# Rubrics in Assessment

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# Rubric Basics:  Good for Students

- Guidelines for Assignments
  - Creates Consistency in
    - Learning Expectations
    - Learning Objectives
    - Learning Standards
  - Connects to Learning Goals and to Evaluation

- Feedback
  - Clearer
  - More detailed, and
  - More useful in terms of identifying and communicating learning gaps.
  - Allows students to reflect on their own progress

# Rubric Basics: Good for Educators

- Consistency and Fairness
  - Removes (most) problems across graders/times
  - Provides a touchstone to connect learning and evaluation
  - Helps create better assignments, tailored to goals

- Assessment Tool
  - Measurement allows easy comparison across
    - Graders
    - Semesters
    - Classes
  - Allows for targeted adaptation of assignments and allows us to tailor instruction and academic support to address distinct learning needs or learning gaps.

# Tailor to Your Goals

- Goals for your Class
  - Name one class you teach.
  - What is the most important thing you want to accomplish with this class?
  - What assignments do you implement to reach these goals?

- Goals for your Specialization
  - How does this goal relate to any of your overall goals in your specialization?

- Goals for your Department
  - How does this goal related to any of your overall goals in your department?

# Making a Sample Rubric

- Thinking about your most important goal and the assignment, what are 2-3 more goals that the assignment helps you accomplish?

- What is an assignment that you give that addresses these (or some part of these) goals?

- List 3-5 things you might evaluate on that assignment

## Learning

Subject Matter

Critical Thinking

Revision

Self-evaluation

## Communication

Presentation

Writing

Feedback

| Assignment Components | Exceptional | Meets Expectations | Below Expectations | Missing or Deficient |
|---|---|---|---|---|
| Knowledge Base | 29-30 A strong command of subject matter, thorough and balanced presentation of evidence and scholarly literature | 25-28 Proficient knowledge of subject matter, utilizes balanced and relevant evidence and scholarly literature. | 18-24 Student presents a limited perspective on key concepts on topic. May not be balanced. Some extraneous information. | < 18: Student demonstrates beginning understanding of key concepts, but is not balanced. May use unrelated and/or fallacious information |
| Analysis | 48-50 Innovative analytical approach using qual and/or quantitative methodology | 40-47 Valid analytical approach using appropriate methodology | 30-39 Simplistic or slightly misapplied methods | < 30 No discernable analytic approach or incorrect application |
| Writing | 19-20 0-1 grammar, format, or context errors | 15-18 2-5 grammar, format, or context errors | 12-14 6-10 grammar, format, or context errors | < 12 More than 10 errors |
| Total | 96-100 | 80-95 | 60-79 | < 60 |

Sample Rubric