

Advanced Grading: Designing & Implementing Rubrics

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Learning Outcomes

By the end of this workshop participants will be able to:

- * Distinguish between generic and task-specific rubrics,
- * Identify the three main components of rubrics,
- * Begin applying rubrics to student work, and
- * Create their own rubrics.

Two types of rubrics: generic and task-specific

- * Generic rubrics follow a one-size-fits-all design, and are aimed for use across a variety of tasks.
 - * Especially useful for computational and quantitative assignments.
- * Task-specific rubrics are designed to fit an individual assignment or genre.
 - * Especially useful for essays, proposals, and presentations.

3 main components of a rubric

1. The grading criteria
2. The levels of competency/performance
3. The value assigned to each level

Grading Criteria

- * The grading criteria are those aspects of an assignment that will determine students' grades.
- * Grading criteria might include:
 - * Writing: thesis, introduction, grammar/mechanics, use of sources, etc.
 - * Quantitative problems: applicable diagrams, basic equations, mathematical development, assessing answer, etc.

Analytic vs. Holistic

- * Grading Criteria can be presented in two ways:
 - * Analytic criteria are listed individually and a separate score is given for each criteria.
 - * The holistic method gives one score that reflects the reader's overall impression of the paper, considering all criteria at once.

Levels of Competency or Performance

- * These are categories that describe how well the students' work has met the assignment's criteria.
- * The most common approach gradually “steps down” the descriptors from level to level to indicate different degrees of performance or merit.
- * The number of levels is determined by you; the “usual” number is anywhere from 3-6.

Examples of “step-down” language

Always	Usually	Some of the time	Rarely
Fully	Adequately	Partially	Minimally
High/broad	Adequate	Limited	Very limited

Excellent	Acceptable	Unacceptable
Fantastic	Satisfactory	Poor

Assignment of Value

- * A number (10 pts.) or a letter grade (A, B, C) that is associated with each level of competency.
- * The combination of these individual number or letter grades represents a student's overall grade on the assignment.
- * For this reason, number grades can be easier to work with than letter.

Discussion/Activity

- * Consider the rubric you brought with you or the example that was provided.
- * Determine whether it is generic or task-specific, and holistic or analytic?
 - * Discuss your rubric with a peer.

Questions to ask when constructing a rubric:

- * What do you want to assess? Why? What do you hope to learn about student learning?
 - * Be sure your assignment clarifies your expectations for student learning and performance.
- * What criteria or traits must be present in the student's work to ensure that it is high in quality?
 - * Include these nouns or noun phrases as rows in your rubric (e.g. Clarity, Organization, Eye Contact with Client, Formulation of Problem, etc.)
- * How many levels of assessment do I wish to illustrate for students?
 - * Include these as rows or columns in your rubric and label them (e.g. Excellent—Poor, Sophisticated—Not Yet Competent, etc.). Try to use only as many levels as you need, typically 3-5.

Questions continued:

- * For each criterion or trait, what is a clear description of performance or achievement at each level?
 - * Include descriptions in the appropriate cells of the rubric, starting with the bookends (the highest & lowest) and filling in the middle columns last. Be sure to distinguish clearly between them.
- * What are the consequences of performing at each level of quality?
 - * Add descriptions of consequences to the commentaries in the rubric.
- * What numerical rating scheme will I use in the rubric?
 - * Add this to the rubric in a way that fits in with your grading philosophy and the relative weight of each criterion.
- * When I use the rubric, what aspects work well and what aspects need improved?
 - * Try out the rubric and revise accordingly.

Applying Rubrics to Student Work

- * Please read over the three samples from Physics and practice applying the sample rubric.
- * Discuss responses
- * Ask questions
- * Wrap up