Using Rubrics for Assessment

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:

<table>
<thead>
<tr>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Description</td>
<td>Description</td>
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<td>Description</td>
<td>Description</td>
</tr>
</tbody>
</table>

Score
### Example: holistic rubric

**Task description:**

<table>
<thead>
<tr>
<th>Emerging 1</th>
<th>Developing 2</th>
<th>Meeting 3</th>
<th>Exceeding 4</th>
</tr>
</thead>
</table>

Based on the Professional Development rubric, created by Memorial Union staff at North Dakota State University

### Components of an analytic rubric

**Task description:**

<table>
<thead>
<tr>
<th>Characteristic #1</th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Descriptor</td>
<td>Descriptor</td>
<td>Descriptor</td>
<td>Descriptor</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Characteristic #2 | |
|-------------------| |

| Characteristic #3 | |
|-------------------| |
# Example: analytic rubric

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

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

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## 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

<table>
<thead>
<tr>
<th></th>
<th>Conflict Resolution</th>
<th>Time Management</th>
<th>Social Justice/Equity-Minded Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Raising the Bar</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Tritons for Equity, Diversity &amp; Inclusion</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>AS Council Retreat</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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:

<table>
<thead>
<tr>
<th></th>
<th>Texture</th>
<th>Appearance</th>
<th>Chocolate Chips</th>
<th>Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cookie X</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>
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
Intrapersonal Development Rubric - Individual Advising

Subject Name
Main Student

Subject ID
123456

Evaluator Name
Advisor Park

Date
10/10/2011

Major
Biology

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Self-Appraisal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Has no understanding or interest in Values, Interests, Personality, and Relationships</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>• Does not take time to reflect on goals or values</td>
<td></td>
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<tr>
<td>• Reflection tasks slowly or lacks focus on personal growth</td>
<td></td>
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</tr>
<tr>
<td>• Skillfully engages in self-reflection, sets personal goals, and works towards them</td>
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<tr>
<td>• Hello and has a thorough and realistic articulation of all VIPS</td>
<td></td>
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</tr>
<tr>
<td>• Has strong understanding of values and interests but needs to increase awareness of skills</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>• Suggested skills inventory</td>
<td></td>
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</tr>
</tbody>
</table>

Rubric Dashboard
Rubric Resources

• Texas A&M: Division of Student Affairs
  – http://sllo.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