

CREATING AND USING RUBRIC

Center for Institutional Effectiveness

November 4, 2015

Session Objectives

At the end of the session you will be able to:

- define a rubric
- articulate how a rubric can be useful
- describe characteristics of a rubric
- design a rubric for an assessment project

What is a rubric?

A rubric is an **assessment** tool that lists the criteria for a piece of work, or “what counts” and gradations of quality for each criterion, from excellent to poor.

Why use a Rubric?

Rubrics

- can visually track progress patterns
- can use patterns of success to assess the strengths/weaknesses of a project/process
- can be shared to determine the degree of consensus regarding what, how, and why a certain process/project is being implemented

Basic Features of a Rubric

Description: _____

← Gradations of achievement levels →

	Scale Level 1	Scale Level 2	Scale Level 3
Criterion 1			
Criterion 2			
Criterion 3			
Criterion 4			

↑ Descriptors for each criterion
↓

Constructing a Rubric

Four Important Steps:

1. Determine Topic/Task
2. List Learning **Outcomes/Objectives**
3. Determine Criteria for Success
4. Describe Assessment Measure

(adapted from Stevens & Levi, 2005)

Step 1: Decide Topic/Task

1. What is the purpose of this topic/task? What do you hope learners/users will gain?
2. What skills must learners/user have or develop from this topic/task for you to assess it in a meaningful fashion?

Step 2: List Learning Outcomes/objective

1. What specific learning outcomes/objective have you identified for this topic?
2. What tasks/skills are to be completed/required to achieve these learning outcomes/objective?
3. What types of evidence do you want to see?

Step 3: Identify Cognition Level

(Bloom's revised Taxonomy)

Remembering Understanding Applying Analyzing Evaluating



Recognize	Interpret	Implement	Compare	Check
List	Exemplify	Carry out	Contrast	Critique
Describe	Summarize	Use	Attribute	Judge
Identify	Infer	Calculate	Organize	Assess
Retrieve	Paraphrase	Diagram	Deconstruct	Debate
Name	Convert	Edit	Analyze	Estimate
Recall	Demonstrate	Illustrate	Categorize	Appraise
Select	Differentiate	Investigate	Decompose	Choose
Locate	Discuss	Manipulate	Deduce	Defend
Find	Explain	Modify	Devise	Evaluate
	Classify	Execute	Dissect	Verify
			Outline	Justify
			Structure	Monitor

Step 4: Describe Assessment Levels

1. Enter the objective/outcome for the Dimension labels.
(rows)
2. Use 3-5 point scale Below expectations, Meets expectations and Exceeds expectations for achievement scale. For a 3 point scale:
 1. Enter assessment description using Bloom's verbs for the middle level column. (What is the optimum level of performance you expect for this dimension?)
 2. Enter assessment description using Bloom's verbs for the right level column. (What is the highest level of performance you expect for this dimension?)
 3. Enter assessment description using Bloom's verbs for the left level column. (What is the lowest level of performance you expect for this dimension?)

Activity: Assessment Rubric for Chocolate Chip Cookie

Achievement level	Below Expectations	Meets Expectation	Exceeds Expectation
Criteria			
Criterion1			
Criterion2			
Criterion3			

Activity: Assessment Rubric for Chocolate Chip Cookie

Achievement level	Below Expectations	Meets Expectation	Exceeds Expectation
Criteria			
Texture			
Appearance			
Taste			

Activity: Assessment Rubric for Chocolate Chip Cookie

Achievement level	Below Expectations	Meets Expectation	Exceeds Expectation
Criteria			
Texture	Overcooked or undercooked	Only crisp or only chewy	Crispy outside and chewy inside
Appearance	Burnt or Raw	Partly brown thicker on the edges and thinner in center	Golden brown, thicker in center and thinner on edges
Taste	Stale, salty and dry	Semi-fresh with a buttery flavor	Sweet, rich buttery flavor

Activity: Assessment Rubric for Chocolate Chip Cookie

Achievement level	Below Expectations	Meets Expectation	Exceeds Expectation
Criteria			
Texture	20% Overcooked or undercooked	30% Only crisp or only chewy	50% Crispy outside and chewy inside
Appearance	10% Burnt or Raw	30% Partly brown thicker on the edges and thinner in center	60% Golden brown, thicker in center and thinner on edges
Taste	5% Stale, salty and dry	15% Semi-fresh with a buttery flavor	80% Sweet, rich buttery flavor

Activity: Assessment Rubric for Chocolate Chip Cookie

Target : No more than 2 is the minimum acceptable level and no more than 5% of users score 1

Achievement level	Below Expectations	Meets Expectation	Exceeds Expectation
Criteria			
Texture	15% Overcooked or undercooked	35% Only crisp or only chewy	50% Crispy outside and chewy inside
Appearance	10% Burnt or Raw	30% Partly brown thicker on the edges and thinner in center	60% Golden brown, thicker in center and thinner on edges
Taste	5% Stale, salty and dry	15% Semi-fresh with a buttery flavor	80% Sweet, rich buttery flavor

Example: Oral Presentation

	Exemplary	Competent	Developing
Content	Full understanding of topic	Good Understanding of parts of topic	Does not seem to understand topic
Stays on topic	Stays on topic 100-95% if the time	Stays on topic 94-75-% if the time	It was hard to tell what the topic was
Preparedness	Completely prepared and has obviously rehearsed	Somewhat prepared, but it is clear that rehearsal was lacking	Does not seem at all prepared to present
Eye contact	Establishes eye contact with everyone in the room	Sometimes establishes eye contact	Does not look at people during the presentation

Activity: Assessment Rubric for Your Project

Achievement level	Yes	No	Not Sure
Criteria			
Replace with Criterion 1			
Replace with Criterion 2			
Replace with Criterion 3			

eTools for Rubric Construction

RubiStar:

<http://rubistar.4teachers.org>

iRubric:

<http://www.rcampus.com/indexrubric.cfm>

AAC& U's VALUE Project



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VALUE: Valid Assessment of Learning in Undergraduate Education

VALUE Rubrics

Thank you for your interest in the VALUE rubrics. To better help AAC&U understand both the functionality and utility of the rubrics for colleges and universities nationwide, we are asking visitors to this site to provide us with some brief information about themselves and their interest in the VALUE rubrics before accessing these documents. This information will be used strictly for internal data collection and to allow AAC&U to collect future follow-up information on rubric use. No individual information will be released or published at any time. After providing your email address and completing the brief questionnaire, you will have unlimited access to this site. Questions or comments may be directed to: value@aacu.org. Thank you for your cooperation.

(Retrieved from www.aacu.org/value/metarubrics.cfm August, 16, 2010)

Sources

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