

Creating Effective Rubrics

Linda Suskie

Higher Education Assessment
Consultant

IT-Sligo

4 February 2022



Vocabulary

Irish

- Modules
- Lecturers
- Marks (0-100)

American

- Courses
- Faculty members
- Scores

I use interchangeably

- Learning outcomes
- Learning goals
- Objectives
- Competencies



Rubrics are part of a learning experience.

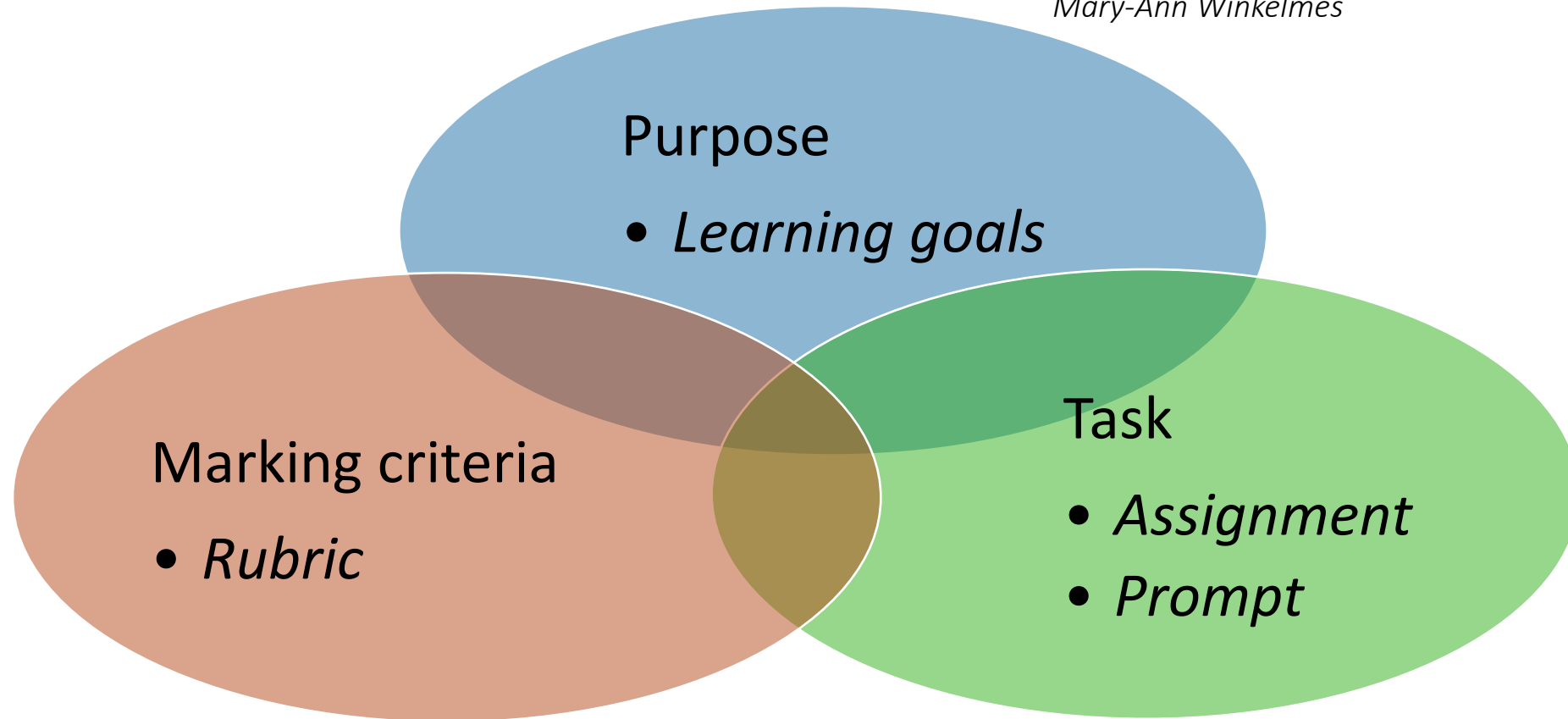
What is a rubric?

Creating an effective rubric

Arriving at an overall mark

Great learning experiences have
3 **transparent** traits
that **connect** to each other.

Mary-Ann Winkelmes



Great learning activities start with clear, important learning goals.

- Develop a major project...involving planning, researching and coordination of design & development activities, setting realistic work objectives, & presenting & documenting the work undertaken.
- Undertake a comprehensive review of the relevant & appropriate literature to determine current knowledge in the project area.
- Demonstrate initiative, analytical, & problem-solving skills...
- Demonstrate the appropriate written & oral communication skills required of a professional practitioner.

Do you want your students to focus on the assignment or on developing broader skills?

- **Task-specific learning goals & rubrics**

- Discuss the design and operational aspects of [facilities used in this profession] relevant to the current global trade and regulatory context.

- Demonstrate knowledge of content.

- *Focus on traits applicable to this assignment*

- *Did students complete the task correctly?*

- **General learning goals & rubrics**

- *Focus on traits applicable to a variety of assignments*

- *How well are students demonstrating broadly applicable skills?*

- **Students learn what they're graded on.**



Rubrics are part of a learning experience.

What is a rubric?

Creating an effective rubric

Arriving at an overall mark

What is a Rubric?

Guidelines for evaluating student work

- *Clear*
- *Fair*
- *Consistent*
- *Focus on what's important*

Things you're looking for

What's great, adequate, and inadequate work

A Checklist for Safe Culinary Practices

The student:

- Wears close-fitting rather than loose clothes.
- Wears gloves, hair restraints, and apron as appropriate.
- Washes hands before each short and at appropriate points.
- Cleans and sanitizes food preparation and storage surfaces.
- Cooks food to safe temperatures.
- Cleans and sanitizes equipment and utensils, including knives, promptly and properly.
- Stores equipment and utensils, including knives, properly.
- Stores food in clean, labeled, and dated containers.
- Stores food at safe temperatures.
- Disposes of waste promptly and appropriately.

A Rating Scale Assessing “Work Approach” in a Major Project

	0-4	5-8	9-12	13-16	17-20
Did the student	Poorly	Competently	Well	Excellently	Outstandingly
Present on time with a clear plan and schedule for completion?					
Adhere to the proposed schedule and/or adapt to changes?					
Proactively propose direction – setting meeting agendas and demonstrating independent pursuit of goals?					
Identify appropriate resources and overcome obstacles calmly and methodically.					
Submit thoughtfully worked drafts in timely fashion to request specific feedback?					
Respond to and incorporate feedback?					
Maintain steady progress					
Communicate in a professional manner at all times with supervisor.					

Analytic Rubric for Self-Reflection as a Teacher

Criterion\Level	Unacceptable (0-39)	Reflective novice (40-54)	Aware practitioner (55-69)	Reflective practitioner (70+)
Clarity (10)	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.	There are frequent lapses in clarity and accuracy	Minor, infrequent lapses in clarity and accuracy.	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.
Relevance (15)	Most of the reflection is irrelevant to student and/or course learning goals.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	The learning experience being reflected upon is relevant and meaningful to student and course learning goals. Clear explanation is provided.	The learning experience being reflected upon is relevant and meaningful to student and course learning goals. Explanation of same is described comprehensively.
Analysis (25)	Reflection does not move beyond description of the learning experience(s).	Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.	The reflection demonstrates student attempts to analyse the experience, but analysis lacks depth.	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.
Interconnections (25)	No attempt to demonstrate connections to previous learning or experience.	There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.	The reflection attempts to connection between the experience and material from other courses; past experience; and/or personal goals.	The reflection demonstrates a strong connection between the experience and material from other courses; past experience; and/or personal goals.
Self-criticism (25)	Not attempt at self-criticism.	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.

Holistic Scoring Guide for a Written Dissertation

WRITTEN DISSERTATION: GRADING MATRIX								
<40 FAIL	40-44	45-49	50-54	55-59	60-64	65-69	70-80	81-100%
<p>POOR project extensive omissions and errors, Misinterpreted questions. Relevant knowledge may be poorly organized or presented. No clear hypothesis and the study is poorly designed. Methodology does not answer the question asked. Results incoherent & irrelevant. Discussion is poor findings of the study not addressed.</p>	<p>WEAK evidence of very limited knowledge. Significant errors & omissions in design and layout. Mentions some salient points in the literature review but not most pertinent. Extensive irrelevant material. May be unfocused, superficial, poorly expressed, short or incomplete. Poor hypothesis and badly designed study. Methodology unclear, results poorly reported. Discussion poor.</p>	<p>DEFICIENT evidence of knowledge & understanding. May contain errors as well as omissions. Many important points are missed. Organisation is weak. May be unfocused, poorly expressed, short or incomplete. Poor hypothesis and study design. Methodology lacks detail & clarity. Results poorly reported & discussion lacks relevance, depth & detail.</p>	<p>ADEQUATE evidence of basic knowledge & understanding lacks evidence of outside reading and research. Important points may be missed. Material of questionable relevance may be presented. Lacks consistent focus. Weak organization & little or no evidence of higher cognitive skills. Poor hypothesis and study design. Results poorly reported. Discussion poor and does not discuss findings.</p>	<p>REASONABLE evidence of basic knowledge & understanding - less evidence of outside reading or research. Lacks depth & detail in discussion. May contain errors & omissions. Material of questionable relevance may be presented. May not focus consistently on the question. Weak on examples, organization and/or presentation. Unclear hypothesis - study design & methodology, may not discuss the findings of the study with relevance to other studies in the area.</p>	<p>GOOD evidence of sound knowledge and understanding; of project content with clear evidence of outside reading and research. May lack sufficient depth and/or detail. May contain occasional errors. Weaknesses may be evident in ability to evaluate and critically analyse. Weaknesses in organization, presentation or balance in the sharpness of focus. Clear hypothesis but not reflected in design and methodology Good description of results - may lack detailed discussion of findings</p>	<p>VERY GOOD evidence of wide knowledge and understanding of relevant material and clear evidence of significant background reading and research. Discussion of material from substantial number of sources. Well focused on the question with balanced argument but lacks some of the qualities of a first-class project. May be let down by significant omission, grammar or presentation.</p>	<p>EXCELLENT evidence in most aspects: extensive knowledge & understanding, substantial reading, Very good ability to analyse and evaluate the material in the context of the question. Accurate, well organized, sharply focused and balanced. Clear hypothesis and the study design and methodology reflect this.</p>	<p>OUTSTANDING evidence in all aspects: extensive knowledge and understanding ability to analyse; evaluate and discuss; extensive reading; Thorough discussion; Accurate, well organized; well presented and sharply focused and balanced; Clear hypothesis and the study design and methodology reflect this.</p>

	<40 FAIL	40-44	45-49	50-54	55-59	60-64	65-69	70-80	81-100%
Hypothesis	Not clear	Poor	Poor	Poor	Unclear	Clear		Clear	Clear
Knowledge & understanding		Very limited	Deficient	Basic/ adequate	Basic/ reasonable	Sound/ good	Wide/ very good	Excellent in most respects	Excellent
Extent of outside reading & research				Lacks evidence of outside reading and research.	Less evidence of outside reading or research.	Clear evidence of outside reading and research	Clear evidence of significant reading and research.	Substantial reading	Extensive
Relevance of readings		Extensive irrelevant material. Mentions some salient points but not most pertinent.		Material of questionable relevance may be presented.	Material of questionable relevance may be presented.		Discussion of material from substantial number of sources.		
Design/ methodology	Poorly designed; does not answer the question asked.	Badly designed; unclear	Poor, lacks detail & clarity.	Poor	Unclear	Hypothesis not reflected in design and methodology		Reflects clear hypothesis	Reflects clear hypothesis
Depth		May be superficial, short or incomplete	May be short or incomplete; lacks depth & detail	Important points may be missed.	Lacks depth & detail in discussion. Weak on examples	May lack sufficient depth and/or details.	May be let down by significant omission		Thorough discussion
Analysis/ evaluation/ discussion	Poor	Poor		Little or no evidence of higher cognitive skills	May not discuss the findings of the study with relevance to other studies in the area.	Weaknesses may be evident in balance or ability to evaluate and critically analyse	Balanced argument	Balanced. Very good analysis & evaluation of material in context of question	Balanced. Outstanding evidence of ability to analyse; evaluate and discuss
Focus/ organization	May be poor; misinterpreted questions; results irrelevant	May be unfocused.	Weak; may be unfocused; lacks relevance	Weak; lacks consistent focus.	Weaknesses; may not focus consistently on the question	Weaknesses in sharpness of focus	Well focused on the question	Well organized, sharply focused	Well organized, sharply focused
Omissions & errors	Extensive; findings of the study not addressed	Significant in design & layout	May contain errors; many important points are missed.	Important points may be missed. Discussion doesn't address findings.	May contain errors & omissions	May contain occasional errors		Accurate	Accurate
Expression/ presentation	Results incoherent	May be poorly expressed, results poorly reported	May be poorly expressed. Results poorly reported	Results poorly reported. Discussion poor	Weak on presentation	Weaknesses in presentation but good description of results	May be let down by grammar or presentation		Well presented



Checklist

Rating scale

**Analytic
rubric**

**Holistic
scoring guide**

Is this a rubric?

Oral presentation of a research project

- Engage interest in the research (5)
- Clearly articulates broad knowledge and deep understanding of research topic (5)
- Confidently describes approach to research process, methodology used and key findings. (5)
- Listens and responds in thoughtful manner to questions on the research findings. (5)

Guidelines for evaluating student work

- *Clear*
- *Fair*
- *Consistent*
- *Focus on what's important*

Things you're looking for

What's great, adequate, and inadequate work



Rubrics are part of a learning experience.

What is a rubric?

Creating an effective rubric

Arriving at an overall mark

List

List the traits of the learning outcome(s) in the left column.

Label

Label the performance levels across the top.

Fill in

Fill in the boxes.

Write

Write the assignment (prompt).

List

List the traits of the learning outcome(s) in the left column.

Label

Label the performance levels across the top.

Fill in

Fill in the boxes.

Write

Write the assignment (prompt).

Analytic Rubric for Self-Reflection as a Teacher

Criterion\Level	Unacceptable (0-39)	Reflective novice (40-54)	Aware practitioner (55-69)	Reflective practitioner (70+)
Clarity (10)	Language is unclear and confusing throughout. Concepts are either not discussed or are presented inaccurately.	There are frequent lapses in clarity and accuracy	Minor, infrequent lapses in clarity and accuracy.	The language is clear and expressive. The reader can create a mental picture of the situation being described. Abstract concepts are explained accurately. Explanation of concepts makes sense to an uninformed reader.
Relevance (15)	Most of the reflection is irrelevant to student and/or course learning goals.	Student makes attempts to demonstrate relevance, but the relevance is unclear to the reader.	The learning experience being reflected upon is relevant and meaningful to student and course learning goals. Clear explanation is provided.	The learning experience being reflected upon is relevant and meaningful to student and course learning goals. Explanation of same is described comprehensively.
Analysis (25)	Reflection does not move beyond description of the learning experience(s).	Student makes attempts at applying the learning experience to understanding of self, others, and/or course concepts but fails to demonstrate depth of analysis.	The reflection demonstrates student attempts to analyse the experience, but analysis lacks depth.	The reflection moves beyond simple description of the experience to an analysis of how the experience contributed to student understanding of self, others, and/or course concepts.
Interconnections (25)	No attempt to demonstrate connections to previous learning or experience.	There is little to no attempt to demonstrate connections between the learning experience and previous other personal and/or learning experiences.	The reflection attempts to connection between the experience and material from other courses; past experience; and/or personal goals.	The reflection demonstrates a strong connection between the experience and material from other courses; past experience; and/or personal goals.
Self-criticism (25)	Not attempt at self-criticism.	There is some attempt at self-criticism, but the self-reflection fails to demonstrate a new awareness of personal biases, etc.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions.	The reflection demonstrates ability of the student to question their own biases, stereotypes, preconceptions, and/or assumptions and define new modes of thinking as a result.

Effective Traits

- *Nouns, not verbs*
- *Essential*
 - *Aim for a rubric that fits on one piece of paper; reasonable font size.*
- *Clear to beginning students*
- *Can include ineffable as well as concrete traits.*
 - *Effort*
 - *Overall impact*
- *No extraneous traits unrelated to learning outcomes*
 - *Consider professionalism as a learning outcome*

Traits are usually not the learning outcomes themselves.

<p>Relevant Content (50%):</p> <ul style="list-style-type: none"> • Industry Knowledge • Evidence of competencies. • Teamwork • Problem solving 	<p>Content does not adhere to guidelines provided. Knowledge of Industry is weak or inaccurate. Work experience is not contextualized and evidence* of student's workplace competencies is weak or non-existent.</p>	<p>Content may not fully adhere to guidelines provided. Basic knowledge of Industry operations is evident – may lack depth or focus. Some evidence* is provided of student's workplace competencies. Content may be unfocussed or incomplete.</p>	<p>Content <u>largely adheres to guidelines</u> provided. Some external sources used to support background context. Knowledge of Industry operations and skills needs is evident – may lack depth or breadth. Clear evidence* is provided of student's workplace competencies. May lack coherence or focused content on area of interest.</p>	<p>Content <u>fully adheres to guidelines</u> provided. <u>Authoritative external sources</u> are used to support background context. Knowledge of Industry operations and skills needs is evident. Clear evidence* is provided of student's workplace competencies in a number of diverse ways. Focussed content is provided on area of interest.</p>	<p>Content <u>fully adheres to guidelines</u> provided. <u>Authoritative external sources</u> are used to support background context. Comprehensive understanding of Industry operations and skills needs is evident. Clear evidence* is provided of students of student's workplace competencies in a number of diverse ways. Detailed focus on area of interest.</p>	<p>Content reflects an <u>in-depth response to guidelines</u> provided. <u>Authoritative sources</u> used to support background context. Comprehensive understanding of industry operations and skills needs is evident. Compelling evidence* is provided to demonstrate student's workplace competencies. Detailed focus on area of interest – well chosen to align with student competencies.</p>
<p>Presentation (20%)</p>	<p>May not be on time. Lacks Professional Appearance, Formatting does not adhere to guidelines. Grammar and Punctuation poor. Lacks Internal structure and transitions to help reader. Writing may be incoherent in places. Inadequately referenced. Images, graphs, tables, poorly designed, labelled and cross referenced.</p>	<p>May not be on time. Professional Appearance, Formatting fully adheres to guidelines. Grammar and Punctuation are flawless. Internal structure and transitions help reader. Writing may lack clarity, conciseness or coherence. References may be incorrectly cited. Images, graphs, tables, included but may be inadequately labelled and cross referenced in text.</p>	<p>On Time Professional Appearance, Formatting largely adheres to guidelines. Grammar and Punctuation are adequate. Internal structure attempts to help reader. Writing is coherent but may lack clarity or conciseness in places. References provided but may be incorrectly cited. Images, graphs, tables, adequately designed, labelled and cross referenced in text to aid understanding.</p>	<p>On Time Professional Appearance, Formatting fully adheres to guidelines. Grammar and Punctuation may have minor errors. Internal structure and transitions help reader. Writing is largely clear, concise, & coherent. Fully referenced & cited according to convention. Images, graphs, tables, well designed, labelled and cross referenced in text to aid understanding.</p>	<p>On Time Professional Appearance, Formatting fully adheres to guidelines. Grammar and Punctuation are good. Internal structure and transitions help reader. Writing is largely clear, concise, coherent and flows well. Fully referenced & cited according to convention. Images, graphs, tables, well designed, labelled and cross referenced in text to aid understanding.</p>	<p>On Time Professional Appearance, Formatting fully adheres to guidelines. Grammar and Punctuation are flawless. Internal structure and transitions help reader. Writing is clear, concise, coherent and flows well in confident style. Fully referenced according to convention. Images, graphs, tables, well designed, labelled and cross referenced in text to enhance understanding.</p>

Traits are characteristics of the learning goals,
not the assignment.

Assignment Traits

- Introduction
- Methods
- Results
- Discussion
- References
- Presentation of report and writing structure

Learning Goal Traits

- Review of research literature
- Research design
- Analysis
- Citation of sources
- Organization
- Clarity

List

List the traits of the learning outcome(s) in the left column.

Label

Label the performance levels across the top.

Fill in

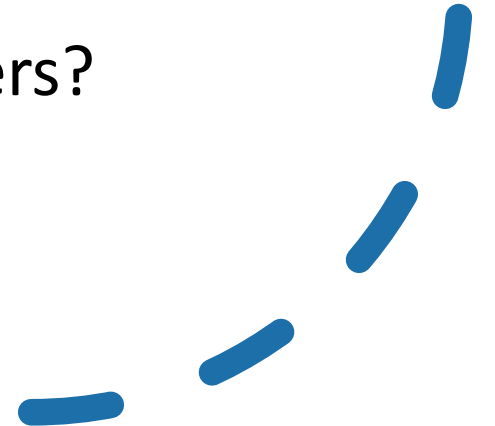
Fill in the boxes.

Write

Write the assignment (prompt).

How many performance levels?

- Checklist = 2 levels
- Rubric = At least 3 levels
 - Inadequate or unsatisfactory performance
 - Passing performance
 - Distinctive performance
- No more than 5 levels
- Can you clearly distinguish each performance level from the others?



Label performance levels.

Exemplary (100)	[Distinction (70)]	Minimally adequate (passing) (40)	[Almost there]	Unsatis- factory (failing)
----------------------------	-----------------------	--	-------------------	---

- Your labels may vary.
- Clearly define which level is minimally adequate or passing work (40).
- **Don't** use ranges of points in each column.

List

List the traits of the learning outcome(s) in the left column.

Label

Label the performance levels across the top.

Fill in

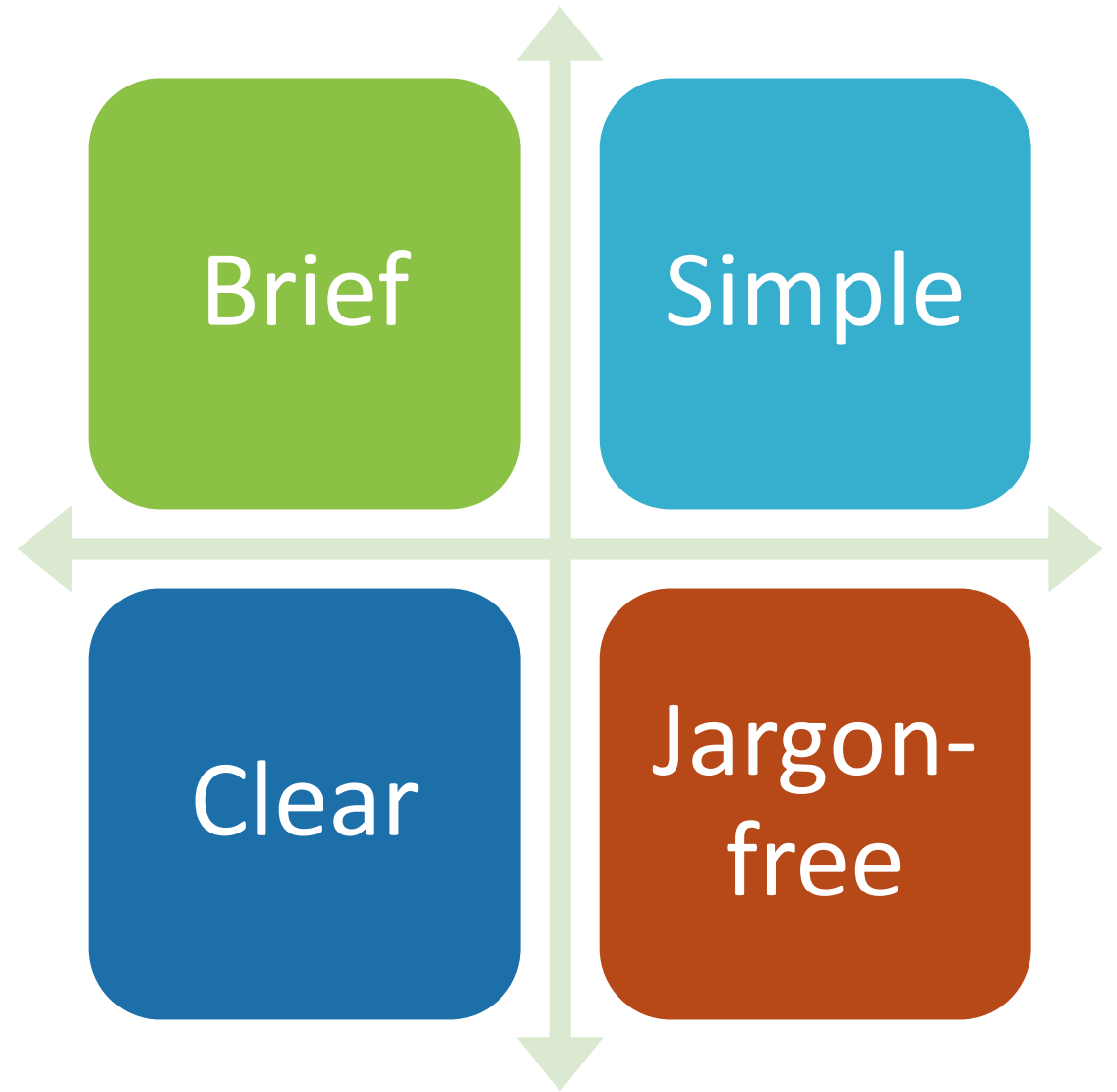
Fill in the boxes.

Write

Write the assignment (prompt).

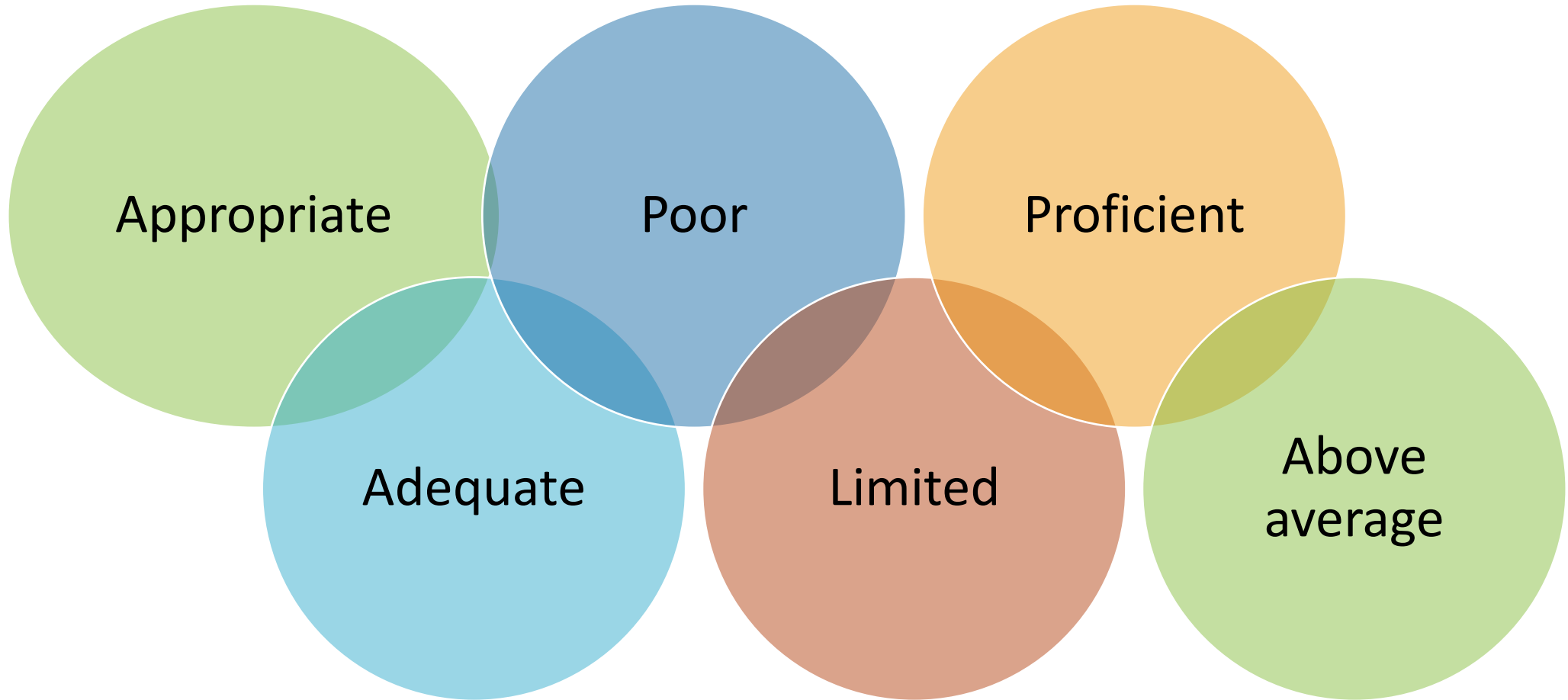
Use terms that
beginning students
understand.

–Susan Brookhart



State observable behaviors.

Minimize subjective, evaluative, value-based terms.



Parameter	70 – 100% Work of exceptional standard	60 – 69% Work of very good standard	50 – 59% Work of good standard	40 – 49% Work of satisfactory standard	0 – 39% Work of unsatisfactory standard
Order and coherence of work	Work is organised well, clear and flowing	Work is clear, with a logical flow	Logical flow, is coherent	Order clear, with some coherence	Lacks order and coherence
Clarity of expression	Articulate and fluent	Clear and fluent	Essentially clear in meaning. Language mainly fluent.	Meaning apparent, but language is not always clear	Poor use of language. Meaning is apparent, lacks fluency or coherence
Description implies giving a comprehensive account of the situation	Excellent descriptive skills. Provides a comprehensive account.	Good descriptive skills. Very good overview of the topic provided.	Clear description, good in parts. Good overview of the topic provided.	Satisfactory descriptive skills. Satisfactory overview of the topic provided.	Poor descriptive skills. Incomplete overview of the topic provided.
Exploration of subject matter: relevance of content	Thorough exploration of subject matter.	Well-developed exploration of subject matter.	Partial exploration of subject matter.	Basic exploration of subject matter.	Very little attempt at exploring the subject matter.
Breadth and depth of reading and utilisation of literature	Extensive literature used which is wide-ranging and of appropriate academic standard and salient.	Very good breadth and depth of literature of appropriate academic standard and salient.	Good breadth and depth of salient literature sources.	Adequate breadth and depth of literature. Literature mostly salient.	Unsatisfactory in breadth, depth, and/or relevancy.
Presentation to include grammar/spelling. Word limit with +/- 10%	Excellent presentation.	Very good quality of presentation.	Good quality of presentation.	Satisfactory quality of presentation.	Poor quality of presentation.
Referencing	Accurate, no errors present in text or reference list	Some inaccuracies present in text or in reference list.	Some inaccuracies present in text or in reference list.	Some inaccuracies present in text or in reference list.	Often inaccurate / absent in text or in reference list.



Give students concrete ways to improve their shortcomings.

- *Sally Andrade*

But... overly rigid descriptions can focus on the trivial rather than the essential.

Parameter	70 – 100% Work of exceptional standard	60 – 69% Work of very good standard	50 – 59% Work of good standard	40 – 49% Work of satisfactory standard	0 – 39% Work of unsatisfactory standard
Order and coherence of work	Work is organised well , clear and flowing	Work is clear, with a logical flow	Logical flow, is coherent	Order clear, with some coherence	Lacks order and coherence
Clarity of expression	Articulate and fluent	Clear and fluent	Essentially clear in meaning. Language mainly fluent.	Meaning apparent, but language is not always clear	Poor use of language. Meaning is apparent, lacks fluency or coherence
Description implies giving a comprehensive account of the situation	Excellent descriptive skills. Provides a comprehensive account.	Good descriptive skills. Very good overview of the topic provided.	Clear description, good in parts. Good overview of the topic provided.	Satisfactory descriptive skills. Satisfactory overview of the topic provided.	Poor descriptive skills. Incomplete overview of the topic provided.
Exploration of subject matter: relevance of content	Thorough exploration of subject matter.	Well-developed exploration of subject matter.	Partial exploration of subject matter.	Basic exploration of subject matter.	Very little attempt at exploring the subject matter.
Breadth and depth of reading and utilisation of literature	Extensive literature used which is wide-ranging and of appropriate academic standard and salient.	Very good breadth and depth of literature of appropriate academic standard and salient.	Good breadth and depth of salient literature sources.	Adequate breadth and depth of literature. Literature mostly salient.	Unsatisfactory in breadth, depth, and/or relevancy.
Presentation to include grammar/spelling. Word limit with +/- 10%	Excellent presentation.	Very good quality of presentation.	Good quality of presentation.	Satisfactory quality of presentation.	Poor quality of presentation.
Referencing	Accurate, no errors present in text or reference list	Some inaccuracies present in text or in reference list.	Some inaccuracies present in text or in reference list.	Some inaccuracies present in text or in reference list.	Often inaccurate / absent in text or in reference list.

It's okay to
leave some
boxes blank.

- Can you distinguish clearly among performance levels?
- **Mandating the same number of levels for all traits threatens the rubric's validity.**

Parameter	70 – 100% Work of exceptional standard	60 – 69% Work of very good standard	50 – 59% Work of good standard	40 – 49% Work of satisfactory standard	0 – 39% Work of unsatisfactory standard
Order and coherence of work	Work is organised well, clear and flowing	Work is clear, with a logical flow	Logical flow, is coherent	Order clear, with some coherence	Lacks order and coherence
Clarity of expression	Articulate and fluent	Clear and fluent	Essentially clear in meaning. Language mainly fluent.	Meaning apparent, but language is not always clear	Poor use of language. Meaning is apparent, lacks fluency or coherence
Description implies giving a comprehensive account of the situation	Excellent descriptive skills. Provides a comprehensive account.	Good descriptive skills. Very good overview of the topic provided.	Clear description, good in parts. Good overview of the topic provided.	Satisfactory descriptive skills. Satisfactory overview of the topic provided.	Poor descriptive skills. Incomplete overview of the topic provided.
Exploration of subject matter: relevance of content	Thorough exploration of subject matter.	Well-developed exploration of subject matter.	Partial exploration of subject matter.	Basic exploration of subject matter.	Very little attempt at exploring the subject matter.
Breadth and depth of reading and utilisation of literature	Extensive literature used which is wide-ranging and of appropriate academic standard and salient.	Very good breadth and depth of literature of appropriate academic standard and salient.	Good breadth and depth of salient literature sources.	Adequate breadth and depth of literature. Literature mostly salient.	Unsatisfactory in breadth, depth, and/or relevancy.
Presentation to include grammar/spelling. Word limit with +/- 10%	Excellent presentation.	Very good quality of presentation.	Good quality of presentation.	Satisfactory quality of presentation.	Poor quality of presentation.
Referencing	Accurate, no errors present in text or reference list	Some inaccuracies present in text or in reference list.	Some inaccuracies present in text or in reference list.	Some inaccuracies present in text or in reference list.	Often inaccurate / absent in text or in reference list.

Parameter	70 – 100% Work of exceptional standard	60 – 69% Work of very good standard	50 – 59% Work of good standard	40 – 49% Work of satisfactory standard	0 – 39% Work of unsatisfactory standard
Order and coherence of work	Work is organised well, clear and flowing	Work is clear, with a logical flow	Logical flow, is coherent	Order clear, with some coherence	Lacks order and coherence
Clarity of expression	Articulate and fluent	Clear and fluent	Essentially clear in meaning. Language mainly fluent.	Meaning apparent, but language is not always clear	Poor use of language. Meaning is apparent, lacks fluency or coherence
Description implies giving a comprehensive account of the situation	Excellent descriptive skills. Provides a comprehensive account.	Good descriptive skills. Very good overview of the topic provided.	Clear description, good in parts. Good overview of the topic provided.	Satisfactory descriptive skills. Satisfactory overview of the topic provided.	Poor descriptive skills. Incomplete overview of the topic provided.
Exploration of subject matter: relevance of content	Thorough exploration of subject matter.	Well-developed exploration of subject matter.	Partial exploration of subject matter.	Basic exploration of subject matter.	Very little attempt at exploring the subject matter.
Breadth and depth of reading and utilisation of literature	Extensive literature used which is wide-ranging and of appropriate academic standard and salient.	Very good breadth and depth of literature of appropriate academic standard and salient.	Good breadth and depth of salient literature sources.	Adequate breadth and depth of literature. Literature mostly salient.	Unsatisfactory in breadth, depth, and/or relevancy.
Presentation to include grammar/spelling. Word limit with +/- 10%	Excellent presentation.	Very good quality of presentation.	Good quality of presentation.	Satisfactory quality of presentation.	Poor quality of presentation.
Referencing	Accurate, no errors present in text or reference list	Some inaccuracies present in text or in reference list.			Often inaccurate / absent in text or in reference list.

Use parallel language across performance levels that creates a continuum.

	<40 FAIL	40-44	45-49	50-54	55-59	60-64	65-69	70-80	81-100%
Design/ methodology	Poorly designed; does not answer the question asked.	Badly designed ; unclear	Poor, lacks detail & clarity.	Poor	Unclear	Hypothesis not reflected in design and methodology		Reflects clear hypothesis	Reflects clear hypothesis
Analysis/ evaluation / discussion	Poor	Poor		Little or no evidence of higher cognitive skills	May not discuss the findings of the study with relevance to other studies in the area.	Weaknesses may be evident in balance or ability to evaluate and critically analyse	Balanced argument	Balanced. Very good analysis & evaluation of material in context of question	Balanced. Outstanding evidence of ability to analyse; evaluate and discuss

The most important column is the **minimally adequate (passing)** column (40).

Student is doing well enough to succeed in later studies or career.

You would not be embarrassed that this student passed the course or graduated.

Fill in the minimally adequate column **first**.

List

List the traits of the learning outcome(s) in the left column.

Label

Label the performance levels across the top.

Fill in

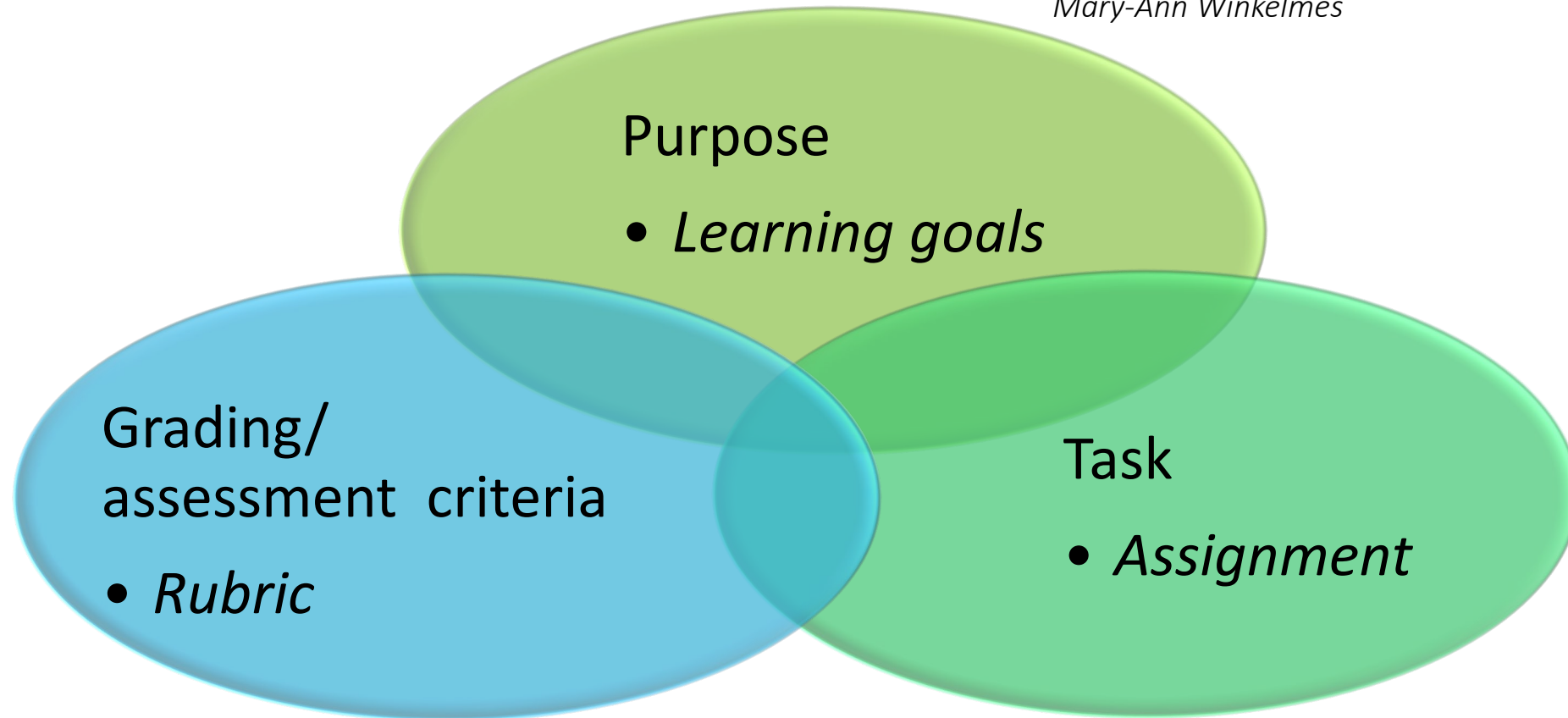
Fill in the boxes.

Write

Write the assignment (prompt).

Great learning experiences have
3 **transparent** traits
that **connect** to each other.

Mary-Ann Winkelmes



Transparency

- Spend more time giving the assignment and guiding it
- And less time grading it.

• *Barbara Walvoord & Virginia Anderson*



Explain in the “prompt” ...

- ***Why are you giving students this assignment? How will it help them?***
- ***What skills do you want students to demonstrate?***
- What should the completed assignment look like?
- How are students to complete the assignment?
 - How much time should they spend?
 - What resources can they use?
- What are the deadlines for the assignment?
 - Break large assignments into pieces.
- What assistance can you provide?
- How will you assess/grade the assignment? (Provide the rubric.)

Consider “scaffolding” major assignments

B.Sc. In Pharmaceutical Science Dissertation

1. Submit 1-page description of proposed project topic for approval by project co-Ordinator and supervisor.
2. Submit detailed project proposal.
3. Complete investigative and/or any practical (laboratory) elements of project.
4. Analyse data/information; write drafts & seek feedback.
5. Submit final document.
6. Viva with supervisor and 2nd examiner.



Rubrics are part of a learning experience.

What is a rubric?

Creating an effective rubric

Arriving at an overall mark

Put scores in boxes

	Superb (100)	Distinction (72)	Passing (40)	Failing (24)
Purpose & audience	12	9	5	3
Central idea & overall organization	12	9	5	3
Paragraph structure	12	9	5	3
Content/reasoning	12	9	5	3
Sentence structure	12	9	5	3
Tone & word choice	12	9	5	3
Conciseness	12	9	5	3
Grammar/mechanics	16	9	5	3

Marking Models

- Compensatory

- Low performance on one trait can be **offset** by high performance on another.
- Sum up the marks in each box.

Compensatory Mark = sum of all marks (65 here)

	Superb (100)	Distinction (72)	Passing (40)	Failing (24)
Purpose & audience	12	9	5	3
Central idea & overall organization	12	9	5	3
Paragraph structure	12	9	5	3
Content/reasoning	12	9	5	3
Sentence structure	12	9	5	3
Tone & word choice	12	9	5	3
Conciseness	12	9	5	3
Grammar/mechanics	16	9	5	3

Marking Models

- Compensatory
 - Low performance on one trait can be offset by high performance on another.
- Conjunctive
 - Must earn minimum on **all traits** to pass.
 - If so, sum up the marks in each box.

Conjunctive Mark = FAIL (2 marks are failing)

	Superb (100)	Distinction (72)	Passing (40)	Failing (24)
Purpose & audience	12	9	5	3
Central idea & overall organization	12	9	5	3
Paragraph structure	12	9	5	3
Content/reasoning	12	9	5	3
Sentence structure	12	9	5	3
Tone & word choice	12	9	5	3
Conciseness	12	9	5	3
Grammar/mechanics	16	9	5	3

Marking Models

- Compensatory
 - Low performance on one trait can be offset by high performance on another.
- Conjunctive
 - Must earn minimum on all traits to pass.
 - If so, sum up the marks in each box.
- Disjunctive
 - Must earn minimum on **certain traits** to pass.
 - If so, sum up the marks in each box.

Disjunctive Mark = FAIL (grammar/mechanics is failing)

	Superb (100)	Distinction (72)	Passing (40)	Failing (24)
Purpose & audience	12	9	5	3
Central idea & overall organization	12	9	5	3
Paragraph structure	12	9	5	3
Content/reasoning	12	9	5	3
Sentence structure	12	9	5	3
Tone & word choice	12	9	5	3
Conciseness	12	9	5	3
Grammar/mechanics	16	9	5	3



Should rubric traits be weighted?

Does it make a difference
in final marks?

Try it and see!

Next Steps to Great Rubrics

- Explain in your prompts
 - **WHY** you are giving students the assignment
 - What you want them to get out of it
 - How the assignment will help them
 - What skills you want them to demonstrate
- Use analytic rubrics for major assignments.
- Include only essential traits & performance.
 - One piece of paper with readable font
 - Concise descriptions
- Use no more than 5 columns/ performance levels.
- Assign a single mark value to each column or box.
- Minimize subjective, evaluative terms.
- It's okay to leave some rubric boxes blank.
- Share or collaborate on rubrics with your colleagues.

Sources

Suskie, L. (2017). Rubric Development. In C. Secolsky (Ed.), *Handbook on Measurement, Assessment, and Evaluation in Higher Education* (2nd ed.). London: Routledge.

Suskie, L. (2018). *Assessing Student Learning: A Common Sense Guide* (3rd ed.). San Francisco, CA: Jossey-Bass.

A Great Resource!

Brookhart, S. (2013). *How to create and use rubrics for formative assessment and grading*. Alexandria, VA: ASCD.