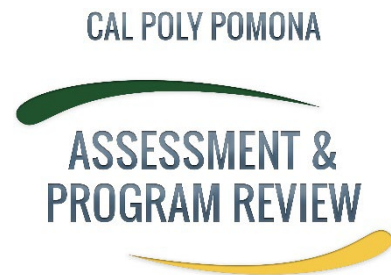# Developing Rubrics for Assessment

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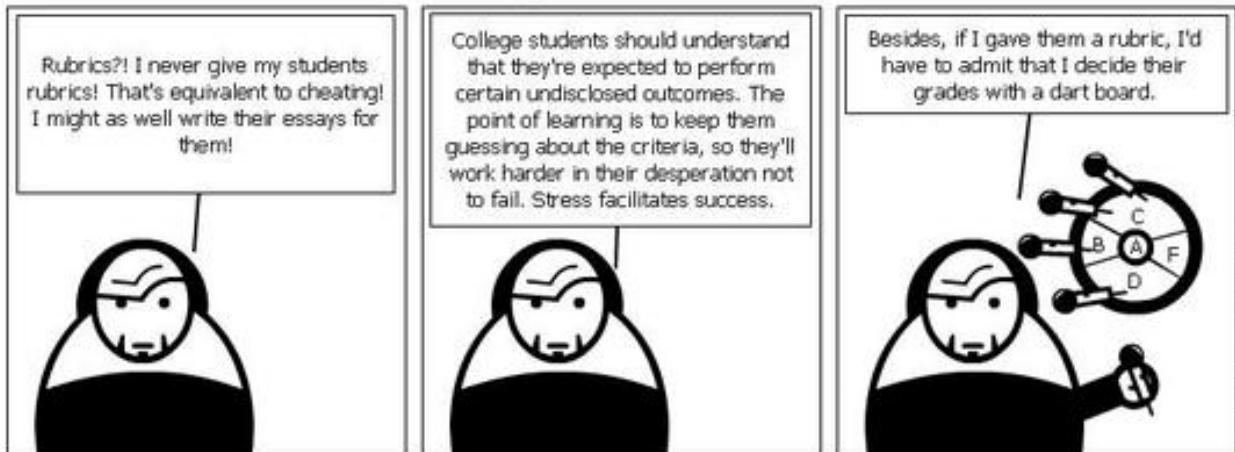
Office of Assessment and Program Review

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Benefits of a Rubric

- **Definition: A scoring tool that lists the criteria for student work and articulates the levels of quality for each criterion.**
  - Consistent and fair
  - Clarifies expectations
  - Identifies areas for improvement
  - Efficient once rubrics have been developed
  - Helps track changes; supports trend analysis

Rubrics & the Secret to Grading

Rubrics?! I never give my students rubrics! That's equivalent to cheating! I might as well write their essays for them!

College students should understand that they're expected to perform certain undisclosed outcomes. The point of learning is to keep them guessing about the criteria, so they'll work harder in their desperation not to fail. Stress facilitates success.

Besides, if I gave them a rubric, I'd have to admit that I decide their grades with a dart board.

Holistic vs. Analytic Rubrics

- **Holistic rubrics** describe the criteria of a performance to give an <u>overall</u> quality judgment
    - → Best for quick, overall snapshot of student achievement

- **Analytic rubrics** judge each <u>individual</u> criteria of a performance separately
    - → Use when you want more detailed feedback about strength and weakness areas
    - → Also good if you would like to engaged students in self-assessment

Example: Holistic Rubric

Language Proficiency

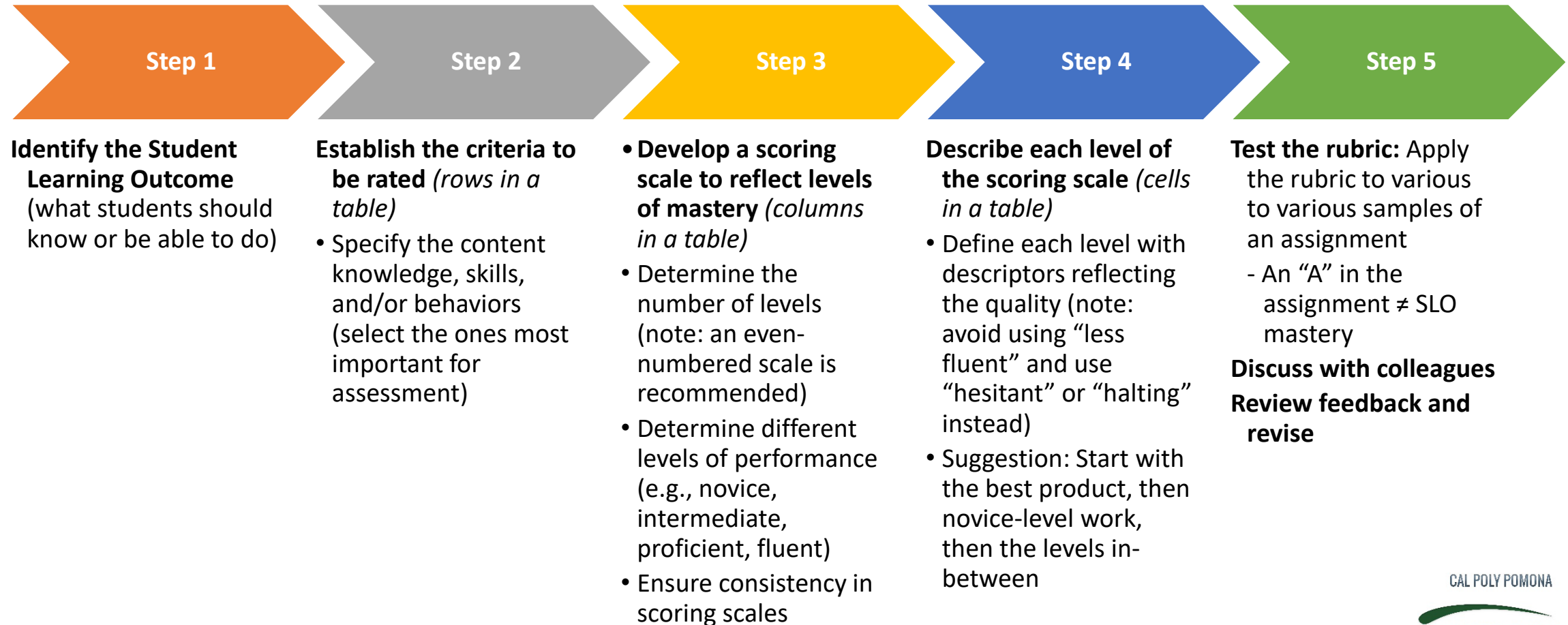| Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Had the ability to <u>read</u> and understand written texts; able to <u>form written</u> texts; <u>comprehend</u> by following and understanding speech; <u>produce speech</u> that is understood by its speakers	Speak at a less-advanced level than a native or fluent speaker; requires help understanding nuanced phrasing; makes occasional written mistakes	Talk simply about self and family members; asks and answers questions; produce simple conversations on topics beyond the most immediate needs; reading and writing skills are not well-matched	Knowledge of vocabulary words; ability to form simple phrases or sentences; have some difficulty understanding native speakers; elementary reading and writing skills

Example: Analytic Rubric

Oral Language Proficiency

	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Pronunciation	Pronunciation and intonation approximate that of a native speaker	Intelligible but the listener is conscious of accent or occasional inappropriate intonation patterns	Hard to understand necessitating listener concentration and occasionally leads to misunderstanding	Too severe to make speech intelligible
Flow	Smooth and effortless in everyday conversation approximating that of a native speaker	Occasional lapses while searching to correct expression	Hesitant and may be forced into silence by language limitations	Halting and fragmented making conversation impossible
Vocabulary	Use of vocabulary and idioms approximate that of a native speaker	Occasionally uses inappropriate terminology requiring rephrasing	Misuse of words, and conversation is limited due to inadequate vocabulary	Limited so as to make conversation impossible
Grammar	Grammar and word order approximate that of a native speaker	Occasionally makes grammatical and/or word order errors that do not obscure meaning	Makes frequent grammatical errors obscuring meaning and requiring rephrasing basic patterns	Grammar and word order errors making speech unintelligible
Comprehension	Understands everyday conversation	Understands almost everything at normal speech; may require occasional repetition	Difficulty understanding what is said necessitating frequent slower-than-normal repetitions	Cannot understand a simple conversation

Holistic vs. Analytic Rubrics

Analytic Rubrics	Holistic Rubrics
Advantages • More detailed feedback since each element is evaluated separately • Each criteria may be weighted to reflect its relative importance • Useful for formative assessment for students • Useful for faculty to link back to instruction • Scoring is more consistent across scorers	**Advantages** • Less time-consuming to develop and score • May be used for many tasks when written generically • Better for summative assessment for an overall performance judgement
Disadvantages • More time-consuming to develop • More time-consuming for scorers to use	**Disadvantages** • Does not provide specific feedback about strengths and areas of improvement • Not as useful for formative assessment • More challenging to tie back to instruction • Greater need for norming to obtain consistency in interpretation

Steps to Develop an Analytic Rubric

Step 1	Step 2	Step 3	Step 4	Step 5

Step 1

Identify the Student Learning Outcome (what students should know or be able to do)

Step 2

Establish the criteria to be rated *(rows in a table)*

- Specify the content knowledge, skills, and/or behaviors (select the ones most important for assessment)

Step 3

- **Develop a scoring scale to reflect levels of mastery** *(columns in a table)*
- Determine the number of levels (note: an even-numbered scale is recommended)
- Determine different levels of performance (e.g., novice, intermediate, proficient, fluent)
- Ensure consistency in scoring scales

Step 4

- **Describe each level of the scoring scale** *(cells in a table)*
- Define each level with descriptors reflecting the quality (note: avoid using "less fluent" and use "hesitant" or "halting" instead)
- Suggestion: Start with the best product, then novice-level work, then the levels in-between

Step 5

Test the rubric: Apply the rubric to various to various samples of an assignment
- An "A" in the assignment ≠ SLO mastery

Discuss with colleagues

Review feedback and revise

Additional Tips

- **Find and adapt an existing rubric**
  - E.g., https://www.aacu.org/value-rubrics, https://www.cpp.edu/assessment/assessment-tools.shtml
  - Rubrics developed by disciplinary professional organizations
- **Evaluate the rubric**
  - Does it relate?
  - Is there anything extraneous?
  - Is it feasible and manageable?
- **Use it to score sample student work**
- **Expect multiple drafts**
- **Share it!**

Sharing and Questions

Email: jchong@cpp.edu OR apr@cpp.edu

https://www.cpp.edu/assessment/