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

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Outcomes

- Increase confidence with creating and using rubrics.
- Understand the different components of a rubric.
- 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
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

<table>
<thead>
<tr>
<th>RUBRIC FOR LEGAL MEMORANDUM (50 Points)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Structure/Organization</td>
</tr>
<tr>
<td>Issue Spotting</td>
</tr>
<tr>
<td>Analysis</td>
</tr>
<tr>
<td>Conclusions Reached/Recommendations</td>
</tr>
<tr>
<td>Mechanics</td>
</tr>
<tr>
<td>Possible point value for each category</td>
</tr>
</tbody>
</table>
My rocky rubric road... developed

<table>
<thead>
<tr>
<th>RUBRIC — Legal Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABILITY TO LOCATE APPLICABLE CASE LAW AND PROPER CITATION METHOD</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INITIAL</th>
<th>EMERGING</th>
<th>DEVELOPED</th>
<th>HIGHLY DEVELOPED</th>
</tr>
</thead>
<tbody>
<tr>
<td>ABILITY TO LOCATE APPLICABLE CASE LAW</td>
<td>Student does not locate any applicable case law.</td>
<td>Student locates the lead case law, but not secondary case law</td>
<td>Student locates the lead case law and secondary case law</td>
</tr>
<tr>
<td>ABILITY TO USE PROPER CITATION METHOD</td>
<td>Student is unable to utilize proper citation method</td>
<td>Student is able to properly cite to case law, but not to secondary authority or provide proper pinpoint citation</td>
<td>Student is able to properly cite to case law and provide the proper pinpoint citation, but not to secondary authority</td>
</tr>
</tbody>
</table>
My rocky rubric road...

<table>
<thead>
<tr>
<th>Assignment Component</th>
<th>Poor</th>
<th>Needs Improvement</th>
<th>Satisfactory</th>
<th>Exemplary</th>
<th>Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evaluation Criteria</td>
<td>Clear, consistent performance criteria</td>
<td>Clear, consistent performance criteria</td>
<td>Clear, consistent performance criteria</td>
<td>Clear, consistent performance criteria</td>
<td>100%</td>
</tr>
<tr>
<td>Informative Question</td>
<td>0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pts</th>
<th>1</th>
</tr>
</thead>
</table>

- 0 pts
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
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

- 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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