

Creating and Using Rubrics for Assessment

Spring 2011 PDA Workshop

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Workshop Outcomes

After participating today, you will be able to:

- ✦ Determine if a rubric would be an effective tool as you assess outcomes
- ✦ Create a basic rubric related to a course you teach
- ✦ Identify resources where you can get more information and assistance in outcomes assessment

What is your experience with rubrics?

- ✦ Currently using one?
- ✦ Familiar with the concept, but haven't tried it yet?
- ✦ Experience with *what*?

Today we'll address:

- ✦ Definition of a rubrics
- ✦ When and why to use rubrics
- ✦ Examples of rubrics
- ✦ Steps to creating rubrics

Traditional Definition:

Rubric, noun

From Old English "rubrishe" referring to the red ink used to distinguish the heading or section of a text

1. a printed title or heading, usually distinguished from the body of the text in some way, especially the heading of a section of a legal statute, originally underlined in red
2. a set of printed rules or instructions, for example, the rules governing how Christian services are to be conducted, often printed in red in a prayer book
3. a well-established custom or tradition that provides rules for conduct
4. a class or category of things

Encarta® World English Dictionary 1999

In the educational context, a rubric:

- ✦ Lists traits, dimensions, criteria that serve as the bases for judging student work
- ✦ Defines or provides examples to clarify the meanings of those traits
- ✦ Includes a numeric scale on which to rate each trait or dimension
- ✦ Sets standards of excellence for specified performance levels

Rubrics often work well for when assessing tasks or assignments that involve "doing," creating, demonstrating attitudes or thinking skills, processes, and other abilities that cannot be fully assessed through an objective form such as an exam. Examples include:

Skill demonstrations



Artistic creations



Performances



Projects



Writing

Ann Student

CSKLS 311.1

Burzycki

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The Essential Role of the Nurse

There are several constants in life that all humans will face. All are born, all will die, and all will become sick and/or injured at various points throughout their life. Some illnesses/injuries will be more severe than others, and it is important that trained professionals be available to care for the sick and injured. Doctors must be proficient in medical knowledge, and it is equally important that nurses be well prepared so that they may carry out doctor's orders and assist the patient in recovery. The role of the nurse is that of educator, patient advocate, and compassionate healer, and for these reasons, I desire to become a nurse.

A nurse is a patient educator, however, first she must be educated. I have completed my prerequisite courses successfully and have applied the Santa Rosa Junior College school of nursing. My goal is to graduate from the Junior College program with my Associates of Science in Nursing and transfer to a four year institution where I will complete my Baccalaureate education. With a Bachelor's degree in Nursing, I will be able to advance in the profession via clinical ladders, and the higher level of education will only improve my nursing abilities. However I cannot meet my educational goals on my own. I was forced to leave my job at a Surgery Center due to conflicts with school and issues of time. I felt it was more important to spend my time in study and pass courses

Attitudes, values, appreciation, and other aspects of the affective domain.



Advantages of a rubric:

- ✦ A rubric allows you to quantify your professional judgment.
- ✦ It allows your students to see what is expected of them.
- ✦ It opens up dialogue about discipline expectations and standards.
- ✦ It provides a numeric basis for describing your assessment results.

Example: PE/Health

Rubric Model (based on example from Crafton Hills College, Yucaipa, CA)

Course: Health 263 or PE Activity Course **Student Learning Outcome:** Students will demonstrate the knowledge and skills associated with actions necessary for optimum physical, mental, and emotional health and physical efficiency.

Assessment Tool (Activity/assignment/instrument/methodology used): Students will develop a personalized improvement plan that reflects their pursuit of a personal change/improvement activity, consistent with the goals of the course, aimed at improving their own health or physical condition.

Assessment Parameters (number of sections; time span; criteria for success (% of students achieving specific level of success): 5 sections of PE 263; based on rubric, 75% of students will receive a score of 3 in at least 2 of the criteria below, and now less than a 2 on #3.

Primary areas/traits/criteria	No Evidence 0	Inadequate 1	Satisfactory/Adequate 2	Excellent 3
The student values the practices and attitudes that contribute towards sound physical, mental, and emotional health by undertaking the improvement activity. <i>(Affective domain)</i>	Did not undertake the activity, or showed no evidence of achievement in this area.	<ul style="list-style-type: none"> Expresses a vague notion of a change they want to pursue, but shows little or no commitment to embarking on the improved activity May have started the activity, but has not continued the activity in earnest 	<ul style="list-style-type: none"> Establishes a goal and expresses a desire for change or improvement Effort and commitment fluctuate or are inconsistent 	<ul style="list-style-type: none"> Show significant evidence of attitudinal change Demonstrates motivation and consistent, sustained commitment to the change activity
Student can describe the physiological and scientific soundness of the improvement activity that he/she is undertaking and link that information to specific benefits they are seeking. <i>(Cognitive domain)</i>	Did not undertake the activity, or showed no evidence of achievement in this area.	<ul style="list-style-type: none"> Displays a largely uninformed perspective on the change activity originally identified Has not take time to explore benefits of activities that could result in improved health, fitness, and wellness 	<ul style="list-style-type: none"> Has general idea of why the improvement activity is sound May be able to articulate some of the principles that support actions and choices Some reasoning may be vague or incorrect 	<ul style="list-style-type: none"> Provides a complete rationale for the approach, methods, and goals of the improvement activity undertaken Articulates accurate information or data supporting the soundness of their activity
Student persists and sustains the execution of the improvement activity they he/she is undertaking and practices it consistently and correctly. <i>(Psychomotor domain)</i>	Did not undertake the activity, or showed no evidence of achievement in this area.	<ul style="list-style-type: none"> Shows very little effort May have participated in an activity for 1 or 2 classes but has not followed up with continued effort outside of class Actions indicative of lack of motivation and commitment to change activity 	<ul style="list-style-type: none"> Has shown effort with occasional lapses indicating an inconsistent commitment to the change activity Effort may have yielded little or no observable improvement due to lack of consistent, sustained effort 	<ul style="list-style-type: none"> Demonstrates a sustained, consistent effort in the selected activity May have observed improvements in personal health, fitness, and wellness Demonstrates increased motivation, effort, and commitment in relation to perceived changes

Rubric for CSKLS 313 Writing Assessment

	4	3	2	1
Summary Paragraph	This summary includes a clear main idea. All important details are included. Details are in logical order and transitions are used. Ideas are connected to make writing flow	Clear main idea is present. Important details are included but some might be missing. Ideas are in logical order.	Main idea is unclear-not specifically stated in the writing. Some critical information is missing. Ideas are in a random order and not logical. Repetition of details.	The main idea is not present. Contains only some details. Ideas are not in logical order.
Summary Paragraph	Main ideas and significant details are paraphrased.	Main ideas and significant details are paraphrased.	Paragraph characterized by substantial copying of key phrases and minimal paraphrasing	Paragraph characterized by substantial copying of indiscriminately selected phrases or sentences.
Response Paragraph	Includes at least one connection with another article, a book, a connection with the world and/or a connection to personal experiences. At least 4 sentences or more in length	Includes a connection with another article, a book, a connection with the world and/or a connection to personal experiences. At least 4 sentences or more in length	Includes a connection with another article, a book, a connection with the world and/or a connection to personal experiences. Less than 4 sentences or more in length	No connections are made between the reading and another article, the world, or with life. Less than 4 sentences in length.
Language and Conventions	Summary and response are written with college level vocabulary and sentence structure. Consistent use of punctuation and capitalization	Summary and response are written with most college level vocabulary and sentence structure. Correct punctuation and capitalization are demonstrated.	Sentence structure and vocabulary are continuing to develop. Some use of correct punctuation and capitalization.	Sentence structure is below grade level. A limited use of correct capitalization and punctuation is demonstrated

Steps for Creating a Rubric

Try using the rubric template from the SLO website to get started at

www.santarosa.edu/slo/forms

State the SLO

1. Identify the Student Learning Outcome (SLO) that you want to assess.

Example: Students will be able to demonstrate the knowledge and skills associated with actions necessary for optimum physical, mental, and emotional health and physical efficiency.

2. Method of Assessment

Choose the method of assessment appropriate to the outcome. (Note: Consider using an assignment you already use to grade students.)

Example: Students will develop a personalized improvement plan that reflects their pursuit of a personal change/improvement activity.

3. State Criteria

List main traits, criteria, or areas that you consider when assessing a student.

Examples:

- ✦ Affective domain (values, attitudes, etc.)
- ✦ Cognitive domain (knowledge of scientific basis behind health benefits, etc.)
- ✦ Psychomotor domain (persistence, technique, etc.)

4. Set the Standard

- ✦ Describe what successful achievement of the SLO looks like.
- ✦ When possible, review an example of excellent student work.
- ✦ Work collaboratively with colleagues, if possible.

5. Determine scoring.

- ✦ Consider using a grid.
- ✦ Determine range of score (0-3, 1-6, etc.)
- ✦ Decide whether scoring will be holistic (one overall score) or a sum of component scores

6. Fill in the boxes.

- ✦ List criteria for the other levels.
- ✦ When possible, refer to examples of student work or activities.

Use the Rubric

- ✦ Share with students before they do the assignment.
- ✦ Use for grading.
- ✦ Use scores for determining assessment results.
- ✦ Use assessment results to reflect upon teaching and learning.

Try it out!

Examples are available on the SLO website so you can see the various ways rubrics are used. See www.santarosa.edu/slo/resources

Questions?

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For More About SLO Assessment

★ SRJC Student Learning Outcomes Website:
<http://www.santarosa.edu/slo>

★ SLO Coordinators:

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Office of Institutional Research

- ✦ Technical support for collecting data (including rubric scores)
- ✦ Help with surveys and questionnaires
- ✦ Presentation of results in a format that lends itself to interpretation and analysis
- ✦ Jill Hunter, 778-4190

Final thought:

“Assessment should use objective data where available but make no apologies for using subjective data. Or, it is better to be generally right than precisely wrong.”

R.L. Miller