



Rubrics

Presented by Katie Kopp



What is a rubric?

A rubric is a coherent set of criteria for students' work that includes description levels of performance quality on the criteria.

(from **How to Create and Use Rubrics for Formative Assessment and Grading** by *Susan M. Brookhart*)

Analytic Vs. Holistic

Analytic Rubrics:

Each criterion (dimension, trait) is evaluated separately.

Gives diagnostic information to professor.

Gives formative feedback to students.

Easier to link to instruction than holistic rubrics.

Good for formative assessments; adaptable for summative assessment; if you need an overall score for grading, you can combine the scores.

Takes more time to score than holistic rubrics.

Holistic Rubrics:

All criteria (dimensions, traits) are evaluated simultaneously.

Scoring faster than with analytic rubric.

Good for summative assessment.

Single overall score does not communicate information about what to do to improve.

Not good for formative assessment.

Let's compare:

Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	

Breakfast in Bed: Holistic Rubric

Score	Description
4	All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal.
3	Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal.
2	Some food is cooked poorly, some aspects of presentation are sloppy or unclear, or the recipient is uncomfortable at times.
1	Most of the food is cooked poorly, the presentation is sloppy or unclear, and the recipient is uncomfortable most of the time.

And there's another option... single point rubric

Feedback regarding both strengths and weaknesses can be given.

Doesn't place boundaries on student performance.

Creates more flexibility and keeps clarity.

It's simple!

The focus is on the feedback (and not necessarily the grade).

"6 Reasons to Try a Single-Point Rubric" by Danah Hashem

Sample Single Point Rubric

Things we can improve:	I will be assessing your essay on its...	Things that were amazing:
	THESIS STATEMENT The thesis statement is clear, addresses the prompt, and makes a creative and interesting argument.	
	OVERALL ARGUMENT The essay's argument is clear, creative, and consistently supported by the following paragraphs.	
	LENGTH The essay is 2-3 pages long.	
	GRAMMAR AND FORMATTING The grammar and formatting in the essay are correct, including a complete MLA works cited page.	

There are variations of single point rubrics!

Jennifer Gonzalez (creator of the website [Cult of Pedagogy](#)) has created variations of the single point rubrics that help to put grades and point values to single point rubrics.

Templates for analytic, holistic and single point rubrics can be found [here](#):

<https://tinyurl.com/vr73plwo>

Try use language in your rubric that is clear about the BEHAVIOR you want:

“Reading (a typical analytic rubric), from left to right, communicates deficit. If a student understands that the good stuff is on the left-hand side of the rubric, and the teacher marked a lower score, their sense in their own competence will wane as they scan from left to right to discover which box is marked. With all of the positive adjectives on the left and increasingly (or is it decreasingly?) condescending adjectives on the right, the communication is subtle: you must be perfect to maintain a top mark.

But none of us are perfect. We also know that none of our students are perfect. Yet the design of our scoring tool continues to reinforce this myth that students need to be perfect. If they are not perfect, then they are losers. This doesn't not focus on a student's growth, but focuses on their inability to accomplish a task at the level of proficiency.” - Jeffrey E. Frieden from the post “Does Your Rubric Punish Students?”

Criteria\ Proficiencies	Limited 1	Adequate 2	Proficient 3	Excellent 4
Structure	Bad organization of topic sub topic	Acceptable organization of topic sub topic	Satisfactory organization of topic sub topic	Excellent organization of topic sub topic
Grammar	Never using correct grammar in statements	Sometimes using correct grammar in statements	Often using correct grammar in statements	Always using correct grammar in statements
Terminology	Never using precise technical term	Sometimes using precise technical term	Often using precise technical term	Always using precise technical term
Content	Never present concrete facts with evidence	Sometimes present concrete facts with evidence	Often present concrete facts with evidence	Always present concrete facts with evidence

(Adapted from Andrade 1997)

How can we change this?

Get away from adjectives that describe the quality of the product you want from your students. Instead, just describe the behavior you want to see, then mark when you see it.

Rubric: Discussion and Reflection

Proficiency Level	Criteria
Level 4 Advanced	Contributions consistently display critical thinking and integrate module content. Interactions motivate, challenge, or extend the thinking of other participants. Reflections integrate multiple perspectives and demonstrate self-analysis. All posts are complete and timely.
Level 3 Proficient	Contributions regularly display critical thinking and integrate module content. Interactions acknowledge and reference other participants' ideas. Reflections make insightful connections or clarify personal views. All posts are complete and timely.
Level 2 Nearing Proficient	Contributions occasionally demonstrate insight and make connections to module content, but tend to lack relevance. Interactions with other participants are present but inconsistent. Some posts may be incomplete, late, or missing.
Level 1 Novice	Contributions to learning and interactions with participants and content are limited or absent. Posts are missing or are superficial (e.g., "I agree" or "good work").
Level 0 No evidence	No evidence of contribution, interaction, or reflection in discussion.

Rubric: Assignments

Proficiency Level	Criteria
Level 4 Advanced	Exceeds intended expectations of the assignment. Learner demonstrates insight, makes meaningful connections to practice, exhibits conceptual mastery of content, accurately uses relevant vocabulary, and/or applies knowledge in innovative ways (depending on the context). The assignment is complete and timely.
Level 3 Proficient	Meets intended expectations of the assignment. Learner makes some connections to practice, exhibits knowledge of content, uses reasonable vocabulary, and/or applies knowledge in appropriate ways (depending on the context). The assignment is complete and timely, or extensions were arranged with the instructor.
Level 2 Nearing Proficient	Partially meets intended expectations of the assignment. Work is partially complete, of marginal quality, or lacks organization of thought. Learner exhibits partial knowledge of content and/or is unable to demonstrate connections and/or applications. The majority of the assignment is complete and timely. One or more components of the assignment may be incomplete or missing.
Level 1 Novice	Does not meet intended expectations of the assignment. Work is incomplete, of poor quality, or lacks coherence. Learner exhibits little to no knowledge of content, connections, or applications. The majority of the assignment is incomplete or missing. Work on individual assignment is incomplete or superficial.
Level 0 No evidence	Assignment is missing or substantially incomplete.

Rubrics can be used in a variety of ways:

Single Point Rubrics and analytic rubrics are great for feedback and can be used to demonstrate growth during the semester. An idea: as a student develops their writing skills, problem solving skills, or ability to analyze a situation, maybe their grade improves (and their earlier formative assessment grades are dropped).

Rubrics are not a one size fits all. Talk with your colleagues and collaborate on rubrics, but at the end of the day, the rubric need to fit and work for you and what you are assessing your students about.



How might you use
rubrics in your courses?

<https://tinyurl.com/li94czci>



Developing a rubric:

- 1) Select an assignment for your course - ideally one you identify as time intensive to grade, or students report as having unclear expectations.
- 2) Decide what you want students to demonstrate about their learning through that assignment... these are your criteria!
- 3) Develop markers of quality on which you feel comfortable evaluating students' level of learning (Beginning, Developing, Proficient, Strong OR 1, 2, 3, 4, etc)
- 4) Give students the rubric ahead of time. Advise them to use it while completing their assignment.

How to tell if your rubric works?

Check for clarity. (If your rubric is vague, then it will be hard to use and challenging for students to understand.)

Customize your rubric for each project. You can use a basic rubric outline and make adjustments accordingly.

Test a sample project/be flexible when using a rubric especially for the first time. A rubric is just a tool you use to grade students work. Understand that you may need to make adjustments and changes!

For next time:

Bring in a rubric that you use or have.

Create a rubric for an assignment in your course.

Be able to discuss an assignment that you want create a rubric for.

Before you go:

Please fill out the exit slip!

(This can be done on paper or on the google form: <https://tinyurl.com/1hxp6kp8>)