



RUBRICS FOR ASSESSMENT

Office of Assessment, Trinity College
October 11, 2017



What's a rubric?

- **Formative feedback:**

Rubrics communicate expectations to students.

Simplifies the delivery of feedback.

Simplifies the revision process for students.

Students learn to self-assess.

- **For grading:**

Grading is more systematic, standardized for the instructor.

Grades are more transparent to the student.

- **For summative assessment:**

Enables the documentation of student learning and performance across tasks and across courses.

Types of rubrics: Holistic/simplistic

- Results in a single comprehensive score.
- Contains broad objectives. Provides an overall criterion summary that encompasses multiple skills or qualities of the objective. Does NOT itemize individual criteria.
- More simplistic and relies on generalizations when writing the criteria.

Evaluation Score	Criterion
Proficient, 10pts	Writer expresses ideas clearly and provides logical references and citations. Attention is given to the audience and writer avoids the use of jargon or idioms. There are no grammatical or writing mechanic issues.
Adequate, 6pts	Writer's ideas are clear but lack suitable references for defense of the ideas. Jargon or idioms appear occasionally. There are a few grammatical or writing mechanics issues.
Inadequate, 3pts	The writer's ideas are muddled and few references or citations are given. Jargon or idioms confuse the audience. There are more than 5 grammatical or writing mechanic issues.

Credit: Johns Hopkins University
<http://ii.library.jhu.edu/tag/holistic-rubric/>

Types of rubrics: Holistic/simplistic

Points	Scoring Criteria
4	Student answers the JiTT question correctly and completely. Student incorporates information from the text or class notes into the answer. Student may look for answer outside the class (web, etc).
3	Student shows some prior knowledge and may use terminology to answer the JiTT question. Student does not use appropriate information from the text or lecture notes to answer the question. (May be partially correct but still incomplete).
2	Student tries to answer the JiTT question but does not show evidence of any previous knowledge to assist in answering. Student may reveal misconceptions about concepts. Student does not use any information from the text or lecture notes to answer the question. (Incorrect answer)
1	Student says he / she does not know how to answer the JiTT question.

Credit: Carlton College

<https://serc.carleton.edu/details/images/25074.html>

Types of rubrics: Holistic/simplistic

Level	Description
<p>Superior 75 % or more</p>	<ul style="list-style-type: none"> • Provides ample supporting detail to support solution/ argument. • Organizational pattern is logical and conveys completeness. • Uses effective language; makes engaging, appropriate word choices for audience and purpose. • Consistently follows the rules of standard English.
<p>Excellent 50 % or more</p>	<ul style="list-style-type: none"> • Provides adequate supporting detail to support solution/argument. • Organizational pattern is logical & conveys completeness & wholeness with few lapses. • Uses effective language & appropriate word choices for intended audience & purpose. • Generally follows the rules for standard English.
<p>Adequate 25 % or more</p>	<ul style="list-style-type: none"> • Includes some details, but may include extraneous or loosely related material. • Achieves little completeness & wholeness though organization attempted. • Limited & predictable vocabulary, perhaps not appropriate for intended audience & purpose. • Generally does not follow the rules of standard English.
<p>Inadequate 0 % or more</p>	<ul style="list-style-type: none"> • Includes inconsistent or few details which may interfere with the meaning of the text. Little evidence of organization or any sense of wholeness & completeness. • Has a limited or inappropriate vocabulary for the intended audience & purpose. • Does not follow the rules of standard English.

Credit: Cal State Long Beach

http://web.csulb.edu/divisions/aa/academic_technology/itss/beachboard/help/instructors/rubrics/create_rubric.html

Types of rubrics: Holistic/simplistic

Quicker and perhaps more intuitive to build. You *know* what an A paper looks like!

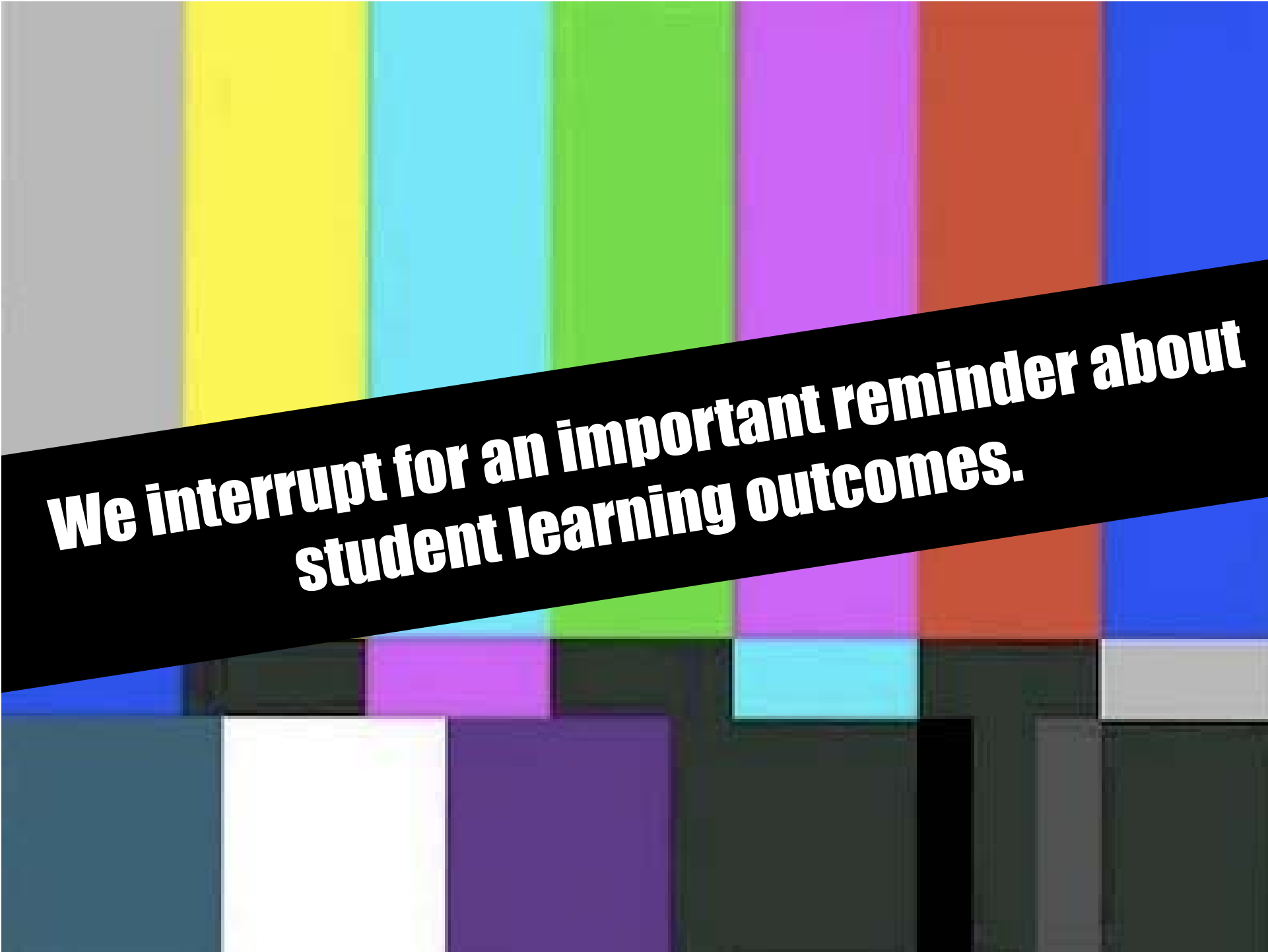
Gives you a quick overview of students' work.

Harder to diagnose and communicate problem areas to students.

Harder to calibrate ratings among multiple graders, if criteria are bundled.

Much harder to connect elements of the student's work to specific learning outcomes for the course or program.

Bundling of criteria provides no guidance for longer-term curriculum planning.



We interrupt for an important reminder about student learning outcomes.

1. Students in the major demonstrate foundational knowledge across the levels and subdisciplines within our field.
2. Students in the major synthesize a range of biological concepts and ideas.
3. Students in the major can describe how biologists approach research questions within our field.
4. Students in the major use the tools and methods of modern biological research.
5. Students in the major demonstrate analytical and critical thinking skills, including hypothesis generation and testing.
6. Students in the major demonstrate high-level writing and oral communication skills.

With thanks to Julie Reynolds and the Biology program
<http://biology.duke.edu/undergrad>

What would these SLOs look like in a holistic rubric?

Mastery	Developing	Emerging
<p>The paper demonstrates foundational knowledge across the levels and sub-disciplines. The student synthesizes a range of biological concepts and ideas. The paper accurately describes how biologists approach research questions, and it accurately reflects the tools and methods of modern biological research. The paper shows sound analytical and critical thinking skills, including hypothesis generation and testing. Writing is persuasive.</p>	<p>The paper demonstrates incomplete foundational knowledge across the levels and sub-disciplines. The student partially synthesizes biological concepts and ideas. The paper describes some of the ways in which biologists approach research questions. It attempts to describe the tools and methods of modern biological research, with some errors. The paper shows limited analytical and critical thinking skills, including hypothesis generation and testing. Writing is somewhat persuasive, and has some errors.</p>	<p>The paper fails to present foundational knowledge across the levels and sub-disciplines. The student is unable to synthesize biological concepts and ideas. The paper does not describe the ways in which biologists approach research questions. It does not attempt to describe the tools and methods of modern biological research, or does so with substantial error. The paper does not show analytical and critical thinking skills, including hypothesis generation and testing. Writing is not persuasive and/or present substantial errors.</p>

Turn to a neighbor and consider...

What do you think of this rubric?

Could you use it to grade a student's paper?

Could you use it to collect evidence of students' progress toward your central learning outcomes?

Another type of rubric: Analytic

- Often resembles a grid: domains (dimensions) listed at left and with levels of performance listed across the top
- The cells within the center may be left blank or may contain descriptions of what the specified criteria look like for each level of performance.
- Each of the domains is scored individually.

Adapted from: https://curry.virginia.edu/uploads/resourceLibrary/Info_on_Rubrics.docx

Teamwork

	Capstone 4	Milestones		Benchmark 1
		3	2	
Contributes to team meetings				
Facilitates the contributions of team members				
Individual contributions outside of team meetings				
Fosters constructive team climate				
Responds to conflict				

<https://www.aacu.org/value/rubrics>

<https://assessment.trinity.duke.edu/assessment-resources>

assessment.trinity.duke.edu/assessment-resources

www.aacu.org/value/rubrics

AAC&U Rubrics ([Association of American Colleges and Universities](#))

- Intellectual and Practical Skills
 - [Creative Thinking \(pdf\)](#)
 - [Critical Thinking \(pdf\)](#)
 - [Information Literacy \(pdf\)](#)
 - [Inquiry Analysis \(pdf\)](#)
 - [Oral Communication \(pdf\)](#)
 - [Problem Solving \(pdf\)](#)
 - [Quantitative Literacy \(pdf\)](#)
 - [Reading \(pdf\)](#)
 - [Teamwork \(pdf\)](#)
 - [Written Communication \(pdf\)](#)
- Integrative Learning ([pdf](#))
- Personal and Social Responsibility
 - [Civic Engagement \(pdf\)](#)
 - [Ethical Reasoning \(pdf\)](#)
 - [Intercultural Knowledge \(pdf\)](#)
 - [Life-long Learning \(pdf\)](#)
 - [Global Learning \(pdf\)](#)

Analytic rubrics

Provide detailed feedback for students. Diagnose and communicate problem areas to students

Scoring is more consistent across students.

You can weight criteria differently.

Provide better guidance for instructional planning.

Connect elements of the student's work to specific learning outcomes for the course or program.

Takes more time to develop:

- Aligning components and criteria with learning outcomes
- Pilot-testing is desirable

Requires calibration when used by multiple graders.

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Program in Education: Student Learning Objectives

To build on their liberal arts education and to have a broad range of academic and field-based experiences that connect their liberal arts education to social, psychological, economic, historical, political, and cultural issues that impact schools and the education of children.

To develop a variety of teaching approaches and know the psychological principles which inform how and when to apply certain teaching approaches.

To demonstrate multiple applications of technology and include them successfully in a variety of teaching and learning situations.

To model professional ethical behaviors and become leaders-by-example both in and out of the classroom.

To work collaboratively as team members to contribute to educational efforts at the national, state, and local levels.

To understand the academic and affective needs of a diverse student population and they will make appropriate accommodations to address these needs.

To value the importance of regular and purposeful reflection and perspective taking.

To recognize the role that the community plays in the education of the whole child and understand the civic responsibility we as citizens have to public schooling.

<http://educationprogram.duke.edu/about/learning-objectives>

Program in Education: Student Learning Objectives

EDUC 289S

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Situating a course within the Program's objectives

To build on their liberal arts education and to have a broad range of **academic and field-based experiences** that connect their liberal arts education to social, psychological, economic, historical, political, and cultural issues that impact schools and the education of children.

To model **professional ethical behaviors** and become leaders-by-example both in and out of the classroom.

To value the importance of regular and purposeful **reflection and perspective taking**.

To recognize **the role that the community** plays in the education of the whole child and understand the civic responsibility we as citizens have to public schooling.



EDUC 289S: Through full participation in the course, students will be able to:

1. Demonstrate comprehension and application of contemporary issues in assessment in higher education.
2. Distinguish between, evaluate, and synthesize different traditions of inquiry and methodological approaches to learning outcomes assessment. Distinguish between and evaluate common research designs.
3. Formulate relevant research question(s) pertaining to higher education.
4. Develop a plan of research to explore that question, and persuasively advocate for the execution of that plan orally and in writing for a specific audience of institutional stakeholders.
5. Anticipate and manage the challenges of learning outcomes assessment.
6. Apply appropriate ethical and legal standards to the practice of assessment as well as the interpretation and communication of any findings.

<http://educationprogram.duke.edu/about/learning-objectives>

<https://educationprogram.duke.edu/courses/assessment-higher-educatio>

EDUC 289S: Mapping student learning

	Reflection paper 1	Research task 1	Research task 2	Article critique	Final paper & poster
1. Demonstrate comprehension and application of contemporary issues in assessment in higher education.	Emerging	Developing		Developing	Mastery
2. Distinguish between, evaluate, and synthesize different traditions of inquiry and methodological approaches to learning outcomes assessment. Distinguish between and evaluate common research designs.			Emerging	Mastery	Mastery
3. Formulate relevant research question(s) pertaining to higher education.	Emerging	Developing		Developing	Mastery
4. Develop a plan of research to explore that question, and persuasively advocate for the execution of that plan orally and in writing for a specific audience of institutional stakeholders.		Emerging	Developing		Mastery
5. Anticipate and manage the challenges of learning outcomes assessment.			Emerging	Developing	Mastery
6. Apply appropriate ethical and legal standards to the practice of assessment as well as the interpretation and communication of any findings.		Emerging	Developing		Mastery

EDUC 289s

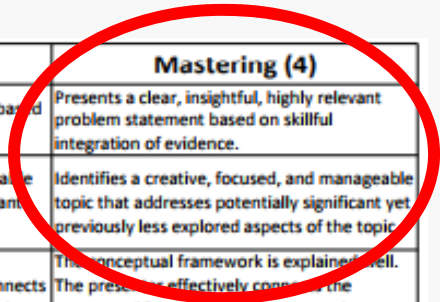
Example: Students can formulate a relevant research question pertaining to assessment in higher education.

Rubric for proposal task 1: Submitting a problem statement and research question				
	None (0)	Emerging (1)	Developing (2)	Mastering (3)
Topic/scope	The problem statement lacks relevance and the scope requires either substantial narrowing or broadening to be usable throughout the term.	The problem statement requires adjustment to be relevant, and the scope requires either some narrowing or broadening to be usable.	The problem statement is relevant, but the scope requires either some narrowing or broadening to be usable.	The problem statement has an appropriate focus and the scope of the topic is manageable.
Clarity	The research question(s) and/or proposed learning outcomes are unclear.	The research question(s) and/or proposed learning outcomes require substantial clarification.	The research question(s) and/or proposed learning outcomes are clear and relevant, but require some clarification to be usable throughout the term.	The research question(s) and/or proposed learning outcomes are relevant, clear, specific, and measurable.
Writing	The student's writing has substantial errors of grammar, syntax, and vocabulary, which greatly impact the argument.	Moderate errors of grammar, syntax, and vocabulary affect reader's ability to follow the argument.	The student writes clearly, but may lack fluidity. Minimal errors (grammar, syntax, or vocabulary).	The student writes persuasively and fluidly, and with command of the topic. No apparent errors.
Sources	Citations are absent, leading to concerns about academic integrity	Citations are minimally present, but incorrectly attributed. Does not attempt to integrate personal ideas and sources.	Citations are present, but it is not clear which ideas belong to the student, and which are derived from source material.	Student deftly integrates personal ideas with those of other sources, attributing credit appropriately.

EDUC 289s

Example: Students can formulate a relevant research question pertaining to assessment in higher education.

Final paper		Emerging (1)	Developing-early (2)	Developing (3)	Mastering (4)
Problem	Problem statement	Does not present a problem statement.	Presents to construct a relevant problem statement, but it does not integrate evidence.	Presents a relevant problem statement based on some evidence.	Presents a clear, insightful, highly relevant problem statement based on skillful integration of evidence.
	Research question	Identifies a topic that is far too general and wide-ranging as to be manageable and doable.	Identifies a topic that while manageable/doable, is too narrowly focused and leaves out relevant aspects of the topic.	Identifies a focused and manageable/doable topic that appropriately addresses relevant aspects of the topic.	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less explored aspects of the topic.
	Conceptual framework	The conceptual framework is missing or not explained. No connection is made to the research question.	The conceptual framework is explained superficially or incompletely. Connection to the research question is sketchy.	The conceptual framework is explained adequately. The presenter attempts connects the conceptual framework to the research question.	The conceptual framework is explained well. The presenter effectively connects the conceptual framework to the research question.
	Literature review	Does not attempt to use credible and/or relevant sources to support ideas.	Demonstrates an attempt to use credible and/or relevant sources that are appropriate for the project.	Demonstrates consistent use of credible, relevant sources that are appropriate for the project.	Demonstrates skillful use of high quality, credible, relevant sources that are appropriate for the project.
Methodology	Methodology overall	Demonstrates a misunderstanding of the methodology, or many parts of the methodology are missing.	The methodology is minimally integrated and presented. Some methodological elements maybe missing. Cohesiveness is lacking.	The methodology is adequately integrated and presented. Methodological elements are all present, with minimal cohesion.	The methodology is skillfully integrated and presented. Methodological elements fit together seamlessly and present a persuasive structure for the study.
	Sample	The study sample is not clear.	The analytic sample is minimally suitable for the research question. The sample could be improved by better selection techniques or improved clarity of essential study variables. No effort is made to minimize oversampling.	The analytic sample is adequate for the research question. No effort is made to minimize oversampling.	The analytic sample is relevant and appropriate for the research question. The proposal takes care to minimize oversampling.
	Measures	Does not indicate or describe the measures to be employed in the study.	Identifies one or two measures for exploring the problem, but their appropriateness is not clear. The diversity of data sources and data types is limited. Does not indicate a plan for the triangulation of measures.	Identifies one or two viable measures for exploring the problem, but the diversity of data sources and data types is limited. May or may not indicate a plan for the triangulation of measures.	Identifies multiple viable measures for exploring the problem, representing a diversity of data sources and data types. Plans for the triangulation of measures.
	Analyses	Paper does not indicate proposed analysis.	Plan for analysis minimally organizes evidence to reveal important patterns or relationships; useful analyses may be omitted.	Plan for analysis adequately organizes evidence to reveal important patterns or relationships.	Plan for analysis skillfully organizes evidence to reveal important patterns or relationships.
	Expected results	No description of expected results is attempted. Conceptual framework is not	Description of expected results indicates an incomplete comprehension of the problem and other research on the topic. Conceptual	Description of expected results indicates a general comprehension of the problem and other research on the topic. Attempts to use	Description of expected results indicates a deep, integrative comprehension of the problem and other research on the topic.



EDUC 289s

Course rubrics...


- (1) Help students understand expectations, interpret feedback more easily, and evaluate their progress over the term.
- (2) Facilitate grading (systematic, objective, timely)
- (3) Document how the program's learning outcomes are implemented within the course.
- (4) Demonstrate that the program and course SLOs are being met.

Trinity's
Student Learning
Outcomes

Program's
Student Learning
Outcomes

EDUC 289S

Activity



We just showed how to establish a learning outcome for a course, then use it to guide assessment throughout the semester.

What about for multiple courses?

Back to Biology: Curriculum mapping

	Gateway	Foundation course	Elective	Elective	Methods course	Capstone
1. Students in the major demonstrate foundational knowledge across the levels and sub-disciplines within our field.	X	X				X
2. Students in the major synthesize a range of biological concepts and ideas.	X	X	X			X
3. Students in the major can describe how biologists approach research questions within our field.				X	X	X
4. Students in the major use the tools and methods of modern biological research.					X	X
5. Students in the major demonstrate analytical and critical thinking skills, including hypothesis generation and testing.				X	X	X
6. Students in the major demonstrate high-level writing and oral communication skills.			X			X

NILOA: <http://www.learningoutcomeassessment.org/Presentations/Mapping.pdf>

Back to Biology: Curriculum mapping

	Gateway	Foundation course	Elective	Elective	Methods course	Capstone
1. Students in the major demonstrate foundational knowledge across the levels and sub-disciplines within our field.	Emerging	Developing				Mastery
2. Students in the major synthesize a range of biological concepts and ideas.	Emerging	Emerging	Developing			Mastery
3. Students in the major can describe how biologists approach research questions within our field.				Emerging	Developing	Mastery
4. Students in the major use the tools and methods of modern biological research.					Developing	Mastery
5. Students in the major demonstrate analytical and critical thinking skills, including hypothesis generation and testing.				Emerging	Developing	Mastery
6. Students in the major demonstrate high-level writing and oral communication skills.			Emerging			Mastery

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Back to Biology: Curriculum mapping

	Gateway	Foundation course	Elective	Elective	Methods course	Capstone
1. Students in the major demonstrate foundational knowledge across the levels and sub-disciplines within our field.	Emerging	Developing				Mastery
2. Students in the major synthesize a range of biological concepts and ideas.	Emerging	Emerging	Developing			Mastery
3. Students in the major can describe how biologists approach research questions within our field.				Emerging	Developing	Mastery
4. Students in the major use the tools and methods of modern biological research.					Developing	Mastery
5. Students in the major demonstrate analytical and critical thinking skills, including hypothesis generation and testing.				Emerging	Developing	Mastery
6. Students in the major demonstrate high-level writing and oral communication skills.			Emerging			Mastery

NILOA: <http://www.learningoutcomeassessment.org/Presentations/Mapping.pdf>

Biology: Measuring analytic skills

Biology courses:	Gateway	Foundation course	Elective	Elective	Methods course	Capstone
5. Students in the major demonstrate analytical and critical thinking skills, including hypothesis generation and testing.				Emerging	Developing	Mastery

	Emerging 1	Developing, early 2	Developing, intermediate 3	Mastery 4
Student's position, or hypothesis:	Specific position (hypothesis) is stated, but is simplistic and obvious.	Specific position (hypothesis) acknowledges different sides of an issue.	Specific position (hypothesis) takes into account the complexities of an issue. Other perspectives are acknowledged within position.	Specific position (hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position are acknowledged. Others' points of view are synthesized within the position.
Other criterion	blah	blah	blah	blah
Other criterion	blah	blah	blah	blah

Adapted from AACU VALUE rubrics

Gateway	Low	Medium	High
SLO 1			
SLO 2			
SLO 3			

Elective	Low	Medium	High
SLO 1			
SLO 3			
SLO 4			

Capstone	Low	Medium	High
SLO 2			
SLO 4			
SLO 5			

Gateway	Low	Medium	High
SLO 1	60%	30%	10%
SLO 2	65%	30%	5%
SLO 3	50%	40%	10%

Elective	Low	Medium	High
SLO 1	30%	50%	20%
SLO 3	20%	60%	20%
SLO 4	20%	65%	15%

Capstone	Low	Medium	High
SLO 2	30%	20%	50%
SLO 4	20%	60%	20%
SLO 5	5%	20%	75%

(Percentages of students demonstrating each level.)

COURSES

PROGRAM

Gateway	Low	Medium	High
SLO 1	60%	30%	10%
SLO 2	65%	30%	5%
SLO 3	50%	40%	10%

Elective	Low	Medium	High
SLO 1	30%	50%	20%
SLO 3	20%	60%	20%
SLO 4	20%	65%	15%

Capstone	Low	Medium	High
SLO 2	30%	20%	50%
SLO 4	20%	60%	20%
SLO 5	5%	20%	75%

SLO 1	Low	Medium	High
Gateway	60%	30%	10%
Elective	30%	50%	20%

SLO 2	Low	Medium	High
Gateway	65%	30%	5%
Capstone	30%	20%	50%

SLO 3	Low	Medium	High
Gateway	50%	40%	10%
Elective	20%	60%	20%

SLO 4	Low	Medium	High
Elective	20%	65%	15%
Capstone	20%	60%	20%

SLO 5	Low	Medium	High
Capstone	5%	20%	75%

COURSES

Gateway	Low	Medium	High
SLO 1	60%	30%	10%
SLO 2	65%	30%	5%
SLO 3	50%	40%	10%

Elective	Low	Medium	High
SLO 1	30%	50%	20%
SLO 3	20%	60%	20%
SLO 4	20%	65%	15%

Capstone	Low	Medium	High
SLO 2	30%	20%	50%
SLO 4	20%	60%	20%
SLO 5	5%	20%	75%

PROGRAM

SLO 1	Low	Medium	High
Gateway	60%	30%	10%
Elective	30%	50%	20%

Evidence of student learning!

SLO 2	Low	Medium	High
Gateway	65%	30%	5%
Capstone	30%	20%	50%

SLO 3	Low	Medium	High
Gateway	50%	40%	10%
Elective	20%	60%	20%

SLO 4	Low	Medium	High
Elective	20%	65%	15%
Capstone	20%	60%	20%

No evidence of student learning

SLO 5	Low	Medium	High
Capstone	5%	20%	75%

COURSES

Gateway	Low	Medium	High
SLO 1	60%	30%	10%
SLO 2	65%	30%	5%
SLO 3	50%	40%	10%

Elective	Low	Medium	High
SLO 1	30%	50%	20%
SLO 3	20%	60%	20%
SLO 4	20%	65%	15%

Capstone	Low	Medium	High
SLO 2	30%	20%	50%
SLO 4	20%	60%	20%
SLO 5	5%	20%	75%



PROGRAM

SLO 1	Low	Medium	High
Gateway	60%	30%	10%
Elective	30%	50%	20%

SLO 2	Low	Medium	High
Gateway	65%	30%	5%
Capstone	30%	20%	50%

SLO 3	Low	Medium	High
Gateway	50%	40%	10%
Elective	20%	60%	20%

SLO 4	Low	Medium	High
Elective	20%	65%	15%
Capstone	20%	60%	20%

SLO 5	Low	Medium	High
Capstone	5%	20%	75%

Steps	Opportunity 🌟🌟	Challenge 🤔
Example: Work through a curriculum map	Be able to communicate to students how courses are aligned!	Might reveal ways in which course-level learning outcomes or learning activities need to be adjusted.
2.		
3.		
4.		
5.		
6.		


Steps to consider

Work through a **curriculum map**: What courses and experiences introduce, develop, and demand mastery of your Student Learning Outcomes?

Which courses are using rubrics, or are open to using rubrics to evaluate student work? Collect them!

Partner with faculty colleagues to **adjust existing rubrics** to include criteria that are well-aligned with the program's Student Learning Outcome(s). Develop a process through which faculty raters **communicate rubric results**.

Maintain a **master list**: What criteria are evaluated, on what scale, for what learning tasks?



What's the relationship between
rubrics for assessment and
rubrics for grading?

Calibration of rubrics

(validity & reliability)

Last thing:

Monday, October 16

PebblePad information session: Building your program's assessment portfolio

Intended for assessment liaisons

1:00 – 2:00 pm in Rubenstein 349 (Breedlove)

Duplicate session also offered Wednesday, November 8

Tuesday, October 24

Making use of the information you already have (or have access to)

10:00 – 11:00 am in Perkins 217

Guest speaker: David Jamieson-Drake, Director of Institutional Research

Assessment liaisons, please make appointments with your designated

Assessment staff member: [bit.ly/assessment_fall2017](https://assessment.trinity.duke.edu/assessment-roundtable)

Recordings and resources from our information sessions are available at:

<https://assessment.trinity.duke.edu/assessment-roundtable>