

Using Rubrics for Assessment

December 9, 2014

UCSD Student Affairs Assessment

Session Outcomes

You will be able to

- Describe what a rubric is
- Explain why rubrics are useful for assessment
- Describe how you might use a rubric to assess your program/service
- Report your findings in ways that are meaningful to you and your unit

Why Use Rubrics?

- Makes expectations explicit
- Facilitates communication
- Allows us to directly assess learning
- Identify areas for program improvement
- Identify areas of program strength

What can rubrics score?

- Observation of performance or behaviors
 - Presentations
 - Mock interviews
 - Role plays
- Written or visual artifacts
 - Journals, reflection papers
 - Resumes
 - Films

What is a rubric?

- A rubric is a guide that specifies characteristics of an outcome and describes levels of achievement for each characteristic
- Two major types
 - Holistic
 - Analytic/Descriptive

Components of a holistic rubric

Task description:

Level 1	Level 2	Level 3	Level 4	Score
Description	Description	Description	Description	
Description	Description	Description	Description	
Description	Description	Description	Description	
Description	Description	Description	Description	

Example: holistic rubric

Task description:

Emerging 1	Developing 2	Meeting 3	Exceeding 4
High frequency of errors. Makes no effort to learn Area tasks. Often not on time for work.	Very few errors. Takes initiative to learn Area tasks. Sometimes on time for work.	Minimal errors. Partial knowledge of Area tasks. Consistently on time for work.	Nearly zero errors. Full-knowledge of Area tasks. Often early for work.
Based on the Professional Development rubric, created by Memorial Union staff at North Dakota State University			

Components of an analytic rubric

Task description:

	Level 1	Level 2	Level 3	Level 4	Score
Characteristic #1	Descriptor	Descriptor	Descriptor	Descriptor	
Characteristic #2					
Characteristic #3					

Example: analytic rubric

	Emerging 1	Developing 2	Meeting 3	Exceeding 4	Score
Accuracy	High frequency of errors	Very few errors	Minimal errors	Nearly zero errors	
Area Knowledge	Makes no effort to learn area tasks	Takes initiative to learn Area tasks	Partial knowledge of Area tasks	Full-knowledge of Area tasks	
Dependability	Often not on time for work	Sometimes on time for work	Consistently on time for work	Often early for work	

Excerpts from the Professional Development rubric, created by Memorial Union staff at North Dakota State University

Steps for using a rubric for assessment

1. Identify the outcome
2. Determine where to obtain evidence
3. Create rubric
4. Train raters & score artifacts or performance
5. Analyze results
6. Report
7. Use results

1. Identify the outcome
2. Determine where to obtain evidence

	Conflict Resolution	Time Management	Social Justice/Equity-Minded Leadership
Raising the Bar	X	X	
Tritons for Equity, Diversity & Inclusion			X
AS Council Retreat	X	X	X

Modified example from UCSD Associated Students

3) Create a rubric

1. Identify the outcome you want to assess
2. Identify the characteristics to be rated (rows)
3. Identify the levels of mastery/scale (columns)
4. Describe each level of mastery for each characteristic (cells)
5. Test & revise, revise, revise

Your Turn: Creating a Rubric

In groups of 5:

- Choose one characteristic
- Create descriptors for each level
 - Hint: start with “Mouthwatering” and “Crummy”
 - Hint: use template
- Give your descriptors to John

Tips for creating a rubric

- Find and adapt an existing rubric
- Aim for an even number scale
- Include the important characteristics
- Start with the extreme descriptions

4. Train Raters

- Review and discuss the rubric
- Score sample work
- Discuss scores and reach agreement
- More than one rater should score an artifact
- If two raters disagree, a third one decides

Your Turn: Scoring Cookies

Individually:

- Score each cookie based on rubric
- Input scores on sheet
- Example:

	Texture	Appearance	Chocolate Chips	Size
Cookie X	3	4	2	2

Tips: Scoring

- Sample if appropriate
- No half scores
- Make it a fun event

5. Analyzing Results

- Analyze each characteristic by frequency
- Identify strengths
- Identify areas for improvement

Your Turn: Analyzing Results

- Using your dots, transfer your cookie scores to the big sheets
- Which characteristics score high? What does this mean?
- Which characteristics score low? What does this mean?

6. Reporting

- Students
 - Provide individual scores
- Assessment Report
 - Summarize by characteristic
 - Use frequencies NOT averages
 - Ex. 90% of cookies scored a 3 or above in Size
 - Ex. 40% of students were rated “developing” or “emerging” in Dependability
- Include strengths & areas for improvement

7. Using Results

Satisfactory results:

- Celebrate success
- Publicize to advertise & recruit

Unsatisfactory results:

- Pedagogy
- “Assignment” design

USING BASELINE

Baseline

Home Community Projects **Rubrics** Panels Benchmarks Devices

Welcome

Perform

Data Collection Tools

- Request a Project**
Assistance-based survey setup
- Manage Projects**
Web-based & mobile surveys
- Rubrics ^{BETA}**
Rubric-based evaluations
- Student Response**
Classroom formative assessments

Recently Shared Projects

- Transfer Student Survey-UTSA**
This survey was sent to all transfer students at The University of Texas at San Antonio in the spring of 2014 to gather information regarding their needs and characteristics. It was created by a ...
- RA Training - Duty Procedure Assessment**
Direct assessment for RA Training
- Assessment for ADA training for Admissions**
Quiz for ADA training for admissions.
- OSSD Technology Surve**
This is a survey about Assistive Technology at Baruch College. Assistive Technology is any tool that increases or maintains the capabilities of people with disabilities.
- Leadership Pre-Test/Post-Test**
This survey is used as a pre-test/post-test for our Freshman Leadership Academy. The ID numbers are used to ensure that the students in the analysis of the post-test are the same from the pre-test. We...

Baseline Contact

Home Community Projects **Rubrics** Panels Benchmarks

Rubrics > Create New

Rubric Templates

[Back to List](#) [Create New rubric](#)

Click on a rubric title below to use or edit the template.
You can return to your rubric at any time to edit or add to it.

- Intrapersonal Development Rubric Template**
Intrapersonal development is the process of understanding and utilizing skills around one's sense of self, often measuring the development of personal values, interests, personality, and skills (VIPS). The foundation for these dimensions came from reviewing the CAS Learning and Developmental Outcomes and Gardner's Theory of Multiple Intelligences.
[PREVIEW](#)
- Student Employee Learning Outcomes Rubric Template - Providing Customer Service**
Providing Customer Service pertains to the delivery of and manner with which student employees provide service to customers. Dimensions for individual student learning outcome rubrics were created by auditing the CAS Learning and Developmental Outcomes and existing evaluation projects regarding student employees.
[PREVIEW](#)
- Student Employee Learning Outcomes Rubric Template - Solving Problems**
Solving Problems is defined as a student employee's ability to identify and work through challenges or encountered difficulties. Dimensions for individual student learning outcome rubrics were created by auditing the CAS Learning and Developmental Outcomes and existing evaluation projects regarding student employees.
[PREVIEW](#)
- Student Employee Learning Outcomes Rubric Template - Acting Professionally**
Acting Professionally is defined as the courteous and conscientious actions or behaviors of student employees in the work place. Dimensions for individual student learning outcome rubrics were created by auditing the CAS Learning and Developmental Outcomes and existing evaluation projects regarding student employees.
[PREVIEW](#)
- Student Employee Learning Outcomes Rubric Template - Communicating**

HU Hometown University

Intrapersonal Development Rubric - Individual Advising

Subject Name
Marie Student

Subject ID
123456

Evaluator Name
Advisor Park

Date
12/10/2011

Major
Biology

Intrapersonal Development Rubric - Individual Advising

	1 - Beginner	2 - Developing	3 - Accomplished	4 - Advanced	N/A	Comments
Self-Appraisal	<input type="radio"/> • Has no understanding or interest in Values, Interests, Personality, and Skills (VIPS).	<input checked="" type="radio"/> • Begins to articulate some but not all aspects of VIPS.	<input type="radio"/> • Can articulate all VIPS but some areas need further refinement.	<input type="radio"/> • Has a thorough and realistic articulation of all VIPS.	<input type="radio"/>	Has strong understanding of values and interests but needs to increase awareness of skills. Suggested skills inventory.
	<input type="radio"/> • Does not take time to	<input type="radio"/> • Reflection lacks clarity or	<input type="radio"/> • Skillfully engages in	<input checked="" type="radio"/> • Incorporates outcome of	<input type="radio"/>	

campuslabs **Baseline** STUDENTVOICE DEMO | YOUR NAME

Home Community Projects **Rubrics** Panels Benchmarks

Rubric Dashboard [Rubrics List](#)

Intrapersonal Development Rubric - Individual Advising

Department: Academic Advising
Created by: mgmtwebinar
Date Created: 11/2/2010 10:52:48 AM

[Preview](#) [Print](#) [Edit](#) [Outline](#) [Delete](#)

Results

Total Respondents: 30
Total Complete: 30
Percent Complete: 100.00%
Last Response Date: 3/4/2011 3:14:49 PM

[View Results](#)

Respondents Over Time

Administration

Status

OPEN
This rubric was opened on 3/4/2011 3:05:54 PM

[Close](#)

Live Link

<http://www.studentvoice.com/rubrics/sd/intrapersonaldevelopmentrubric-individualadvising>

[Enter Data](#)

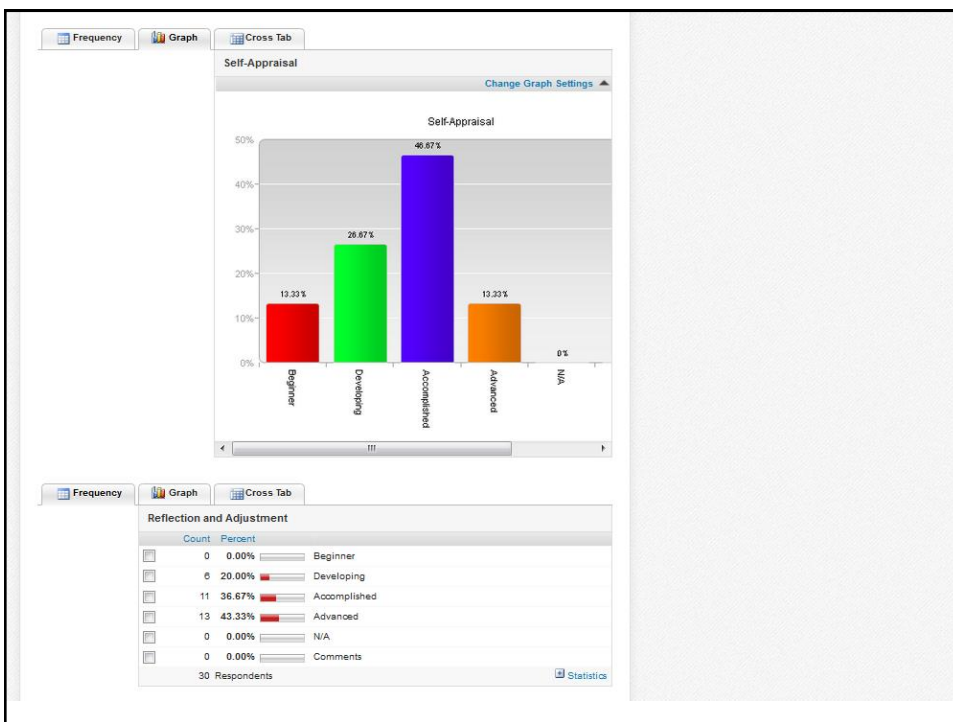
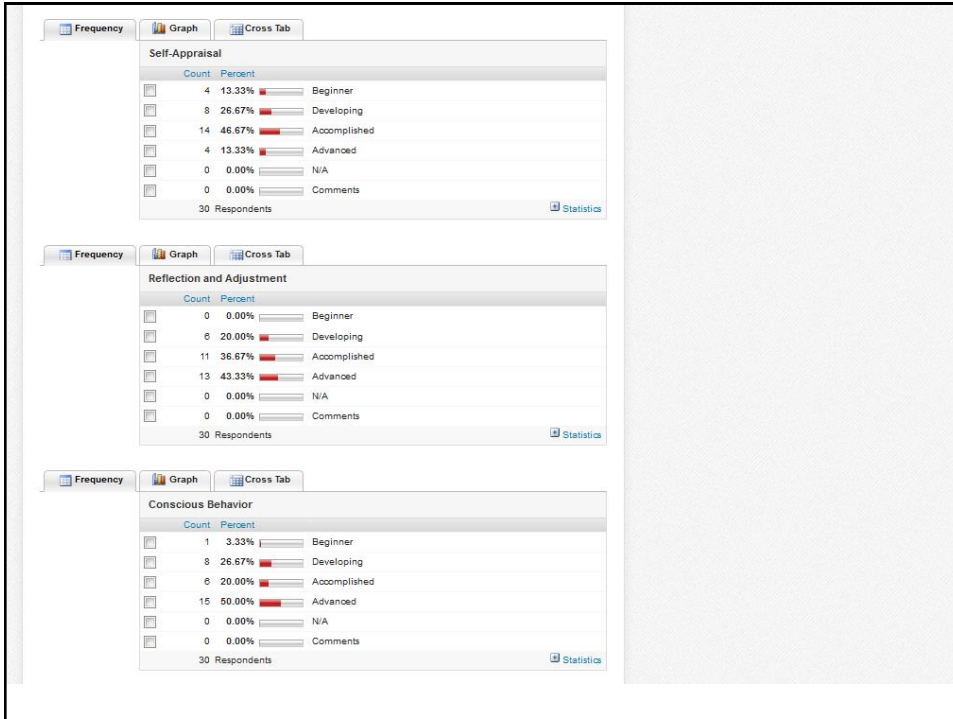
Project Files

[Browse...](#) [Upload](#)

Name	Date Uploaded	Size
There are no files associated with this project.		

Saved Views

You currently do not have any views associated with this rubric.



Rubric Results [← Rubric Dashboard](#)

Intrapersonal Development Rubric - Individual Advising

Administration Type: Rubrics
 Date Created: 11/2/2010 10:52:48 AM
 Date Range: 3/4/2011 3:05:54 PM - 3/24/2013 7:08:55 PM
 Total Respondents: 30

Results | Identified Respondents | Add/Remove Questions

Rubric Summary

Self-Appraisal	<div style="width: 100%;"><div style="width: 100%;"></div></div>	6
Reflection and Adjustment	<div style="width: 100%;"><div style="width: 100%;"></div></div>	6
Conscious Behavior	<div style="width: 100%;"><div style="width: 100%;"></div></div>	6
Decision Making	<div style="width: 100%;"><div style="width: 100%;"></div></div>	6
Progressing Toward Goals	<div style="width: 100%;"><div style="width: 100%;"></div></div>	6
Managing Autonomy	<div style="width: 100%;"><div style="width: 100%;"></div></div>	6

Frequency | Graph | Cross Tab

Subject Name	Count	Percent	
<input type="checkbox"/> Scott Student	0	0.00%	<div style="width: 0%;"></div>
<input type="checkbox"/> Marie Student	0	0.00%	<div style="width: 0%;"></div>
<input type="checkbox"/> Peter Student	0	0.00%	<div style="width: 0%;"></div>
<input checked="" type="checkbox"/> Sasha Student	6	100.00%	<div style="width: 100%;"><div style="width: 100%;"></div></div>
<input type="checkbox"/> Joseph Student	0	0.00%	<div style="width: 0%;"></div>
<input type="checkbox"/> Renee Student	0	0.00%	<div style="width: 0%;"></div>
			6 Respondents

Filters

Filter by
 Selected Date Panel

Exclude
 Selected Incomplete

Applied Filters
 Responses:
 Subject Name
 Sasha Student

View Options

Create Panel

Export

Rubric Resources

- Texas A&M: Division of Student Affairs
 – <http://silo.tamu.edu/rubrics>
- VALUE Rubrics from AAC&U
 – <http://assessment.ucsd.edu> => Assessment Resources
- Authentic Assessment Toolbox:
<http://jonathan.mueller.faculty.noctrl.edu/toolbox/rubrics.htm>

Questions?

Contact us at
assessment@ucsd.edu

