Assessment 101: Rubrics

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What is a rubric?

- A rubric is a scoring tool
- Lists different performance criteria
  - Often a matrix format
  - Ex: purpose, organization, voice, mechanics
- Articulates gradations of quality (levels of achievement) for each criterion, from excellent to poor
Why Use a Rubric?

Clarifies content and outcomes
- Learners know exactly what is expected to achieve a top grade
- Improve communication between students, teachers, tutors, writing center, peers

Encourages independence & self-regulation/evaluation
- Students assume responsibility for the quality of their work
- Involves students in the learning process
- Provides clear information on strengths and weaknesses

Allows the grading process to be clearer, faster, & consistent
- Learning outcomes have been specified and are easier to measure
- Far more detailed and explanatory than a single grade
Benefits for Students

- Clarifies expectations
- Gives concrete directions
- Provides concise, detailed feedback
- Lowers anxiety
- Guides analysis and revision of work before submission
- Understand how to improve, achieve outcomes, and get better grades
- Allows students to plan an approach/strategy throughout the assignment
Benefits for Teachers

- Makes assessment efficient, consistent, objective, fair, and quick
- Better able to assess skills that may fall outside the scope of traditional testing
- Informs focus of instruction / focus on outcomes
- Focuses feedback
- Reinforces key concepts
- Able to share rubrics across courses, curriculum, or various assignments
Along one side: criteria (indicators) to be assessed

Across the top: levels of performance used to assess how well students demonstrated each of the criterion

Each gradation demonstrates whether a student performs on the higher or lower level of that category

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Beginning</th>
<th>Developing</th>
<th>Competent</th>
<th>Accomplished</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator 1</td>
<td></td>
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<td></td>
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<tr>
<td>Indicator 2</td>
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<tr>
<td>Indicator 3</td>
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<tr>
<td>Indicator 4</td>
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</table>
Language & Terminology

- Define terminology
- Use specific verbs
- Avoid vague terms like understand, clear, interesting
- Avoid negative language
Tips

- Format your rubric onto one sheet of paper

- Distribute the rubric when you are explaining an assignment

- Show students examples of good and not-so-good work (Identify characteristics of the examples good or not-so-good)

- Attach a copy of the rubric (filled in with a student's scores) to the graded work, when you hand back

- Be consistent: Use the same rubric you handed out with the assignment
The Cookie Dilemma

How could you rate a chocolate chip cookie?
What criteria could you use to judge a cookie?
What would your range of performance look like?
What should your cookie criteria (indicators) include?
- Overall Taste?
- Texture?
- Color?
- Number of chocolate chips?
- Richness?
- Size?
The Cookie Dilemma

How should you rate the range of “performance” for a chocolate chip cookie?
- Deliciousness?
- Tastiness?
- Edibility?
- Yuckiest?
<table>
<thead>
<tr>
<th></th>
<th>Delicious</th>
<th>Tasty</th>
<th>Edible</th>
<th>Yucky</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of chips</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Texture</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Color</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Overall taste</strong></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td><strong>Richness</strong></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Size</strong></td>
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</tbody>
</table>
# Cookie Rubric

<table>
<thead>
<tr>
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<th>Edible</th>
<th>Yuck</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Number of chips</strong></td>
<td>Chip in every bite</td>
<td>Chips in 75% of bites</td>
<td>Chips in 50% of bites</td>
<td>Too few chips</td>
</tr>
<tr>
<td><strong>Texture</strong></td>
<td>Chewy</td>
<td>Chewy middle, crispy edges</td>
<td>Crunchy or uncooked</td>
<td>Like a dog biscuit</td>
</tr>
<tr>
<td><strong>Color</strong></td>
<td>Golden brown</td>
<td>Too brown or too light</td>
<td>Very brown or very light</td>
<td>Burned</td>
</tr>
<tr>
<td><strong>Overall taste</strong></td>
<td>Home baked taste</td>
<td>Quality store bought taste</td>
<td>Tasteless</td>
<td>Tastes terrible, burnt, stale</td>
</tr>
<tr>
<td><strong>Richness</strong></td>
<td>Rich, creamy, High fat</td>
<td>Medium fat content</td>
<td>Low-fat flavor</td>
<td>Nonfat flavor</td>
</tr>
<tr>
<td><strong>Size</strong></td>
<td>Extremely satisfactory</td>
<td>Satisfactory</td>
<td>Size is okay, but not satisfactory</td>
<td>Too large or small</td>
</tr>
</tbody>
</table>
Activity

Sample the chocolate chip cookies and evaluate using the rubric provided

Reflect
- How would you describe your experience using the rubric?
- Where did you run into difficulties with the rubric?
- How could you modify the rubric?
In Conclusion

Rubrics serve, above all, to inform and improve instruction and give students the feedback they need to learn and grow