

WORKSHOP: CONSTRUCTING RUBRICS

Friday, July 10th, 11:00am-12:30pm

LOCATION: CET 114

Facilitator: Bonnie B. Mullinix,

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Abstract:

This workshop picks up where the plenary session introducing *Rubrics as a Guide to Learning* left off and focuses on participants developing and critiquing rubrics for use in specific courses. Participants should come with an idea or a new assignment to develop a rubric for, or even better, the beginnings of a developing rubric to share, tweak, assess and critique. Additional online resources to support rubric development will also be explored, dependent on participant interest.

Session Goal: To actively explore strategies and resources for constructing workable rubrics and scoring charts designed to support learning.

Learning Outcomes: *By the end of the workshop session participants will have:*

1. Reviewed topics referenced during the plenary session and relevant for rubric development;
2. Considered resources available to support their continuing work on rubrics;
3. Identified specific type and level of rubric they will work on developing during this session;
4. Reviewed steps and considerations in developing rubrics;
5. Outlined and evaluated components of a rubric for a particular course/assignment consultation with at least one colleague.

Facilitation Plan:

Duration: 1 hour 30 min

1. Pre-workshop needs: Participants will be expected to have participated in the Plenary session immediately preceding this session. It will be best if all participants come with an assignment/activity in mind that they would like to evaluate, better if they arrive with their current description of the assignment, and wonderful if they have a beginning rubric they would like to develop further.

2. Workshop Activities:

- Brief Overview/Reminder of Key references for Rubrics [5 min]
 - Types of Rubrics (holistic/analytic; general/task-specific); Using the Rubric for Rubrics as an Assessment Tool; Sample Rubrics & Scoring Sheets
- Participants identify/Share types of Rubrics and Score Sheets they wish to develop and form teams [10 min]
- Steps, Considerations and Guidelines for Developing Rubrics [10 min]
- Overview of online tools and references [5-10 min]
- Developing Rubrics in teams [35-40 min]
- Sharing & Evaluating Rubrics (in-team & cross-team evaluation, as time allows) [10-15 min]
- Sharing next steps and evaluating the workshop [5 min]

Resources needed:

1. Materials for presenter: Detailed session plan outlining timed activities, techniques and materials/handouts, PowerPoint (developed/provided by presenter)
2. Handouts for participants:

This Handout – Constructing Rubrics: including Steps, Considerations and Guidelines for Developing Rubrics, , a blank Rubric matrix, Types of Rubrics, Additional Sample Rubrics and Score Sheets, Online tools and references (and the Rubric for Rubrics Assessment Tool – as separate handout)

Rubrics reference page: <http://www.tltgroup.org/resources/Rubrics.htm> (with links to the Rubric for Rubric and Sample Rubrics and Scoring Sheets)
3. Equipment for participants: tables to collect in small teams (dyads-triads-fours), handouts and pens. (advantageous but not necessary: laptops w/ wireless access – if available to some/selected participants)
4. Session equipment: LCD projector & screen (flipchart/newsprint & markers)

This session will cover:

- Key references for Rubrics [5-10 min]
 - A Rubric for Rubrics Assessment Tool
 - Types of Rubrics (holistic/analytic; general/task-specific)
 - Sample Rubrics
- Online tools and references [10-15 min]
- Identifying/Sharing types of Rubrics and Score Sheets that participants wish to develop and forming teams [10 min]
- Steps, Considerations and Guidelines for Developing Rubrics [5-10 min]
- Outlining Rubric Criteria [30 min]
- Sharing Rubrics [10 min]
- Sharing next steps and useful links and references [5-10 min]

A reminder of topics covered in Handout for *Measuring up to Learning Expectations: Rubrics as a Guide to Learning*:

- Definitions ~ What is a Rubric?
- Why Use a Rubric?
- Types and Uses of Rubrics
 - Holistic, Analytic, General, Task-specific
- Using Rubrics
- Scoring Charts and Feedback Sheets
- A Rubric for Rubrics
- Sample Rubrics and Scoring Feedback Sheets:
 - Course Grading Rubric
 - Team Presentation Rubrics: Self Assessment & Peer Assessment
 - Practicum and Portfolio Assessment Rubric
 - Feedback and Scoring Sheets^{**}: Reaction/Position Paper Feedback Sheet, Research Paper Feedback Sheet, Abstract Assessment Feedback Sheet ^{** scoring/feedback sheets are designed to be used with a full descriptive/holistic rubric (e.g. course grading)}

Creating a Rubric – Key Steps:

1. Identify the type and purpose of the Rubric - Consider what you want to apply assess/evaluate and why (see matrix on rubric types).
2. Identify Distinct Criteria to be evaluated - Develop/reference the existing description of the course/assignment/activity and pull your criteria directly from your objectives/expectations. Make sure that the distinction between the assessment criteria are clear.
3. Determine your levels of assessment - Identify your range and scoring scales. Are they linked to simple numeric base scores? Percentages? Grades or GPAs?
4. Describe each level for each of the criteria, clearly differentiating between them - For each criteria, differentiate clearly between the levels of expectation. Whether holistically or specifically, there should be no question as to where a product/performance would fall along the continuum of levels. (Hint: Start at the bottom (unacceptable) and top (mastery) levels and work your way “in”).
5. Involve learners and other stakeholders in development and effective use of the Rubric - Whether it is the first time you are using a particular rubric or the 100th time, learner (and implementer) engagement in the initial design or on-going development of the assessment rubric helps to increase their knowledge of expectations and make them explicitly aware of what and how they are learning and their responsibility in the learning process.
6. Pre-test and retest your rubric - A valid and reliable rubric is generally developed over time. Each use with a new group of learners or a colleague provides an opportunity to tweak and enhance it.

Creating a Rubric – Additional Strategies and Considerations:

- Imagine or Review an exemplary end product/response – Consider what it is in a product, presentation, or student work that make it exemplary. Describe this, identifying each point that characterize this and break down the key criteria. Then, describe the low end (easy by what is lacking). Differentiate the middle areas so they show progression towards the exemplary.
- Choose criteria that reinforce important and valued elements - Link criteria to major professional skills, competencies or course themes. Associate them with frameworks related to your discipline, good practice, accreditation/certification areas and/or college-wide outcomes. Describe the lack of these
- Write clear, active and specific descriptions – Use verbs and adjectives to differentiate each level (reference Bloom’s taxonomy to indicate various levels of significant learning).

Rubric for _____

Criteria	1	2	3	4

Scoring chart:

A List of Verbs linked to levels of Bloom’s Taxonomy of Cognitive Objectives

Knowledge Remembering information	Comprehension Explaining the meaning of information	Application Using abstractions in concrete situations	Analysis Breaking down a whole into component parts	Synthesis/Creation Putting parts together to form a new and integrated whole	Evaluation Making judgments about the merits of ideas, materials, or phenomena
Define Identify List Name Recall Recognize Record Relate Repeat Underline/ Circle	Choose Cite examples of Demonstrate use of Describe Determine Differentiate between Discriminate Discuss Explain Express Give in own words Identify Interpret Locate Pick Report Restate Review Recognize Select Tell Translate Respond Practice Simulates	Apply Demonstrate Dramatize Employ Generalize Illustrate Interpret Operate Operationalize Practice Relate Schedule Shop Use Utilize Initiate	Analyze Appraise Calculate Categorize Compare Contrast Correlate Criticize Deduce Debate Detect Determine Develop Diagram Differentiate Distinguish Draw conclusions Estimate Examine Experiment Identify Infer Inspect Inventory Predict Question Relate Solve Test Diagnose	Arrange Assemble Collect Compose Construct Create Design Develop Formulate Manage Modify Organize Plan Prepare Produce Propose Predict Reconstruct Set-up Synthesize Systematize Devise	Appraise Assess Choose Compare Critique Estimate Evaluate Judge Measure Rate Revise Score Select Validate Value Test

SELF EVALUATION OF TEAM PRESENTATION-LESSON CRITIQUE

Presentation Team Topic: _____

Date: _____

A. Overall Group Presentation	35%
Our group was well prepared. Each member contributed equally in the preparation and had collected information from a variety of appropriate sources that were solid and relevant to the presentation of our topic. The lesson we designed was creative and clearly built on our understanding of learning theory and research as it relates to effective instructional practice. We paced ourselves appropriately during the presentation and balanced time among and flow between our team members effectively. The presentation and activities followed a clear and logical sequence and support materials were effectively and appropriately used. Our lesson presentation strategy was engaging and encouraged the active involvement of class members.	<input type="checkbox"/> 10 <input type="checkbox"/> 9 <input type="checkbox"/> 8
Our group was fairly well prepared. We had all collected and critiqued reference lessons (although we feel there could have been more or better quality lessons found and used). The lesson we designed was based on theories and research. We paced ourselves appropriately during the presentation and balanced time among and flow between our team members effectively. The presentation and activities was sequential and support materials were appropriately used. Our lesson presentation strategy actively involved class members.	<input type="checkbox"/> 7 <input type="checkbox"/> 6 <input type="checkbox"/> 5 <input type="checkbox"/> 4
Our presentation was uneven and demonstrated that a few members had done most of the work. Although we shared information, most of it was collected by one or two of us and did not truly represent a group effort. The sources of information we did use were simply lesson plans that we collected. Our presentation consisted primarily of reading from notes and did little to engage participants in any meaningful way.	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
We did not prepare for this presentation as well as we should have. We did little to critique the lessons we gathered...All of our information was available from the assigned readings in the text and little, if any, outside reading was done in preparation. We did not have an engaging activity at all and basically read contributions in turn.	<input type="checkbox"/> 0
B. Critique and Discussion	20%
Our group was fully prepared for the questions asked during/after our presentation. We had in-depth knowledge of the lessons we reviewed and were able to clearly articulate their strengths and weaknesses as well as the rationale for the design of our team lesson based on this critique. Through facilitation of the discussion we were able to demonstrate our extensive research base when answering specific questions. The answers to the questions asked provided a means to further illuminate the critique and helped the rest of the class to clearly understand the strengths and theoretical and research basis of the lesson we presented.	<input type="checkbox"/> 10 <input type="checkbox"/> 9 <input type="checkbox"/> 8
Our group was able to answer some, but not all, of the questions completely. In our answers we displayed our knowledge of the lessons we reviewed and were able to share information on their strengths and weaknesses and describe how we designed our team lesson based on this critique. Through facilitation of the discussion we were able to demonstrate our research base when answering specific questions. The answers to the questions asked provided a means to further illuminate the critique and helped the rest of the class to understand the strengths and theoretical and research basis of the lesson we presented.	<input type="checkbox"/> 7 <input type="checkbox"/> 6 <input type="checkbox"/> 5 <input type="checkbox"/> 4
The information we had collected, while sufficient to design and present our lesson, was insufficient to handle the questions asked by our peers. We were not sufficiently familiar with the lessons to describe their strengths and weaknesses and were not able to clearly identify how we designed our lessons based on this critique. Many of our answers consisted of re-stating the points we had made earlier.	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
We were unable to answer many/most of the questions put to us.	<input type="checkbox"/> 0

Scoring Reference Key 0 = < 60% (D) 1-3 = 70-79% (C) 4-7 = 80 - 89% (B) 8-10 = 90-100% (A)

Name: _____

C. Individual Self-Assessment (personal performance)	10%
I feel my preparation was comprehensive and added greatly to our effort. My information matched the other information in the group well and was not redundant since we had coordinated our research efforts ahead of time. My contribution fit with the level of the rest of the group, which overall was very high.	<input type="checkbox"/> 10 <input type="checkbox"/> 9 <input type="checkbox"/> 8
My section of the presentation went well but was not coordinated as well as it could have been with the rest of the members of my group. While some of the information I shared was appropriate, I feel that some of the information I had brought to the presentation may not have been relevant. Overall, my contribution made sense and supported our team goal.	<input type="checkbox"/> 7 <input type="checkbox"/> 6 <input type="checkbox"/> 5 <input type="checkbox"/> 4
My contribution to the group effort appeared weak. I had some contributions to make to either the lesson critique or the sample lesson presentation, but it did not seem to be at the level of other members or the standard I have seen in the presentation by other groups. I relied mostly on the other group members to carry the presentation and read my contribution from notes.	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
I was not prepared for this presentation and read or presented information provided by my peers.	<input type="checkbox"/> 0

D. Supporting Documentation (written products)	35%
Our team submission and support materials were complete and comprehensive and accurately matched our actual presentation and roles. The lesson plan was both clear and creative and demonstrated a deep and detailed understanding of how to address and apply specific theories and research in instructional practice. The lesson critique identified both strengths and weaknesses of each lesson reviewed and clearly linked the critique to developmental theories through excellently formatted citations well referenced and included references that reflected a variety of appropriate sources of high academic quality, directly related to the topic. Support materials used during the lesson were creative, appropriate and represented a thoughtful and significant effort, contributing to the lesson and engagement of the participants. Each member contributed equally in the preparation of the document.	<input type="checkbox"/> 10 <input type="checkbox"/> 9 <input type="checkbox"/> 8
Our team lesson plan, critique and support materials were complete and clear and generally reflected our presentation and designated roles. The referenced critique identified strengths and weaknesses of the lessons reviewed. Reference to theories and resources were made using good quality formatting of citations and references. Support materials used during the lesson were appropriate and contributed to the lesson and engagement of the participants. Each member contributed equally in preparation of the document.	<input type="checkbox"/> 7 <input type="checkbox"/> 6 <input type="checkbox"/> 5 <input type="checkbox"/> 4
Our presentation lesson plan was somewhat unclear and did not include all components or did not reflect our presentation or roles. The referenced critique of lessons. References were of poor or questionable quality and/or were not relevant to the presentation or topic. Some members contributed substantially more to the document and its preparation than others and there was only minimal effort made to produce a coordinated, coherent document.	<input type="checkbox"/> 3 <input type="checkbox"/> 2 <input type="checkbox"/> 1
Our presentation lesson plan was unclear and did not reflect our presentation. The written materials demonstrated our lack of coordination as a team. References were of poor or questionable quality with and were not relevant to the presentation or topic. One person did all of the work on the supporting documentation, which was not coherent.	<input type="checkbox"/> 0

A Rubric for Rubrics

A Tool for Assessing the Quality and Use of Rubrics in Education

Criteria	1 Unacceptable	2 Acceptable	3 Good/Solid	4 Exemplary
Clarity of criteria	Criteria being assessed are unclear, inappropriate and/or have significant overlap	Criteria being assessed can be identified, but are not clearly differentiated or are inappropriate	Criteria being assessed are clear, appropriate and distinct	Each criteria is distinct, clearly delineated and fully appropriate for the assignment(s)/course
Distinction between Levels	Little/no distinction can be made between levels of achievement	Some distinction between levels is evident, but remain unclear	Distinction between levels is apparent	Each level is distinct and progresses in a clear and logical order
Reliability of Scoring	Cross-scoring among faculty and/or students often results in significant differences	Cross-scoring by faculty and/or students occasionally produces inconsistent results	There is general agreement between different scorers when using the rubric (e.g. differs by less than 5-10% or less than ½ level)	Cross-scoring of assignments using rubric results in consistent agreement among scorers
Clarity of Expectations/ Guidance to Learners	Rubric is not shared with learners	Rubric is shared and provides some idea of the assignment/ expectations	Rubric is referenced - used to introduce an assignment/guide learners	Rubric serves as primary reference point for discussion and guidance for course/assignment(s) as well as evaluation of assignment(s),
Support of Metacognition (Awareness of Learning)	Learners do not see/know of the rubric	Rubric is shared but no further reference is made to it in the course/ assignment(s)	Rubric is shared and identified as a tool for helping learners to understand what they are learning through the assignment/ in the course	Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/ assignment(s)
Engagement of Learners in Rubric Development/ Use *	Learners are not engaged in either development or use of the rubrics	Learners offered the rubric and may choose to use it for self assessment	Learners discuss and offer feedback/input into the design of the rubric, and are responsible for use of rubrics in peer and/or self-evaluation	Faculty and learners are jointly responsible for design of rubrics and learners use them in peer and/or self-evaluation

*Considered optional by some educators and a critical component by others

Scoring chart: 0 - 10 = needs improvement 11 - 15 = workable 16 - 20 = solid/good 21 - 24 = exemplary

Score - Percentage Conversion Chart

out of	%	out of	%	out of	%	out of	%	out of	%	out of	%	out of	%	out of	%	out of	%	out of	%	out of	%	out of	%
15	100%	20	100%	25	100%	30	100%	35	100%	40	100%	45	100%	55	100%	60	100%	65	100%	70	100%	75	100%
14	93%	19	95%	24	96%	29	97%	34	97%	39	98%	44	98%	54	98%	59	98%	64	98%	69	99%	74	99%
13	87%	18	90%	23	92%	28	93%	33	94%	38	95%	43	96%	53	96%	58	97%	63	97%	68	97%	73	97%
12	80%	17	85%	22	88%	27	90%	32	91%	37	93%	42	93%	52	95%	57	95%	62	95%	67	96%	72	96%
11	73%	16	80%	21	84%	26	87%	31	89%	36	90%	41	91%	51	93%	56	93%	61	94%	66	94%	71	95%
10	67%	15	75%	20	80%	25	83%	30	86%	35	88%	40	89%	50	91%	55	92%	60	92%	65	93%	70	93%
9	60%	14	70%	19	76%	24	80%	29	83%	34	85%	39	87%	49	89%	54	90%	59	91%	64	91%	69	92%
8	53%	13	65%	18	72%	23	77%	28	80%	33	83%	38	84%	48	87%	53	88%	58	89%	63	90%	68	91%
7	47%	12	60%	17	68%	22	73%	27	77%	32	80%	37	82%	47	85%	52	87%	57	88%	62	89%	67	89%
6	40%	11	55%	16	64%	21	70%	26	74%	31	78%	36	80%	46	84%	51	85%	56	86%	61	87%	66	88%
		10	50%	15	60%	20	67%	25	71%	30	75%	35	78%	45	82%	50	83%	55	85%	60	86%	65	87%
		9	45%	14	56%	19	63%	24	69%	29	73%	34	76%	44	80%	49	82%	54	83%	59	84%	64	85%
				13	52%	18	60%	23	66%	28	70%	33	73%	43	78%	48	80%	53	82%	58	83%	63	84%
				12	48%	17	57%	22	63%	27	68%	32	71%	42	76%	47	78%	52	80%	57	81%	62	83%
				11	44%	16	53%	21	60%	26	65%	31	69%	41	75%	46	77%	51	78%	56	80%	61	81%
						15	50%	20	57%	25	63%	30	67%	40	73%	45	75%	50	77%	55	79%	60	80%
						14	47%	19	54%	24	60%	29	64%	39	71%	44	73%	49	75%	54	77%	59	79%
								18	51%	23	58%	28	62%	38	69%	43	72%	48	74%	53	76%	58	77%
								17	49%	22	55%	27	60%	37	67%	42	70%	47	72%	52	74%	57	76%
								16	46%	21	53%	26	58%	36	65%	41	68%	46	71%	51	73%	56	75%
								15	43%	20	50%	25	56%	35	64%	40	67%	45	69%	50	71%	55	73%
										19	48%	24	53%	34	62%	39	65%	44	68%	49	70%	54	72%
										18	45%	23	51%	33	60%	38	63%	43	66%	48	69%	53	71%
										17	43%	22	49%	32	58%	37	62%	42	65%	47	67%	52	69%
												21	47%	31	56%	36	60%	41	63%	46	66%	51	68%
												20	44%	30	55%	35	58%	40	62%	45	64%	50	67%
												19	42%	29	53%	34	57%	39	60%	44	63%	49	65%
														28	51%	33	55%	38	58%	43	61%	48	64%
														27	49%	32	53%	37	57%	42	60%	47	63%
														26	47%	31	52%	36	55%	41	59%	46	61%
																30	50%	35	54%	40	57%	45	60%
																29	48%	34	52%	39	56%	44	59%