Using Rubrics for Education and Evaluation

ACPA BOSTON 2010 ANNUAL CONVENTION
INNOVATIVE IDEAS · REVOLUTIONARY RESULTS

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Session Outcomes

- ☐ Articulate the **steps** in developing rubrics
- ☐ **Develop** a rubric
- ☐ Describe the **educational benefits** of using rubrics
- ☐ Describe the **evaluation benefits** of rubrics
- ☐ Explain how the AAC&U **VALUE rubrics** can be used

Session Source

- ☐ Stevens, D. & Levi, A. (2005). Introduction to rubrics. Sterling, VA: Stylus.

What is a rubric?

- ☐ A rubric is a **scoring tool** that is used to evaluate student work or performance
- ☐ Can be used to **evaluate AND educate**

Rubric Components

1. **Task** description
2. **Scale** for each level of achievement
3. **Dimensions** of the activity
4. **Descriptions** of each level

- ☐ Usually doesn't exceed five levels and six dimensions

Teamwork Rubric Example

Task Description: Students will effectively work as a team in their student organization.			
	Excellent	**Competent**	**Developing**
Collaboration		Effectively works with 1-2 members of team but does not work with others	
Effective communication	Clearly articulates what she wishes to express		
Effective reasoning			
Management			
Self-knowledge			Lacks awareness of own values and beliefs
Principled action			

Why Use Rubrics?

Rubric Components: The Shell

Task Description			
	Scale level 1	Scale level 2	Scale level 3
Dimension 1			
Dimension 2			
Dimension 3			
Dimension 4			

Rubric Components: Task Description

- ❑ Describes what the task or **activity** is
- ❑ Is almost always originally framed by the instructor and involves a "**performance**" of some sort.
- ❑ Useful to use outcome language

Rubric Components: Dimensions

- ❑ Dimensions describe the **parts** of the task simply and completely
- ❑ This helps **clarify** the task to students breaking it into its component parts

Rubric Components: Scale

- ❑ Scale describes how well or poorly any given task in the activity has been **performed**
- ❑ Begin by using three levels since they are easier to delineate
  - ❑ You can expand after the three levels are drafted.

Rubric Development Steps

- ❑ Reflecting
- ❑ Listing
- ❑ Grouping and labeling
- ❑ Application

Rubric Development: Reflecting

- Reflect on the **outcomes** of the activity
  - How does the activity relate to what you want students to **learn**?
  - What **skills, knowledge, or attitudes** will students need to develop to accomplish the activity well?
  - What **evidence** would students need to provide to complete the rubric?
  - What are your highest/lowest **expectations**?

Rubric Development: Listing

- **List** the outcomes that this activity should foster
- This is a brainstorm, you can evaluate the items later

Rubric Development: Grouping and Labeling Dimensions

- **Group** similar or related performance outcomes to create dimensions
- Develop a **label** for each dimensions

Rubric Development: Grouping and Labeling Levels

- Then, draft a **description** of each level of performance you expect for each group of outcomes
- Start with the highest level, then lowest level, and then middle level(s)
- Label the levels for your **scale**

Rubric Components: Scale Levels

- Exemplary, proficient, marginal, unacceptable
- Advanced, intermediate high, intermediate, novice
- Distinguished, proficient, intermediate, novice
- Accomplished, average, developing, beginning
- Excellent, good, developing
- 1, 2, 3,

Rubric Development: Application

- Transfer the list and groupings to the grid
- Revise as needed

Variations on a Themes

- Use check boxes for elements of levels to speed process
- Circle applicable elements in the description
- Rubric with check boxes
- Rubric with circled elements
- Scoring rubric

AAC&U VALUE Project

- Association of American Colleges and Universities
- Valid Assessment of Learning in Undergraduate Education (VALUE)
  - http://www.aacu.org/value/
  - Part of Liberal Education and American's Promise (LEAP)

AAC&U VALUE Project

- Essential Learning Outcomes (ELOs)

- Knowledge of human cultures and physical/natural world
- Inquiry and analysis
- Critical and creative thinking
- Written and oral communication
- Quantitative literacy
- Information literacy
- Teamwork and problem solving

- Civic knowledge and engagement
- Intercultural knowledge and competence
- Ethical reasoning and action
- Foundations and skills for lifelong learning
- Synthesis and advanced accomplishment across general and specialized studies

AAC&U VALUE Rubric Examples

- VALUE Critical Thinking Rubric
- VALUE Teamwork Rubric

Educating with Rubrics

- How can rubrics be used to educate?

Evaluation with Rubrics

- What benefits do rubrics provide for assessment and evaluation?

Discussion

- Any new ideas as to how you could use rubrics in your work?

Conclusion