

RUBRICS & EQUITABLE ASSESSMENT

Rethink Your Assessments for Remote Environments
with Ed Tech Series

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AGENDA

- What are rubrics?
- Why you should consider using rubrics?
- How to make rubrics more effective
- Types of rubrics
- CourseLink Rubrics tools
- Demos in CourseLink
- Q & A

WHAT IS A RUBRIC?

- A scoring tool..
- Consist of:
 - **Criteria:** the aspects of the work to be assessed
 - **Performance levels:** a rating scale that places the student's work
 - Level 1 thru 4
 - Exceeds, Meets, Approaches Expectations
 - **Descriptors:** the characteristics of each criteria at a specific performance level

WHEN SHOULD I CONSIDER USING A RUBRIC?

- For “open” tasks that do not have straight-forward, objective answers:
 - Term papers, essays, field reports, seminar presentations, professional performance, clinical consultation, creative works, etc.
- In cases where you have multiple graders and/or new graders

WHY USE A RUBRIC? – INSTRUCTORS/TAs

- Reduce time spent grading
 - Increased work up front for reduce effort during grading to provide feedback
- Help to ensure consistency across time and across graders
- Reduced uncertainty around grades
 - Expectations around re-grade requests?
- Effective communication may discourage complaints around grades

WHY USE A RUBRIC? – STUDENTS

- Clarify expectations
 - High stakes assessment for students
- Improved academic performance* (modest)
- Allows student to monitor their progress as they work on the assessment
- Avenues for self- and peer-assessment

CONCERNS

- Designing an effective rubric can be a time-consuming process, may not be practical for every assessment
- Students may not actually understand/gain additional insight from the rubric (too long, too unclear, etc.)
- Does the rubric assess what you want it to?
- What about an assignment where each part is done well, but the overall falls short?
- Rubrics are too restrictive; students will just do what they need to the reach a certain level
 - Rubrics don't leave room for/award creativity

ENHANCING RUBRIC EFFECTIVENESS

1. Co-creation of rubrics with students
 - Help students to be more aware of the expectations & have a better understanding of where their marks come from
 - Does require time in class to develop
2. Allotting class time to discussion of assignment and rubric
 - Discussion can allow students to contextualize the criteria and expectations

ENHANCING RUBRIC EFFECTIVENESS

3. Providing students with exemplars of student work
 - Students believe that seeing examples at different grade levels can help to clarify any rubrics used
4. Using rubrics for self-assessment
 - Building in self reflection for students
 - Have students use the text box within the Dropbox folder to explain where they think their work is

TYPES OF RUBRICS

HOLISTIC RUBRICS

- Often 3-5 levels of performance along with a broad description of the characteristics at each level

Level 4	Level 3	Level 2	Level 1
Cookies are baked to an ideal texture, excellent balance of sweet and salty, excellent chocolate to cookie ratio.	Cookies have a good texture, not too sweet or salty, adequate use of chocolate chips	Cookies are slightly over- or underdone, flavour profile is unbalanced, needs more chocolate chips.	Cookies are burnt or raw, too sweet, too salty, or both, requires significantly more chocolate chips.

ANALYTIC RUBRICS

- Breaks down the characteristics of an assignment into individual criteria

	Level 4	Level 3	Level 2	Level 1
Texture	Cookies have an ideal texture.	Cookie have a good texture.	Too soft or too hard.	Burnt or raw.
Taste	Excellent balance of sweet and salty.	Not too sweet or too salty.	Unbalanced. Too sweet <u>or</u> too salty.	Too sweet <u>and</u> too salty. No flavour at all.
Use of Chocolate	Excellent use of chocolate	Good use of chocolate	Not enough chocolate.	Almost no chocolate chips

HOLISTIC OR ANALYTIC?

Holistic	Analytic
<p>Advantages:</p> <ul style="list-style-type: none">-easier to create-shorter grading time	<p>Advantages:</p> <ul style="list-style-type: none">-Gives students a clear idea of why they received the grade they did
<p>Disadvantages:</p> <ul style="list-style-type: none">-lack of targeted feedback for students	<p>Disadvantages:</p> <ul style="list-style-type: none">-More time spent creating-Students don't always read everything

SINGLE-POINT RUBRICS

- Similar in style to an analytic rubric, but only shows students the criteria for a 'proficient' assessment.

	Needs Improvement	Proficient	Exceeds Standards
Texture		Cookie have a good texture.	
Taste		Not too sweet or too salty.	
Use of Chocolate		Good use of chocolate	

WHY CONSIDER A SINGLE POINT RUBRIC?

Advantages:

- Less language for students to read and understand
- Rubric is more open-ended leaving more room for creativity

Disadvantages:

- Grading can take more time as more reliant on Instructor/TA feedback

COURSELINK RUBRICS TOOL

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COURSELINK RUBRICS

- Accessed by Instructor or TA roles through the Course Admin option.
- Can be added to the course navigation bar

Assessment

 Awards	 Checklists	 Competencies
 Dropbox	 Grades	 Quick Eval
 Quizzes	 Rubrics	 Self Assessments
 Surveys		

COURSELINK RUBRICS

[Course Home](#) [Content](#) [Groups](#) [Dropbox](#) [Discussions](#) [Quizzes](#) [Grades](#) [Course Admin](#) [CourseLink Help](#)

Rubrics

[Help](#)

[New Rubric](#)

Rubrics available to this org unit are listed below. The Status column indicates the status of each rubric and affects how it can be used. [What is a rubric status?](#)

Search For...



[Show Search Options](#)



<input type="checkbox"/>	Name ▲	Description	Type	Scoring Method	Status
<input type="checkbox"/>	Case Study Core Components ▼		Analytic	Custom Points	Published
<input type="checkbox"/>	Discussion Board Assessment ▼		Analytic	Points	Published
<input type="checkbox"/>	Holistic Rubric - Landscape (Adapted from The Art of Education) ▼		Holistic	Percentages	Published
<input type="checkbox"/>	Monologue Performance Rubric (Adapted from Theatre Folk) ▼		Analytic	Custom Points	Published

COURSELINK RUBRICS

- Two structures:
 - Holistic
 - Analytic
- Can be associated with:
 - Dropbox folders
 - Discussion topics
 - Grade items

HOLISTIC

Edit Rubric ▼

Status: Published ▼

Name*
Holistic Rubric - Landscape (Adapted from The Art of Education)

Type: Holistic ▼ Scoring: Percentage ▼ ↔ Reverse Level Order

Level 4	Level 3	Level 2	Level 1
85 %	70 %	50 %	0 %
The work shows an <i>exceptional</i> understanding of: -foreground, middleground, and background. -atmospheric perspective, -overlapping and size variation.	The work shows <i>proficient</i> understanding of: -foreground, middleground, and background. -atmospheric perspective, -overlapping and size variation.	The work shows a <i>developing</i> understanding of: -foreground, middleground, and background, -atmospheric perspective, -overlapping and size variation.	The work <i>does not</i> show understanding of: -foreground, middleground, and background, -atmospheric perspective, -overlapping and size variation.

[+ Add Criterion](#)

Options ▶

ANALYTIC

Edit Rubric ✓ Saved Status: Published

Name*

Type: Analytic Scoring: Custom Points ↔ Reverse Level Order

	Level 4	Level 3	Level 2	Level 1	
Comprehension	8 pt Thorough understanding of the text. Brings text to life.	6 pt Solid understanding of the text and what is means.	4 pt Some understanding of the text.	2 pt Comprehension needs works. Little understanding of the text and what it means.	/ 8
Initial Feedback					
Characterization	8 pt Fully development and believable character. Used Character Analysis sheet well.	6 pt Characterization is solid. Believable and many character details.	4 pt Characterization is satisfactory. Somewhat believable, some character details	2 pt Characterization needs work. Not believable, no character details.	/ 8
Initial Feedback					

RUBRIC OPTIONS

Options

Rubric Visibility

- Rubric is visible to students
- Rubric is hidden from students
- Include rubric feedback in overall feedback
- Rubric is hidden from students until feedback is published

Score Visibility



- Hide scores from students

GRADING WITH RUBRICS

- Select a level for each criterion
- Override default points, as necessary
- Rubric auto-saves as you work

Criteria	Outstanding 5 points	Average 3 points	Marginal 1 point	Criterion Score
Timeliness of Postings Add Feedback	Made an initial post early in the week; responded to more than 1 other student's post; responded to all replies made to their original post; active, sustained participation throughout discussion periods; postings evening spaced throughout discussion period. ✓	Made an initial post before the weekend; responded to at least 1 other posting; responded to some replies made to their original post.	Did not contribute at all or until the final day of the discussion period.	5 / 5
Critical Analysis and Synthesis Add Feedback	Posts are substantive in nature and demonstrate a critical analysis of points made; comments connect with application and practice and drive conversation forward.	Posts are substantive in nature and demonstrate a critical analysis of points made; comments connect with application and practice, but might not drive conversation forward. ✓	Posts are not substantive or analytical, or do not address application and practices.	3 / 5
Structural and Functional Relevance Add Feedback	A substantial amount of relevant structural and/or functional anatomic detail is included in the post.	A moderate amount of relevant structural and/or functional anatomic detail is included in the post. ✓	Little to no relevance to the structural and/or functional anatomic detail is included in the post.	3.5 / 5*
Research and Resources Add Feedback	Relevant resources were used to formulate the analysis. ✓	At least one relevant resource was indicated in the post.	Resources used to formulate the analysis were not indicated in the post.	4 / 5*
Total				15.5 / 20

RUBRICS TOOL CONSIDERATIONS

1. Rubrics must be Published to be available to associate with another tool.
2. Once a rubric is associated with a folder/topic, it cannot be deleted (link icon). 
3. Once a rubric has been used to evaluation, it cannot be deleted or edited (lock icon). 
4. Rubrics should have at least two levels of performance associated with them
5. When grading, you must select a performance level. Only inputting a number in the criterion score column will result in an incomplete rubric that will not be released to students

DEMOS

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DEMO LIST

- Rubric tool
- Create a rubric
- Attach a rubric to a Dropbox
- Grade using a rubric

RESOURCES & SUPPORT

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DESIGNING RUBRICS

- VALUE Rubrics
- Google can be your best friend
- Backwards design principles
 - What do you want students to be able to do?
- Reflective practice
 - Rubric design is an iterative process
 - What went well? Where did the rubric fall short?

RESOURCES

- OpenEd Support & Documentation – Rubrics:
<https://support.opened.uoguelph.ca/instructors/courselink/tools/content/rubrics>
- Know your terms: Holistic, analytic, and single-point rubrics. (2014) Cult of Pedagogy. <https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/>
- Creating a using rubrics. Eberly Center, Carnegie Mellon University. <https://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html>
- Bacchus, R. et al. (2020) When rubrics aren't enough: exploring exemplars and student rubric co-construction. *J. Curriculum & Pedagogy* 17(1): 48-61
- Francis, JE (2018) Linking rubrics and academic performance: an engagement theory perspective. *J. University Teaching & Learning Practice* 15(1), article 3

SUPPORT

CourseLink Technical Support

- Phone:
 - 519-824-4120 x56939
 - 1-866-275-1478 (CAN/US)
- Email:
 - courselink@uoguelph.ca

Instructional Technology Specialists

- Consultation request form: <http://bit.ly/UG-ITS-Consult>
- Email: insttech@uoguelph.ca