Developing and Reviewing Rubrics

Workshop led by Lissett Babaian

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I. Introduction

II. Sharing a Rubric

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III. Rubric Review – Hands on exercise in teams by program

* Read through two rubrics
* Read sample literature review
* Assess student work using the two separate rubrics
* Compare and discuss results with other faculty in your department
* Which rubric is most useful?
* What important skills and knowledge (SLOs) relating to literature review are either not captured by rubric or simply not captured appropriately or effectively?
* What is missing? What is mislabeled? What needs to be moved, elaborated upon, and/or described more?
* Determine how you would improve upon these rubrics.

IV. Sharing Results

Discussion:

* This process is intended to illustrate that rubrics are most reliable and useful when student work is used to create them (because student work provides concrete examples of what sophisticated work looks like versus inadequate).
* Rubrics facilitate discussion among faculty and ensure calibration among faculty as well as consistency of evaluation and standards
* Rubrics are used to improve student learning and thus act as pedagogical tool.
* Rubrics guides student learning –when rubrics are shared with students—learning and work are more intentional

V. Ways to improve rubric (and thereby🡪 improve quality of students’ literature reviews)

* Define scope of literature search including 1) number of sources, type of sources (books, journals, articles, websites), 3) selection of resources (standards, methods for selecting reliable and relevant literature)
* Distinguish in more depth analysis and synthesis. For example, for analysis to include evaluating sources regarding strengths, weaknesses, and limitations. For example, for synthesis to include connecting or reorganizing, reinterpreting literature, identifying gaps in literature.
* Establish that summarizing is an important part of a literature review, although it should go beyond summarizing to analysis and synthesis; nevertheless appropriate and adequate information much be provided for each piece of literature cited (for example, it might be relevant to include how big the studies are, what kind of studies –methodology—etc).
* Rubric criteria are connected back to the purpose or function of a literature review, which is to demonstrate that students have comprehensive knowledge of the field and understand the intellectual progression of ideas and establish their credibility for their own research.

In some fields, these might be more important than others:

* Currency (medicine and science particularly important)
* History (humanities, history, social sciences)

VI. Wrap Up

Additional resources will be posted on Student Learning Website.