

Rubrics, Rubrics, Rubrics


Centre for Teaching, Learning, and Research

Land Acknowledgement



We acknowledge that Vancouver Community College (VCC) is located on the traditional unceded territories of the x^wməθk^wəyəm (Musqueam), S^kwxwú7mesh (Squamish), and səlilwətaʔt (Tseil-Waututh) peoples who have been stewards of this land from time immemorial.

What do you hope to
get out of this
workshop?



WHAT WE CAN DO TODAY:

- Differentiate analytic and holistic rubrics and when to use.
- Identify common challenges with rubrics.
- Describe universal rubric use and benefits.
- Identify how to use rubric grading on Moodle assignment, and compare to marking guide.
- Explore some validated rubrics for common core skills.

What is a rubric?

- Describes what learning looks like (expectations)
- **Criteria and performance level descriptions** (Andrade, 2000; Arter and Chappuis, 2006)
- NOT a rating scale or checklist



Why do we use rubrics?

- Enhance student engagement by increasing their perceived autonomy, competence, and relatedness in learning tasks.¹
- Make performance standards and criteria transparent and consistent for students and faculty²,
- Improve student learning, teaching and feedback²
- Can enhance grading efficiency and consistency³
- Can be used for formative or summative assessment, as well as self-assessment and peer assessment

LAUNCH POLL.

Analytic vs Holistic Rubric

Analytic	Holistic
Multiple criteria assessed individually. Can assign different weights (value) to different criteria	Single criteria (one-dimensional) used to assess participants' overall achievement on an activity or item
Performance descriptions often in bullet points (generally 4-5 levels).	Performance descriptions are written in paragraphs and usually in full sentences (generally 4-5 levels).
More work to create initially	Easier to set up and grade
Provides more detailed feedback on strengths and weaknesses	Less feedback for student on how to improve
Suited to complex tasks/assignments/performance	Best to use when there is no single correct answer or response and focus is on overall quality, proficiency, or understanding of specific content or skills.

- What determines which one you choose to use?

Sample Analytical Rubric

Criteria	Excellent	Proficient	Developing	Beginning
<i>Organization</i>	Organization enhances and showcases the main idea.	Organization is smooth with only a few issues.	Some structure exists but the flow of ideas is difficult to follow.	Organization cannot be identified and lacks a sense of direction.
<i>Voice</i>	The writer's voice is compelling and engaging in delivering the purpose and topic of the piece.	The writer's voice attempts to address the topic and purpose in an engaging way but is inconsistent in delivery.	The writer's voice is difficult to identify although an attempt is present.	The writer's voice seems indifferent, uninvolved or distanced from the topic or purpose.
<i>Sentence Fluency</i>	Sentences are sophisticated with strong, varied sentence structure that invites expressive reading.	Sentences are varied, structurally correct and flow well.	Sentence structure is usually correct but sentences do not flow.	Sentence structure is choppy, incomplete, rambling or awkward

<https://camosun.libguides.com/AFL/rubrics>

Sample Holistic Rubric

Excellent	Proficient	Developing	Beginning
<p>Organization enhances and showcases the main idea. The writer's voice is compelling and engaging. Sentences are sophisticated with strong, varied sentence structure that invites expressive reading.</p>	<p>Organization is smooth with only a few issues. The writer's voice attempts to address the topic and purpose in an engaging way but is inconsistent in delivery.</p>	<p>Some structure exists but the flow of ideas is difficult to follow. The writer's voice is difficult to identify although an attempt is present.</p>	<p>Organization cannot be identified and lacks a sense of direction. The writer's voice seems indifferent, uninvolved or distanced from the topic or purpose. Sentence structure is choppy, incomplete, rambling or awkward.</p>

Rubric Challenges

- What challenges do you have with rubrics?
 - Focus on the task or product instead of the demonstrated learning (Brookhart, 2013; Chappuis et al., 2012)
 - Weighting in the rubric -> process or product oriented, as well as double counting certain performance aspects if criteria are not carefully designed
 - Using qualitative (evaluative) adjectives or adverbs (such as very, extremely, excellent, poor, and so on) that can be interpreted differently or vague language
 - Setting standard too high or too low for “average” performance – scaling descriptors
 - Students may demonstrate skills or content that are not assessed on the rubric but cannot be awarded points toward a score or grade
 - Ensuring [rubric is valid and reliable](#)

Creating Rubrics

Step 1: Clarify purpose of assessment; process vs product.

Step 2: Decide on type of rubric. Review literature examples.

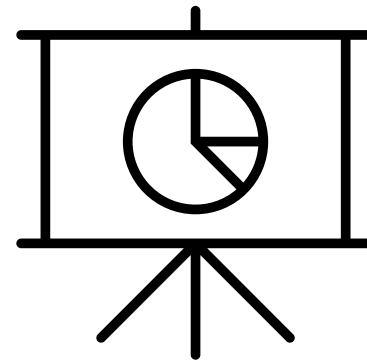
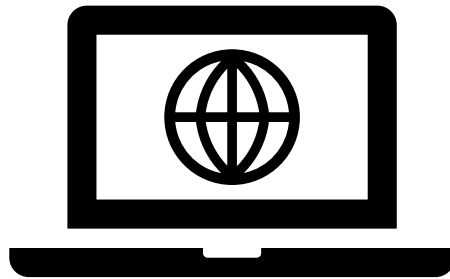
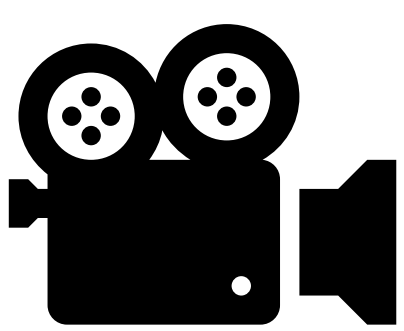
Step 3: Decide on assessment criteria (3-10 recommended).

Step 4: Define the performance levels (3-5 recommended). Use observable measurable behaviour/achievement, parallel language.

Step 5: Write the descriptions for each level - distinct. (use AI?)

Step 6: Refine rubric after use for reliability/validity.

[Co-creating rubrics with students](#)



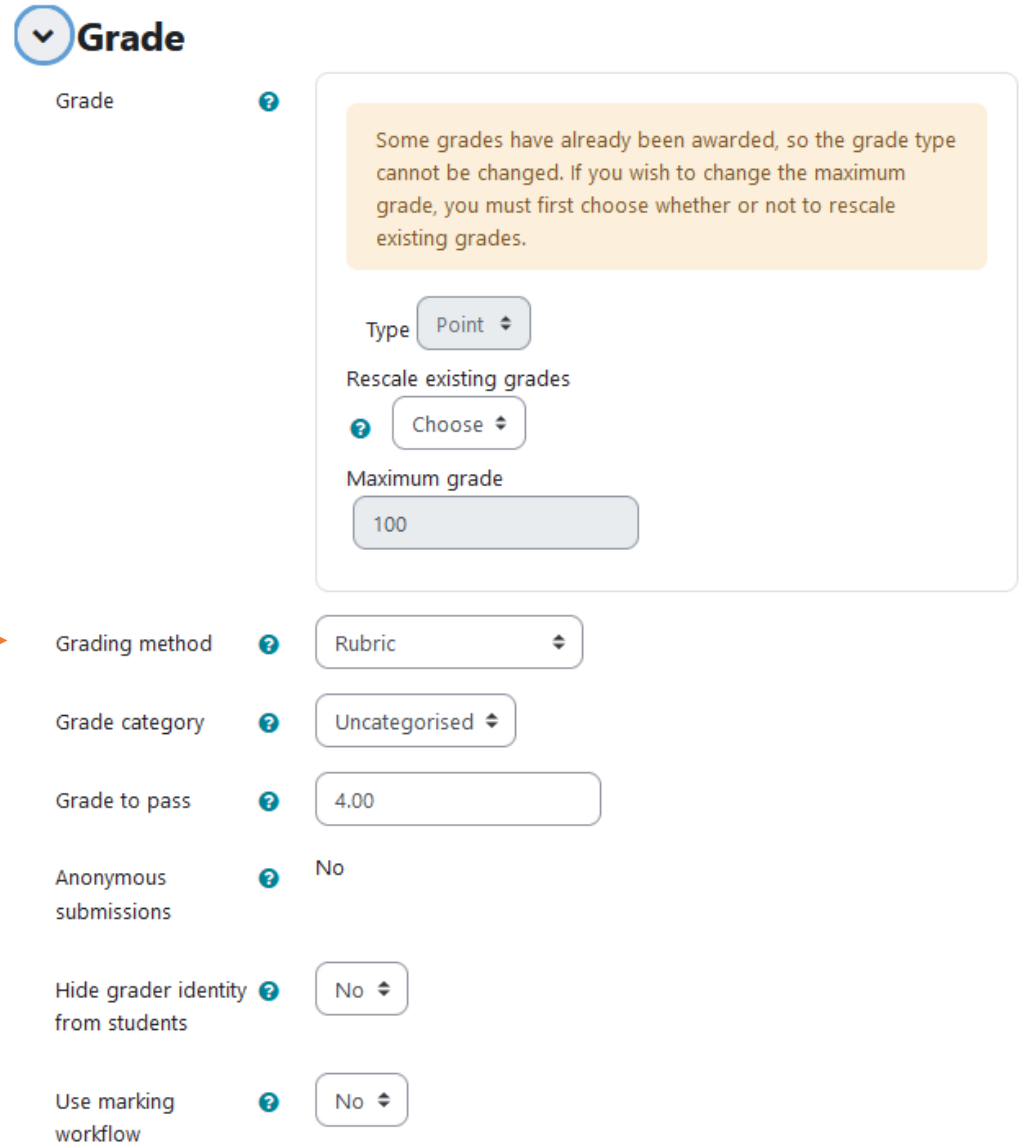
Universal Marking Rubric

- Can be used for a variety of submission types - podcast, essay, presentation, wiki (UDL), designed so that the form of delivery is not part of the rubric.
- Need to ensure criteria, and description of performance levels are not tied to any particular type of submission
- [Example – University of Saskatoon universal rubric](#)

Criteria	Inadequate	Basic	Good	Excellent
Policy Analysis	0 or 1	2 or 3	3 or 4	5 or 6
	The analysis is not available and/or the product is primarily descriptive.	Arguments and analysis are superficial, make generalizations without proposing original thought, and may lack clarity. Policy analysis is primarily descriptive with minimal comparison.	Arguments and analysis are clearly and effectively stated. Policies are accurately summarized, compared, and contrasted.	Arguments and analysis are persuasive and demonstrate a thorough understanding of cultural policies and their nuances. Key details from each policy are clearly articulated as well as summarized, compared, and contrasted.
Impacts on Film and TV Industry	0 or 1	2 or 3	3 or 4	5 or 6
	It is difficult to understand and/or find how the applicable cultural policy has influenced and affected the Film/TV industry. Ideas are not supported by quotes or references, or citations do not sense.	Description of impacts and the cause and effect relationships between cultural policy and the Film/TV industry is articulated, but ideas are only moderately supported by quotes or references. Implications are underdeveloped or unclear.	Utilizes reputable sources to provide descriptions of how the applicable cultural policy has influenced and affected the Film/TV industry. Describes the cause and effect relationship and clearly communicates any resulting implications.	Utilizes reputable sources to create unique, persuasive arguments of how the applicable cultural policy has influenced and affected the Film/TV industry. Describes and links to the cause and effect relationship to clearly communicate any resulting implications.
Credibility and Attribution	0	1	2	3
	The assessor cannot identify the sources of information, compromising the credibility of the assignment. Citing and referencing are inconsistent or non-existent.	The assessor has difficulty identifying sources of the information, compromising the credibility assignment. The sources used are mostly reputable. Citing and referencing are inconsistent.	The assessor can identify most sources of information. Quotes and references used to support arguments are mostly well integrated into the assignment and are from reputable sources. Citing and referencing meet the instructor's requirements and add credibility to the assignment.	The assessor can easily identify the sources of the information. Quotes and references used to support arguments are properly integrated into the assignment and are from reputable sources. Citing and referencing meet the instructor's requirements and add substantial credibility to the assignment

Moodle Setup of Rubric

- [Setting up Rubric](#)
- Change the grading method in the assignment to “rubric”
- Under “advanced grading” create the “form”.
- Add criteria, descriptors for performance, and point values. Cannot set a range of point values for each criteria performance level
- Do not need “labels” per performance level.
- Make sure lowest level is “0” points so it grades correctly



The screenshot shows the Moodle 'Grade' settings page. At the top, there is a 'Grade' header with a dropdown arrow. Below it, a warning box states: 'Some grades have already been awarded, so the grade type cannot be changed. If you wish to change the maximum grade, you must first choose whether or not to rescale existing grades.' The settings are as follows:

- Type: Point (dropdown)
- Rescale existing grades: Choose (dropdown)
- Maximum grade: 100 (input field)
- Grading method: Rubric (dropdown)
- Grade category: Uncategorized (dropdown)
- Grade to pass: 4.00 (input field)
- Anonymous submissions: No (checkbox)
- Hide grader identity from students: No (dropdown)
- Use marking workflow: No (dropdown)



Grade

Grade:



During the course you will be assessed on your participation in online discussion forums and class preparation activities.

Class Preparation	Completes almost every online activities in a timely manner prior to class. 3 points	Completes most online activities in a timely manner prior to classes. 2 points	Completes some online activities prior to class. 1 points	Completes little to no online activities, or in a delayed manner that impacts ability to work during class days.. 0 points	
Relevance of discussion forum posts	Posting thoroughly	Posting addresses	Posting fails to address	No posting. 0 points	

graded. The student can not see this marking guide until you check the marking guide and update the grade.



Timely Contributions to Weekly Discussion Forums

2-3 postings well distributed throughout the week

Timely Contributions to Weekly Discussion Forums criterion remark

This is weak, argument needs to be strengthened,

Insert frequently used comment

7 / 10

Follow-Up postings to Weekly Discussion Forums

Demonstrates analysis of others' posts; extends meaningful discussion by building on previous posts.

Follow-Up postings to Weekly Discussion Forums criterion remark

Insert frequently used comment

6 / 10

Quality of contributions to Weekly Discussion Forum

Posts factually correct, reflective and substantive contribution; advances

Rubrics vs Marking Guides

	Rubric	Marking Guide
Criteria	Can set as many as you want.	Can set as many as you want.
Point value	Automatically starts at 0 to 3 points but can adjust. One point value per level. Can adjust overall points per criteria (e.g 0-6, 0-3, 0-10).	Can set a range of point values for each criteria and assign a point value anywhere in that range
Ease of grading	Simply select level of performance. Good for ipad/tablet.	Must manually type in point value.
Feedback	Can give feedback for each criterion if you want, or at end. Or not at all.	Can give feedback for each criterion, or at end. Can use FREQUENTLY USED Comments
Tips	Show levels in decreasing order, ALWAYS show rubric to students. Must have 0 level.	Show marking guide to student in advance. May need to provide more feedback for each criterion to be transparent about point value assigned.

VALUE Rubrics

- Open educational resources (OER) from American Association of Colleges and Universities
- Reliable/validated
- 16 general rubrics - skill areas like critical thinking, creative thinking, ethical reasoning, foundations and skills for lifelong learning, information literacy, intercultural competence and knowledge, inquiry and analysis, oral communication, problem solving, teamwork, written communication
 - Any of these of interest – show?

A serene sunset scene over a large body of water. The sky is a mix of dark blues and oranges, with a bright sun low on the horizon. In the background, a city skyline is visible against the sunset. The water is calm, reflecting the colors of the sky. In the foreground, a dark, silhouetted shoreline is visible with some driftwood.

Reflection

What is 1 action you would like to take next around rubrics in your professional practice?

RESOURCES

- [Comprehensive rubric handout \(York University\)](#)
- [Creating Effective rubrics](#) (video, 10 min Univ of Nebrasks)
- [Universal rubric for scientific writing /lab reports](#) (see appendix)
- [Rubric samples \(Univ of Illinois\)](#)
- [Moodle guide on setting up rubric](#)
- [Moodle guide on setting up marking guide](#)
- [Method for collaboratively developing and validating a rubric](#)
- [Rubrics as Tools for Effective Assessment of Student Learning](#)
- [Grading Class Participation](#) (Bean, Peterson, 1998)
- [Asynchronous Discussion Sample Rubric](#)

Share your thoughts

[Feedback Form](#)



Other Tips for Rubric Creation

- Preference for HIGHEST Category to appear on left side, and lowest performance on right side.
- Use [AAC Rubric Wordsmith](#) for distinguishing levels
- Consider strengths-oriented language for labeling categories rather than deficit,
 - e.g. “No Evident, Beginning, Developing, Advanced” compare to “Failure, Poor, Good, Excellent”
 - Or compare *Unacceptable, Marginal, Proficient, Distinguished Not Yet Competent, Partly Competent, Competent, Sophisticated*

Evaluate your Rubric

	Yes	No
Performance Levels (columns)		
There are 3-5 performance levels		
The labels/descriptions of the performance levels are distinct, clear and meaningful		
Performance Criteria (rows)		
There are 2 or more performance criteria		
The labels/ descriptions of the performance criteria are distinct, clear and meaningful		
Performance Level Descriptors (cells)		
The descriptors describe differences in performance that are observable and measurable		
The descriptors clearly articulate what the expectations are for each performance level for a given criterion		
For a given row, the descriptors evaluate the same criterion across all performance levels		
The descriptors represent meaningful differences in performance across the performance levels for a given criterion		