

**Rubrics,
Rubrics,
Rubrics.**

What the heck is a Rubric

February 6, 2018

Agenda

- Agenda
- Expected outcomes
- What is a rubric
- Activity
- Developing my own rubric
- Conclusion

Expected Outcomes

Description: In this hands-on workshop, faculty will review two rubrics designed for the same assignment and discuss the effectiveness of each rubric.

Faculty will also develop rubrics to match an assignment in one of their courses.

Faculty are encouraged to bring their own rubrics, a course syllabus, assignment description, or other course materials. Refreshments will be served.

At the end of this workshop, faculty will be able to:

- Describe what a rubric is
- Differentiate between the types of rubrics
- Develop a rubric for an assignment

What is a Rubric?

No, really. What is a rubric?

How might a rubric be useful to students?

How might a rubric be useful to instructors?

What is a Rubric

what are the components of a Rubric

- Task description
- A scale / skill level
- Breakdown of skills/knowledge (parts of the task)
- Descriptions of what constitutes each level of performance

Types of rubrics

- **Analytic Rubric** – separate scoring for components of the task or assignment
- **Holistic Rubric** – Single scale for an entire task or assignment.

Holistic: Sample

The following checklist will be used for the presentations:

Content /5 points

- well-prepared and researched
- includes references to external sources
- explicitly analyzes the strength of the evidence used

Delivery /5 points

- ideas clearly explained
- accurate and professional use of English
- effective visuals if applicable
- strong presence and enthusiasm
- little reading if any
- interaction with the audience when needed
- Sensitive to time limits

Total: ____/10

An example:

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Delivery /5 points

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Total: ____/10

Analytic

Assignment Name				
	Skill level (i.e. unsatisfactory)	Skill level (i.e. developing)	Skill level (i.e. proficient)	Skill level (i.e. advanced)
Task description	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance 	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance 	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance 	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance
Task description	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance 	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance 	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance 	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance
Task description	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance 	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance 	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance 	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance
Task description	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance 	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance 	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance 	<ul style="list-style-type: none"> Descriptions of what constitutes each level of performance

Analytic: Sample

Freshman Seminar | Comparison/Contrast Assignment Rubric

	Advanced	Proficient	Developing	Minimally satisfactory/unsatisfactory
Process: Completes Stages of Writing	<p>Student completes excellent, carefully developed products on time for each of the writing stages:</p> <ul style="list-style-type: none"> Choosing a topic Brainstorming Outlining Drafting Soliciting feedback Revising Editing 	<p>Student completes products on time for each of the writing stages:</p> <ul style="list-style-type: none"> Choosing a topic Brainstorming Outlining Drafting Soliciting feedback Revising Editing 	<p>Student creates products which are sometimes incomplete or late, or only completes products for some of the writing stages:</p> <ul style="list-style-type: none"> Choosing a topic Brainstorming Outlining Drafting Soliciting feedback Revising Editing 	<p>Student creates products which are consistently incomplete or late, or submits products for almost none of the stages:</p> <ul style="list-style-type: none"> Choosing a topic Brainstorming Outlining Drafting Soliciting feedback Revising Editing
Content	<ul style="list-style-type: none"> The essay fully and effectively responds to the prompt, comparing and contrasting two readings. The thesis is clearly defined and developed throughout the paper. Ideas are well-developed and supported. The essay meets the required word limit. 	<ul style="list-style-type: none"> The essay responds to the prompt, comparing and contrasting two readings. The thesis is defined and developed throughout the paper. Ideas are generally developed and supported. The essay meets the required word limit. 	<ul style="list-style-type: none"> The essay attempts to respond to the prompt. There is a thesis, although it may lack development. Ideas may frequently lack development or support. The essay does not meet the required word limit. 	<ul style="list-style-type: none"> The essay does not respond to the prompt. There is no identifiable thesis. Ideas are not developed or not supported. The essay does not meet the required word limit.
Organization	<ul style="list-style-type: none"> The overall structure is effective, with clearly defined introduction, body, and conclusion. Paragraphs are focused and coherent. Ideas are connected clearly and logically. 	<ul style="list-style-type: none"> The overall structure is mostly effective, with introduction, body, and conclusion. Paragraphs are mostly focused and coherent. Ideas are mostly connected clearly and logically. 	<ul style="list-style-type: none"> There is an attempt to provide an overall structure, though it may lack effectiveness. Paragraphs may lack focus or coherence. The connections between ideas are often unclear. 	<ul style="list-style-type: none"> There appears to be no attempt to provide an overall structure. Paragraphs are not focused or coherent. The connections between ideas are not clear.
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An activity


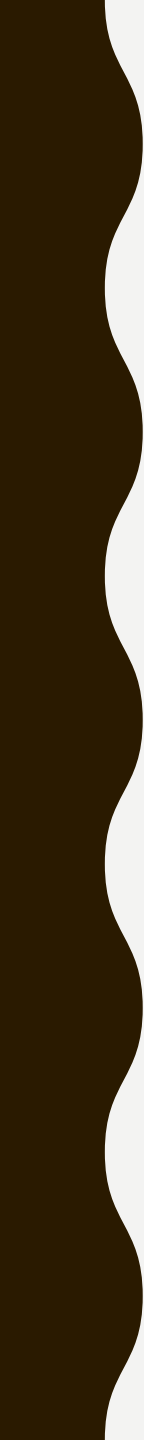
Let's look at one assignment provided to students.

Comparison/Contrast Essay

Complete the seven stages of the writing process to write a short essay (400-500 words) comparing and contrasting two authors' views as directed by the instructor.

Developing Rubrics is an iterative process

- Feedback from students (what worked and what didn't work)
- Your own experience



For more information,
resources, support or to share your ideas

<http://iro.aua.am/teaching-and-learning-resources/>

or stop by 410 Main Building