



The 12 Days of Assessment

Session 9: Rubrics

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Land Acknowledgement

We recognize that many Indigenous Nations have longstanding relationships with the territories upon which York University campuses are located that precede the establishment of York University. York University acknowledges its presence on the traditional territory of many Indigenous Nations. The area known as Tkaronto has been care taken by the Anishinabek Nation, the Haudenosaunee Confederacy, and the Huron-Wendat. It is now home to many First Nation, Inuit and Métis communities. We acknowledge the current treaty holders, the Mississaugas of the Credit First Nation. This territory is subject of the Dish with One Spoon Wampum Belt Covenant, an agreement to peaceably share and care for the Great Lakes region.

http://yfile.news.yorku.ca/2019/01/14/new-video-explores-the-importance-of-understanding-the-land-acknowledgement/?utm_source=YFile_Email&utm_medium=Email&utm_content=Top-Stories&utm_campaign=yfile

https://www.youtube.com/watch?time_continue=135&v=qNZi301-p8k

Drop in Support

Teaching Commons

Monday – Friday 10am-12pm

<https://yorku.zoom.us/j/7467955013>

Rubrics

- Definition
- Benefits of rubrics
- Types of rubrics
- Components of a rubric
- Best Practices
- What do instructors include in rubrics

Definition

- an assessment guide used to evaluate learning
- a scoring guide, a set of criteria for grading assignments
- “...coherent set of criteria for students’ work that includes descriptions of levels of performance quality on the criteria” (Brookhart, 2013, p. 4).
- Rubrics allow instructors to distinguish between levels of student performance on a given activity and give feedback accordingly
- Rubrics are used for learning as well as for grading

Rubrics helps instructors to

- clear guidelines
- meaningful feedback: clear, directed, and focused on ways to improve learning
- consistency in evaluation
- objectivity in grading
- reduce uncertainty and complaints about grades
- adjust instruction
- provide additional resources based on the overall performance of an entire class
- reduce the amount of time spent grading

Rubrics also helps students to

- have a better understanding of the course and assignments
- understand an instructor's expectations on an assignment
- understand how the assignment aligns to the course objectives
- useful and targeted feedback
- improve their performance
- evaluate their own work

Types of rubrics


- There are 3 types of rubrics

Types of rubrics: **Holistic rubric**

- a one-dimensional assessment scale
- all the evaluation criteria are considered together
- the instructor assigns a single score based on an overall judgment of the student's work

Types of rubrics: **Holistic rubric**

Grade

Grade: 						
Journal Writing Rubric	<p>- Journal response is clear, stays on topic, and is well written. - Journal response shows evidence of reflection and research- Critical thinking is obvious. - Organization is clear. - Journal response has no errors in spelling, grammar and/or conventions.</p> <p>5 points</p>	<p>- Journal response is good, stays mostly on topic, and is well written. - Journal response provides plenty of evidence of reflection and research- Critical thinking is present in most of the journal. - Organization is mostly clear. - Journal response has few errors in spelling, grammar and/or conventions.</p> <p>4 points</p>	<p>- Journal response mostly stays on topic. - Journal response shows some evidence of reflection and research. - Critical thinking is present in some instances. - Organization needs some work. - Journal response has some errors in spelling, grammar and/or conventions.</p> <p>3 points</p>	<p>- Journal response is sometimes on topic. - Journal response shows little evidence of reflection and research. - Critical thinking is rarely demonstrated. - Journal shows lack of organization. - Journal response has many errors in spelling, grammar and/or conventions.</p> <p>2 points</p>	<p>- Journal response does not remain on topic and is unclear in sections. - Journal response shows no evidence of reflection and research. - Critical thinking is not demonstrated. - Journal is not organized. - Journal response has many errors in spelling, grammar and/or conventions that detract from sense making.</p> <p>1 points</p>	<p>No journal submitted.</p> <p>0 points</p>

Types of rubrics: **Holistic rubric**

Advantages:

- Saves time by minimizing the number of decisions made
- Can be used consistently across raters, provided there has been training

Disadvantages:

- Does not provide specific feedback for improvement
- Can be difficult to choose a score when student work is at varying levels across the criteria

Types of rubrics: **Analytic rubric**

- two dimensional
- insights on areas of strengths and weaknesses
- more time to develop
- descriptions of what each criteria looks like for each level of performance.
- each of the criteria is scored individually

TIP: you can assign different values to different criteria and conclude to the overall achievement score by adding up achievements of various criteria

Types of rubrics: **Analytic rubric**

- [Types of Rubrics: Holistic and Analytic \(queensu.ca\)](#)

Types of rubrics: **Single point rubric**

- only two levels of assessment
- “Yes/No” or “Achieved/Not-Achieved” model
- easy to use and quicker to analyse

TIP: Using checklists also helps in reaching more consistent grading decisions over multiple times. For instance, all teachers know what the top performances look like and what the poor performances look like. But the middle is always unclear

Types of rubrics: **Single point rubric**

Advantages:

- less language
- Not restricted (students don't tend to follow the details)

Disadvantage

- more writing on the teacher's part

Types of rubrics: **Single point rubric**

[Single Point Rubric Template | OER Commons](#)

[Single-Point Rubric | Cambrian College Teaching & Learning Innovation Hub](#)

Types of rubrics: **Weighted rubric**

A weighted rubric is an analytic rubric in which certain concepts are judged more heavily than others.

[How to Weight Rubrics: Part Four in a Five-Part Series – TeacherVision](#)

[Criteria and rubrics \(slideshare.net\)](#) (slide 8)

Components of a rubric

- 1. Performance criteria (rows):** factors being measured (e.g., *Organization of Essay*, *Thesis Statement*, etc.)
- 2. Performance levels (columns):** (e.g., *Poor*, *Acceptable*, *Good*, *Excellent*).
- 3. Performance level descriptors:** observable characteristics of performance

[Criteria and rubrics \(slideshare.net\)](http://slideshare.net) (slide 7)

Criteria

- Are they observable and measurable?
- Are they important and essential?
- Are they distinct from other criteria?

Some examples of criteria

Written Assignments

- Thesis Statement / Argument / Answering the Question
- Organization
- Conventions / Spelling and Grammar
- Voice
- Word Choice / Vocabulary
- Use of Figurative Language
- Neatness / Presentation / Format
- Label Diagrams
- Purpose

Performance Assignments

- Speak Clearly / Loudly / Slowly
- Use of Visuals / Media
- Engage Audience
- Play / Sing Correct Rhythm / Notes
- Accuracy of Factual Information
- Ask Relevant Questions
- Recite Text
- Follow Steps in Experiment
- Video / Audio Editing

Behavior

- Follow Directions
- Work Well with a Group
- Use Kind Words
- Keep Hands and Other Body Parts to Self
- Listen to Others
- Remain Seated
- Raise Hand to ask Question
- Stay on Task
- Respect Materials

6 steps to develop your rubric

- Step 1: Define outcomes and goals for the rubric
- Step 2: Choose the rubric type
- Step 3: Define the assessment criteria
- Step 4: Define the performance levels
- Step 5: Write performance descriptions for each level of rubric
- Step 6: Revise

Design the rating scale

- Different assignment types may require different grading scales and different numbers of levels.
- Decide how many different levels it should have.
- For example, you may choose a rubric with three or four levels for an essay assignment, while a one-level rubric (or credit/no credit) may be useful for smaller assignments and save you time when grading.
- You may also consider whether to list the highest possible level of achievement first or last.

TIP: As Stevens & Levi note, “labeling the levels on the scale can be a delicate matter. We need to be clear about expectations and about failures as well as successes, yet we also try to avoid overly negative or competitive labels. These can discourage students” (p. 41).

Design the rating scale

TIP: As Stevens & Levi note, “labeling the levels on the scale can be a delicate matter. We need to be clear about expectations and about failures as well as successes, yet we also try to avoid overly negative or competitive labels. These can discourage students” (p. 41).

Sample scales

Three Levels

- Weak, Satisfactory, Strong
- Beginning, Intermediate, High
- Weak, Average, Excellent
- Developing, Competent, Exemplary
- Low Mastery, Average Mastery, High Mastery

Sample scales

Four Levels

- Unacceptable, Marginal, Proficient, Distinguished
- Beginning, Developing, Accomplished, Exemplary
- Needs Improvement, Satisfactory, Good, Accomplished
- Emerging, Progressing, Partial Mastery, Mastery
- Not Yet Competent, Partly Competent, Competent, Sophisticated
- Inadequate, Needs Improvement, Meets Expectations, Exceeds Expectations
- Poor, Fair, Good, Excellent

Sample scales

Five Levels

- Poor, Minimal, Sufficient, Above Average, Excellent
- Novice, Intermediate, Proficient, Distinguished, Master
- Unacceptable, Poor, Satisfactory, Good, Excellent

Six Levels

- Unacceptable, Emerging, Minimally Acceptable, Acceptable, Accomplished, Exemplary

Sources:

- Stevens, Dannelle D. and Antonia Levi (2005). *Introduction to Rubrics : An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning*. Sterling, VA: Stylus Publishing.
- Stanny, Claudia J. and Linda B. Nilson. (2014). *Specifications Grading: Restoring Rigor, Motivating Students, and Saving Faculty Time*. Sterling, VA: Stylus Publishing.

Write descriptions for each level of the rating scale

Well-written descriptions:

- describe observable and measurable behavior.
- use parallel language across the scale.
- indicate the degree to which the standards are met.

A good rubric

1. Consist of 3-5 performance levels (Popham, 2000; Suskie, 2009).
2. Include two or more performance criteria, and the labels for the criteria should be distinct, clear, and meaningful (Brookhart, 2013; Nitko & Brookhart, 2007; Popham, 2000; Suskie, 2009).
3. Include performance level descriptors that: distinguish between qualitative differences in performance that are observable and measurable; are consistent within each criterion; and clearly articulate the expectations for each performance level (Banta & Palomba, 2015; Brookhart, 2013; Nitko & Brookhart, 2007; Popham, 2000; Suskie, 2009).

A good rubric

1. [Analytic-Rubric-Checklist.pdf \(dev-teachonline.pantheonsite.io\)](#)

Best Practices

- develop a different rubrics for different levels of assignments
- Be transparent
- Revise
- try it out on a sample of student work
- ask students to use the rubric to evaluate their own work.
- ask students to use the rubric for peer review
- Create the rubric in eClass

TIP: Rubric co-creation

Value Rubrics

- [VALUE Rubrics | Association of American Colleges & Universities \(aacu.org\)](https://www.aacu.org/value)

Assessing Creativity

- [Assessing Creativity - Educational Leadership \(ascd.org\)](https://www.ascd.org/)

Workshop on creating your own rubric

- [April 23rd from 11:00 to 12:30](#)
- [Creating Rubrics for Humanities Courses | Teaching Commons \(yorku.ca\)](#)