

Rubrics Part 2

ASSESSTIVAL OF LEARNING WINTER 2017

HARTWICK COLLEGE

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	Delicious	Tasty	Edible	Yuck
Number of Chips	Chips in every bite	Chips in 75% of bites	Chips in 50% of bites	Too few chips
Texture	Chewy	Chewy middle, crispy edges	Crunchy of uncooked	Like a dog biscuit
Color	Golden Brown	Too brown or too light	Very brown or very light	Burned
Overall Taste	Home baked taste	Quality store bought taste	Tasteless	Tastes terrible, burnt, or stale

Daddy,
do you like
my picture?



Honey,
if you'd like me
to be objective,
I'll have to create
a rubric.



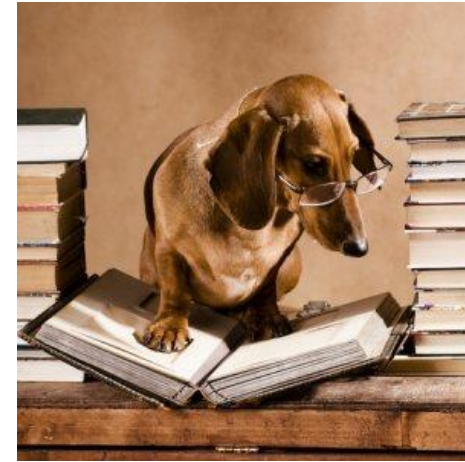
What are rubrics?

- ▶ A set of standards or criteria
- ▶ Used to measure things you can see or people are doing
- ▶ Set expectations and provide feedback
- ▶ Direct measure (most of the time)
- ▶ Helpful in situations where quality is easy to describe but hard to quantify
- ▶ Come in many different forms



When do you use a rubric?

- ▶ When you have documents, sources, pieces to read/review
- ▶ When you are observing something
- ▶ Something where you can describe quality but have a hard time “putting a number with it”
- ▶ Take something “subjective” and make it more “objective” or probably better - consistent
- ▶ You want consistency with rating something
- ▶ Tool that both communicates expectations and can be used to assess
- ▶ Structure for peer reviewing

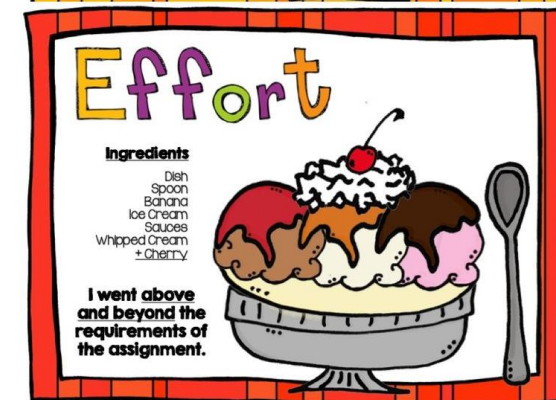
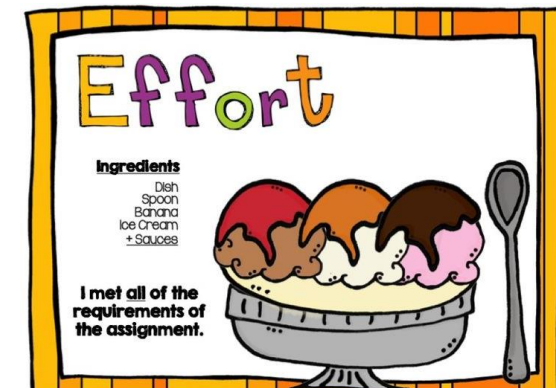
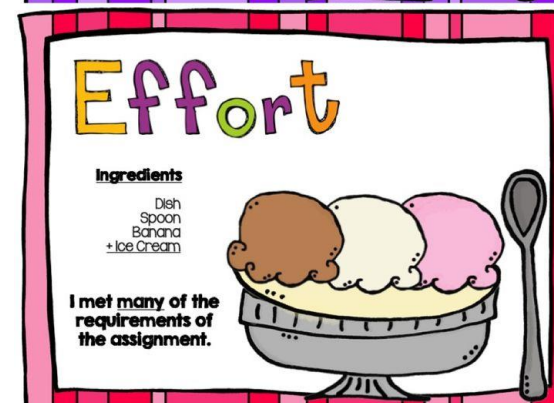


Steps To Creating a Rubric

1. Determine goal or outcome
2. Select what kind of rubric you want
3. Create a list of criteria you want to rate (Dimensions)
4. Check to see if one already exists
5. Create the rubric
6. Decide on medium (on-line, paper, etc.)
7. Test or pilot the rubric
8. Make adjustments based on pilot
9. Use the rubric



Select what kind
of rubric you
want to use



Checklist

Assignment: Create a LinkedIn Profile		25 points	
Student Name: _____	AOF Teacher: _____ Per. _____	# of points	Grade
• Professional Headshot Photo		3	
• Hyperlink edited to include your first & last name		2	
• Summary Paragraph – Brief summary (two-three sentences)		5	
• Experience <ul style="list-style-type: none"> o Volunteer or work 		3	
• Organizations <ul style="list-style-type: none"> o Include DECA, Academy of Finance (if applicable) and all others 		2	
• Skills (examples: Microsoft Office Suite, QuickBooks, Leadership, Teamwork)		3	
• Education: Seniors to include College attending in the fall; include Marjory Stoneman Douglas and relevant course work <ul style="list-style-type: none"> o Academy of Finance classes 		5	
• Certifications (if applicable) <ul style="list-style-type: none"> o Add Certification Authority: Certiport o License number (get from certificate) o URL (see certificate) 			
• Connect to Mrs. Cutler (Sharon) & Mrs. Webster (Lisa)		2	
Verify your profile is set to PUBLIC		TOTAL	25

Rating Scale

	Excellent	Good	Fair	Weak
Prepared for report				
Presented material in an interesting way				
Used visual aids effectively				
Organized presentation logically				
Made eye contact with audience				
Did not read presentation				
Spoke loudly enough				
Spoke slowly and clearly				
Listened to whoever else was speaking				

“Half-Naked” Analytic Rubric

Community Development Rubric					
	Underdeveloped	Slightly Developed	Somewhat Development	Approaching Developed	Fully Developed
Size of floor “network”	Students only interact with people within their suite.	~10% to ~25% of section residents interact.	~25% to ~50% of section residents interact.	~50%~75% of section residents interact.	~75% of section residents interact.
Level of Interaction within network	Superficial conversation		Interaction is typically at section meetings or programs		Residents routinely and regularly interact; they are a "social group"
RA Knowledge of Students	RA knows very little about interests, hobbies, and classes regarding students on their floor		RA knows a little about each student on the floor but cannot give many facts regarding them.		RA knows information about each student in his/her section and can articulate facts regarding their interest, hobbies, life, and classes
Students Using Lounge Space	Lounge spaces empty/unused.		Lounge spaces only used for programming		Students routinely utilize lounge space for studying and/or socializing
Bulletin Boards	Bulletin boards are not put up.		Bulletin boards are put up but not replaced when taken down or defaced		All bulletin boards are up, are attractive, informative, and none are defaced.
Damage	Damage in the section is unaddressed		Damaged is addressed with a delay or probed by someone who is not the RA		No damage; or, if there is damage, it is reported and addressed immediately



Analytic Rubric

Student Conduct Reflection Paper Critique				
	Poor	Fair	Acceptable	Good
Understanding of Consequence	Does not articulate any understanding of how their decisions contributed to their violation or citation.	Articulates a vague understanding of how their decision contributed to their violation or citation.	Articulates a surface understanding of how their decision contributed to their violation or citation but lacks detail.	Articulates a clear and detailed understanding of how their decisions contributed to their violation or citation.
Better decision making	Does not explain how they could have prevented the situation through use of good decision-making skills.	Vaguely explains how they could have prevented the situation through use of good decision-making skills.	Clearly explains how they could have prevented the situation through use of good decision-making skills but lacking some detail or important elements.	<u>Clearly</u> and in detail explains how they could have prevented the situation through use of good decision-making skills.
Effect on community	Cannot articulate if or how their behavior affected the community.	Has an idea that their behavior affected the community but fails to describe if or how in any detailed manner.	Is able to state that their behavior did affect the community but lacks a clear understanding of how.	Is able to state that their behavior did affect the community and has a clear understanding of how.
Plan for future behavior	Cannot articulate plans for how they will change their future behavior.	Mentions changing future behavior but cannot explain what that means to them.	Articulates some behavior changes but lacks detail.	Clearly articulates specific changes in future behavior.
Connection to life decisions	Does not make a connection between the incident and making life decisions.	Has a vague understanding of the connection between the incident and how it relates to life decisions.	Can make a basic connection between the incident and how they make life decisions.	Integrates what they learned from the incident into life decisions.

Holistic Rubric

Work Effectively in Teams

Unsatisfactory 1	Developing 2	Satisfactory 3	Exemplary 4
<ul style="list-style-type: none">➤ Does not collect any information that relates to the topic.➤ Does not perform any duties of assigned team role.➤ Always relies on others to do the work.➤ Is always talking--never allows anyone else to speak.	<ul style="list-style-type: none">➤ Collects very little information--some relates to the topic.➤ Performs very little of assigned duties.➤ Rarely does the assigned work--often needs reminding.➤ Usually doing most of the talking--rarely allows others to speak.	<ul style="list-style-type: none">➤ Collects some basic information--most relates to the topic.➤ Performs nearly all assigned duties.➤ Usually does the assigned work--rarely needs reminding.➤ Listens, but sometimes talks too much.	<ul style="list-style-type: none">➤ Collects a great deal of information--all relates to the topic.➤ Performs all duties of assigned team role.➤ Always does the assigned work without having to be reminded.➤ Listens and encourages others to participate.

Structured Observation Guide

Customer Service Observation Guide

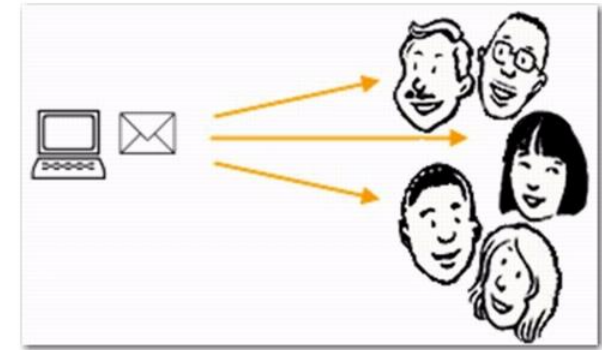
	Tally	Notes
Greeted people with a smile		
Provided accurate responses to questions		
Responsive to client's needs		
Maintained professional appearance		
Said goodbye to people as they were leaving		

Create a list of criteria or the Dimensions



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Check to see if
one already
exists



Baseline
powered by [campuslabs](#) 

**I ♥ MY
AWESOME
COLLEAGUES**

Create a rubric



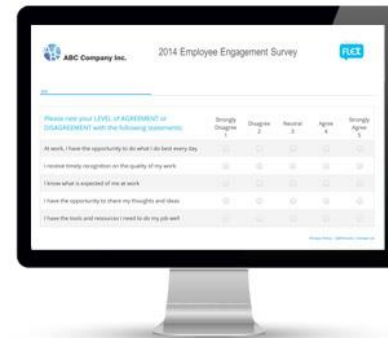
1. LIST DIMENSIONS
2. DECIDE ON SCALE TO BE USED
3. FILL IN DESCRIPTIONS

Example Scales:

- ▶ Sophisticated, competent, partly competent, not yet competent
- ▶ Exemplary, proficient, marginal, unacceptable
- ▶ Advanced, intermediate, novice
- ▶ Distinguished, proficient, intermediate, novice
- ▶ Accomplished, average, developing, beginning
- ▶ Above target, On target, below target
- ▶ Exceeds expectations, meets expectations, does not fully meet expectations, does not meet expectations at all
- ▶ A great deal, moderately, slightly, not at all

Brown has some good ones too: <https://www.brown.edu/about/administration/sheridan-center/teaching-learning/assessing-student-learning/rubrics-scales>

Decide how to administer



VS.



Administration Decisions

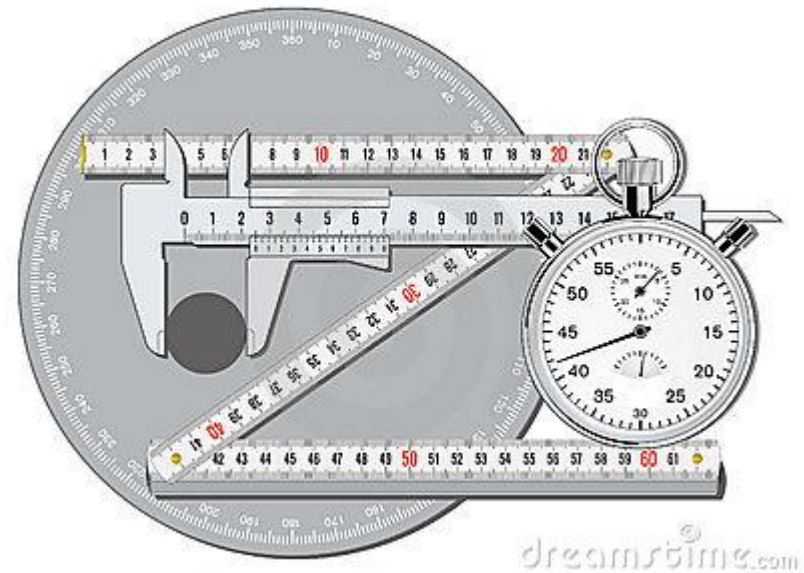
On-line tools

- ▶ Allow for sharing with others electronically
- ▶ Needs to consider access (usually need an internet connection to use them)
- ▶ Usually tally results
- ▶ Can be fed into a gradebook for D2L
- ▶ D2L help:
<https://d2l.hartwick.edu/d2l/le/content/20348/Home>
- ▶ Campus Labs Baseline Help:
<http://baselinesupport.campuslabs.com/hc/en-us/sections/200909795-Data-Collection-Rubrics>

Paper

- ▶ Not reliant on internet access and technology skills
- ▶ Sometimes simpler is better
- ▶ Will need to tally results afterward
- ▶ Ability to hand back copies to students once grades are recorded and/or use in peer reviews

“Calibrating” Your Rubric



Test or Pilot your rubric

Rubrics are great for consistency but only if you test/train for:

- ▶ Inter-rater reliability – between people
- ▶ Intra-rater reliability – within yourself (think pre-coffee, post-coffee consistency)
- ▶ Checking to make sure expectations and interpretations are clear
- ▶ If you hear “calibrate” a rubric they mean doing this!

Helpful training resources: University of Hawaii Manoa:

<https://manoa.hawaii.edu/assessment/howto/rubrics.htm#p6>

Make
adjustments
based on testing



Keep in Mind

- ▶ Rubrics are only as good as the rater(s) who uses them – understanding language and being on the same page is key
- ▶ Plan ahead whether you want just “numbers” for results or stories
- ▶ Communicate ahead of time when using with students



THINGS
TO KEEP IN
MIND

Practice time

