Introductions
Sources

- Material contained in this presentation was collected from a variety of sources.
- These sources, and others, are found in the RUBRIC RESOURCES handout.
What is a rubric?

- In medieval times, legal instructions were written in red

- Headings, titles and sections of early books were often printed in red and, in prayer books, the directions for conducting religious services were also printed in red

- Evolved to mean “an established custom or rule of procedure”
What is a rubric?

- Adopted by educators in 1980’s

  - "At its most basic, a rubric is a scoring tool that lays out the specific expectations for an assignment. Rubrics . . . provide a detailed description of what constitutes acceptable and unacceptable levels of performance"

  - “Scoring rubrics are descriptive scoring schemes that are developed to guide the analysis of the products or processes of students’ efforts”
Why rubrics?

- More objective and meaningful measurement
- Grading – time, consistent and fair, distinction
- Communication of expectations to students
- Convey effective feedback
- Self-assessment
- Student created – partner in learning
- Identify student strengths and weaknesses – teach accordingly
- Track changes in student performance – relate to changes in instruction
- Minimize educational disparities
Why not rubrics?

– Don’t use to test knowledge of “parts of speech”
– Prescriptive
– Performing to the Rubric
When to use rubrics

- Situations that require critical thinking and are multidimensional
- Systems thinking, procedural knowledge, attitude formation
- Group activities
- Multiple evaluators – across sections, across courses in program, major project
- Writing assignments, Extended projects, Oral presentations
Design of Rubrics

- Identifying Performance Criteria
  - Row Headings: Objectives, Traits, Dimensions
  - Learning objective $\Leftrightarrow$ assessment criterion

- Setting Performance Levels
  - Column Headings: Standards, Levels of Achievement

- Creating Performance Descriptions
  - Cell descriptions: Measurement, Differentiation
  - Non-judgmental, free of jargon, reflect classroom vocabulary
Write a Rubric!
Rhonda Sutton, Reading Department
Adam McGlynn,
Political Science Department
Resources
RANDOM MUSINGS ON RUBRICS

ADAM MCGLYNN
BENEFITS & PITFALLS

• Incredibly useful for online courses given the lack of face to face interaction.
  • Grading of essays & especially discussion forums
• Provides “insurance” for students questioning their grades.
  • I share a rubric with my students so they have a clear understanding of my expectations.
• Lack of flexibility.
• I try to set general standards in my rubrics not specific knowledge requirements.
• Using the rubric to grade efficiently and not paying attention to detail or the intricacies of certain responses.
## PITFALLS

<table>
<thead>
<tr>
<th>Quality Criteria</th>
<th>No or Limited Proficiency (0)</th>
<th>Some Proficiency (1)</th>
<th>Proficiency (2)</th>
<th>High Proficiency (3)</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Focus or Question</td>
<td>No focus or research question</td>
<td>May exist but is unclear</td>
<td>Exists but is elementary</td>
<td>Clear, shows fresh insight, challenging</td>
<td></td>
</tr>
<tr>
<td>Structure of Paper</td>
<td>No discernable structure. No transition.</td>
<td>Some structure, but abrupt shifts &amp; ineffective flow of ideas</td>
<td>Structure is adequate. Transitions appropriate. Sequence of ideas could be improved</td>
<td>Structure is excellent. Fully supports focus and question. Transitions are effective.</td>
<td></td>
</tr>
<tr>
<td>Use of Evidence (documentation)</td>
<td>Neglects important sources. Gross underuse of quotations or paraphrase.</td>
<td>Uses relevant sources but lacks in variety and/or skillful combinations.</td>
<td>Uses sources to support. May not always conform to required style manual.</td>
<td>Excellent use of sources. Combines material from variety of sources. Uses required style.</td>
<td></td>
</tr>
<tr>
<td>Analysis and Logic</td>
<td>No analysis and no logical rational shown in paper.</td>
<td>Some analysis, some logic, but does not consider counter arguments or interpretations.</td>
<td>Good analysis, but paper doesn’t seem to flow logically. Nothing new or creative.</td>
<td>Excellent analysis and logical presentation of information. Creative and imaginative.</td>
<td></td>
</tr>
<tr>
<td>Mechanics</td>
<td>Sentence structure, grammar, vocabulary, spelling all not at acceptable college level</td>
<td>Sentence structure, grammar, vocabulary, spelling at an average college level</td>
<td>Sentence structure, grammar, vocabulary, spelling all slightly above an acceptable college level</td>
<td>Sentence structure, grammar, vocabulary, spelling all at exactly at senior level college work</td>
<td></td>
</tr>
</tbody>
</table>
Part (c): 3 points

One point is earned for each explanation of how, over the past few decades, party composition has changed with respect to three of the four groups:

- Catholics — They have become less reliable Democratic voters.
- Labor union members — They have become less reliable Democratic voters; have decreased in number and thus there are fewer Democratic supporters; have become a smaller percentage of the Democratic voting bloc.
- Women — They have become more reliable Democratic voters; have increased in number and thus there are more Democratic supporters; have become a larger percentage of the Democratic voting bloc.
- Social conservatives — They were previously nonexistent and have now crystallized to become more reliable Republican voters; previously found in the Democratic party and have moved to the Republican party.

The requirements of specific information limited our ability to assign points to well-informed answers that did not use the correct “key words.”