Developing Assessment Criteria and Rubrics

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http://tinyurl.com/rubricsworkshop13March
Workshop Overview

- What and Why of Rubrics
- Types of Rubrics (Analytical vs. Holistic)
- Examples of Assessment Criteria & Rubrics
- Group Task: Create a Rubric for your Assessment
- Demo how to use rubrics in Blackboard
- Guidelines for Developing Rubrics
What are Rubrics?
rubric
assessment criteria
scoring tool
student performance
matrix
validity
dimensions
analytical rubric
assignment components
levels of mastery
feedback
transparency
attributes
values
expectations
self assessment
table
framework
reliability
scale
Why use Rubrics?
Why Use Rubrics

- A way to provide feedback
- Defines characteristics of high quality assignment
- Establishes a range of performance categories
- Helps students understand expectations
- Provides students with a way to evaluate their own performance (self-assessment, reflection)
- Takes the ‘guess-work’ out of grading
Objectives of Rubrics

- Reliability
- Validity
- Transparency

(Refer to Principles & Purpose of Assessment in Appendices)

Formative Assessment
DIFFERENCE BETWEEN ANALYTIC AND HOLISTIC RUBRICS/Criteria

Sadler (2009)
Analytic grading

Preset by staff or with students,

Developed over the last 50 years to address the issue of transparency and accountability to students

Advantages:
• Reliability
• Transparency (detailed feedback to students)
• Objectivity

Disadvantages
• Validity: No single correct answer in complex topics
• Sum of the parts is not always the whole
• Time consuming
Analytical Rating Scale

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Max. Score</th>
<th>Weighting</th>
<th>Student A Score</th>
<th>Weighting</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>B</td>
<td>10</td>
<td>10</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>C</td>
<td>10</td>
<td>20</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>D</td>
<td>10</td>
<td>10</td>
<td>5</td>
<td>5</td>
</tr>
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<td>E</td>
<td>10</td>
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<td>4</td>
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<td>10</td>
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<td>4</td>
<td>4</td>
</tr>
<tr>
<td>H</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>100%</td>
<td></td>
<td>58%</td>
<td></td>
</tr>
</tbody>
</table>
### Example: Analytical Rubric – Research (De Toro, 2007)

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weight</th>
<th>1</th>
<th>2</th>
<th>3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Sources</td>
<td>x1</td>
<td>1-4</td>
<td>5-9</td>
<td>10-12</td>
</tr>
<tr>
<td>Historical Accuracy</td>
<td>x3</td>
<td>Lots of historical inaccuracies</td>
<td>Few inaccuracies</td>
<td>No apparent inaccuracies</td>
</tr>
<tr>
<td>Organization</td>
<td>x1</td>
<td>Can not tell from which source information came</td>
<td>Can tell with difficulty where information came from</td>
<td>Can easily tell which sources info was drawn from</td>
</tr>
<tr>
<td>Bibliography</td>
<td>x1</td>
<td>Bibliography contains very little information</td>
<td>Bibliography contains most relevant information</td>
<td>All relevant information is included</td>
</tr>
</tbody>
</table>
Holistic grading

Advantages:
• Encourages intuitive expert judgment
• Validity
• When used with support, student can develop the skill of self judgment (become expert judge)

Disadvantages
• Reliability
• Needs an expert judge
• Transparency
Need a balance of both Holistic and Analytic.
Examples of Assessment Criteria/Rubrics (see workshop handout)

- **Group Participation** (analytic rubric)
- **Participation** (holistic rubric)
- **Design Project** (analytic rubric)
- **Critical Thinking** (analytic rubric)
- **Media and Design Elements** (analytic rubric; portfolio)
- **Writing** (holistic rubric; portfolio)
Comprehensive Validity & Reliability studies done on:

Parts of a Rubric

- **Criteria/Dimensions (Rows)**
  Elements that characterise good performance of task

- **Descriptors**
  specify the meaning of each criterion, describe levels of performance

- **Levels of Mastery/Scales (Columns)**
  numerical (i.e. 1-5 or actual points value)
  Or qualitative i.e.
  - exemplary, acceptable, unacceptable
  - distinguished, proficient, basic, unacceptable
  - novice, apprentice, expert
Group Task: 
Create a Rubric for your Assessment 
45 mins

Step 1: Choose an assessment method i.e. essays, lab-work, discussion boards, presentations, e-Portfolios, blogs etc.

Step 2: Identify 3 critical criteria you want to evaluate (rows)

Step 3: Identify a scale (levels of mastery) of at least 3 levels (columns)

Step 4: For each of the criterion describe skills/knowledge/behaviours that represent each level of quality (cells)
Rubrics in Blackboard

Demo how to create a Rubric in Blackboard

Info on Using Rubrics in Blackboard:

https://help.blackboard.com/en-us/Learn/9.1_SP_10_and_SP_11/Instructor/040_Student_Course_Experience/Student_Performance/Rubrics
Online Rubric Design Tools

- Blackboard: Creating a Rubric ([Blackboard On Demand Video, 3:10](http://blackboard.brightspot.web.com))
- Blackboard: Grading with Rubrics ([Blackboard On Demand Video, 3.10](http://blackboard.brightspot.web.com))
- Rubistar – free ([http://rubistar.4teachers.org/](http://rubistar.4teachers.org/))
Guidelines for Developing Rubrics

- Find and adapt, tweak existing templates
- Be clear on what you want to assess
- Have clear essential criteria and a realistic number of criteria
- Write rubrics in clear language that students understand
- Make sure marks allocated for criteria correlate to amount of time students spend on criterion
- Share rubrics with colleagues and students in advance
- Revise & Evaluate
References


Price, M., Carroll, J., O'Donovan, B. and Rust, C. (2011)'If I was going there I wouldn't start from here: a critical commentary on current assessment practices', *Assessment & Evaluation in Higher Education*, 36 (4), 479-492.


Appendices
Principle of ‘Validity’

Assessments should measure what they purport to measure and should align with the programme and module’s learning outcomes.

Resource: Curriculum Constructive Alignment
http://www.engsc.ac.uk/er/theory/constructive_alignment.asp
Principle of ‘Reliability’

Assessment tasks should generate comparable grades across time, across markers and across methods.
Assessment AS learning occurs when students reflect on and monitor their progress to inform their future learning goals.

Principle of ‘Practicability and Efficiency’

Assessment tasks should be practical for both staff and students in terms of the time needed for completion and marking and they should be cost effective.

Principle of ‘Transparency”

Information, guidance, assessment criteria, rules and regulations on assessment should be clear, accurate, consistent and accessible to all students, staff and examiners.

Thanks for Your Participation

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