intended audience.	Content is understandable but could benefit from additional research and organization. The central idea is clear to the intended audience.	Content is at times discernible, but need significant work in research and organization. The central idea is mostly unclear.	Content is difficult to discern, not researched or organized. The central idea is unclear to the intended audience.

x2, x3

