

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?

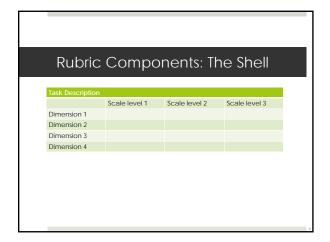
- A rubric is a **scoring tool** that is used to evaluate student work or performance
- ■Can be used to evaluate AND educate

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: 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?



