

FROM RUDIMENTARY TO ROBUST: A WORKSHOP ON THE ROLE OF RUBRICS

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Outcomes

- ① Increase confidence with creating and using rubrics.
- ① Understand the different components of a rubric.
- ① Formulate a useful plan/strategy for developing rubrics.

Outline

- What is a rubric?
- What are its parts?
- Why and when to use a rubric?
- How to develop an effective rubric
- Small groups
- Debrief
- Rubric Development Worksheet

My rocky rubric road... initial

Course Grades will be assigned as follows:

A = 100-93%

A- = 92.9-90%

B+ = 89.9-87%

B = 86.9-83%

B- = 82.9-80%

C+ = 79.9-77%

C = 76.9-70%

D = 69.9-60%

F = <60%

My rocky rubric road... emerging

RUBRIC FOR LEGAL MEMORANDUM (50 Points)		
Structure/Organization	1 - 10	
Issue Spotting	1 - 10	
Analysis	1 - 10	
Conclusions Reached/Recommendations	1 - 10	
Mechanics	1 - 10	
Possible point value for each category	5 - 50	

My rocky rubric road... developed

RUBRIC—Legal Research				
ABILITY TO LOCATE APPLICABLE CASE LAW AND PROPER CITATION METHOD				
	INITIAL	EMERGING	DEVELOPED	HIGHLY DEVELOPED
ABILITY TO LOCATE APPLICABLE CASE LAW	Student does not locate any applicable case law.	Student locates the lead case law, but not secondary case law	Student locates the lead case law and secondary case law	Students locates the lead case law, as well as secondary and additional controlling case law
ABILITY TO USE PROPER CITATION METHOD	Student is unable to utilize proper citation method	Student is able to properly cite to case law, but not to secondary authority or provide proper pinpoint citation	Student is able to properly cite to case law and provide the proper pinpoint citation, but not to secondary authority	Students is able to properly cite to case law, properly provide the pinpoint citation, and properly cite to secondary authority

My rocky rubric road...

Assignment Component		Poor	Needs Improvement	Satisfactory	Exemplary	Pts
Evaluation Criteria	Informative Question	Clear, consistent performance criteria	Clear, consistent performance criteria	Clear, consistent performance criteria	Clear, consistent performance criteria	$\overline{7}$ pts
		0			100%	

Definitions

- Rubric: A document that articulates the expectations for an assignment (or learning outcome) by listing the criteria and describing levels of quality from excellent to poor. Reddy & Andrade, 2010
- Holistic/Analytic Rubrics
 - Holistic – assess student work as a whole
 - Analytic – identify and assess components of a finished product

Definitions

- Evaluation criteria
- Quality definitions/Performance criteria
- Scoring strategy Reddy & Andrade, 2010



Structure	The paper lacked flow and as such was hard to comprehend.	The paper possessed only minimal structure and the flow of the paper needed more attention.	The paper possessed structure and some flow, though it could have been improved.	The paper possessed a well thought out structure and flowed in a manner that made it easy and enjoyable to read.
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Why and when to use rubrics

- All assignments are not created equal.
- Make expectations clear.

Pros

Cons

Developing rubrics

- ⦿ Decide if assignment/learning outcome is a match.
- ⦿ Select Evaluation Criteria
 - Think of feedback you normally give
 - Examine poor/great work
 - Consider the specific skills you are teaching
 - Include the processes and content you judge most important
 - Revisit PLOs
 - Generally no more than 7

Developing rubrics

- ① Develop Quality definitions/Performance Criteria
 - Critical step
 - Yes; Yes, but; No, but; No Andrade, 2000
 - Scales commonly used: Amount, frequency, and intensity. Tierney & Simon, 2004
 - Write highest level, circle the words that can vary. UT, 2011
 - Find qualities that are unique among each performance level UT, 2011

Example

⦿ Baking Sciences

- PLO 1- Baking: Students will be able to describe the steps in the baking process.
- PLO 2- Science of baking: Students will be able to describe the science behind the baking process.

⦿ Scenario

- Class: Bread Basics
- Assignment: Develop a recipe, complete with step-by-step instructions, for a bread of your choice.

Group work

Develop a rubric to assess the
Bread Basics assignment

Where to go from here...

- ⦿ Use before, during, and after instruction
- ⦿ Involve students
 - In development
 - Self-assess
- ⦿ Be creative!
- ⦿ Check and assure inter & intra rater reliability.

Thank you!

If you questions regarding this presentation, please email:

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