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

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cookies are baked to an ideal texture, excellent balance of sweet and salty, excellent chocolate to cookie ratio.</td>
<td>Cookies have a good texture, not too sweet or salty, adequate use of chocolate chips</td>
<td>Cookies are slightly over- or underdone, flavour profile is unbalanced, needs more chocolate chips.</td>
<td>Cookies are burnt or raw, too sweet, too salty, or both, requires significantly more chocolate chips.</td>
</tr>
</tbody>
</table>
**Analytic Rubrics**

- Breaks down the characteristics of an assignment into individual criteria

<table>
<thead>
<tr>
<th></th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Texture</strong></td>
<td>Cookies have an ideal texture.</td>
<td>Cookie have a good texture.</td>
<td>Too soft or too hard.</td>
<td>Burnt or raw.</td>
</tr>
<tr>
<td><strong>Taste</strong></td>
<td>Excellent balance of sweet and salty.</td>
<td>Not too sweet or too salty.</td>
<td>Unbalanced.</td>
<td>Too sweet and too salty. No flavour at all.</td>
</tr>
<tr>
<td><strong>Use of Chocolate</strong></td>
<td>Excellent use of chocolate</td>
<td>Good use of chocolate</td>
<td>Not enough chocolate.</td>
<td>Almost no chocolate chips</td>
</tr>
</tbody>
</table>
# Holistic or Analytic?

<table>
<thead>
<tr>
<th>Holistic</th>
<th>Analytic</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advantages:</strong></td>
<td><strong>Advantages:</strong></td>
</tr>
<tr>
<td>- easier to create</td>
<td>- Gives students a clear idea of why they received the grade they did</td>
</tr>
<tr>
<td>- shorter grading time</td>
<td></td>
</tr>
<tr>
<td><strong>Disadvantages:</strong></td>
<td><strong>Disadvantages:</strong></td>
</tr>
<tr>
<td>- lack of targeted feedback for students</td>
<td>- More time spent creating</td>
</tr>
<tr>
<td></td>
<td>- Students don’t always read everything</td>
</tr>
</tbody>
</table>
**Single-point Rubrics**

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

<table>
<thead>
<tr>
<th></th>
<th>Needs Improvement</th>
<th>Proficient</th>
<th>Exceeds Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texture</td>
<td></td>
<td>Cookie have a good texture.</td>
<td></td>
</tr>
<tr>
<td>Taste</td>
<td></td>
<td>Not too sweet or too salty.</td>
<td></td>
</tr>
<tr>
<td>Use of Chocolate</td>
<td></td>
<td>Good use of chocolate</td>
<td></td>
</tr>
</tbody>
</table>
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
**COURSELINK RUBRICS**

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

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?**

<table>
<thead>
<tr>
<th>Name</th>
<th>Description</th>
<th>Type</th>
<th>Scoring Method</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study Core Components</td>
<td></td>
<td>Analytic</td>
<td>Custom Points</td>
<td>Published</td>
</tr>
<tr>
<td>Discussion Board Assessment</td>
<td></td>
<td>Analytic</td>
<td>Points</td>
<td>Published</td>
</tr>
<tr>
<td>Holistic Rubric - Landscape...</td>
<td></td>
<td>Holistic</td>
<td>Percentages</td>
<td>Published</td>
</tr>
<tr>
<td>Monologue Performance Rubric...</td>
<td></td>
<td>Analytic</td>
<td>Custom Points</td>
<td>Published</td>
</tr>
</tbody>
</table>
COURSELINK RUBRICS

• Two structures:
  – Holistic
  – Analytic
• Can be associated with:
  – Dropbox folders
  – Discussion topics
  – Grade items
HOLISTIC

Edit Rubric

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

Type: Holistic

Scoring: Percentage

Reverse Level Order

Level 4
85 %

Level 3
70 %

Level 2
50 %

Level 1
0 %

The work shows an exceptional understanding of:
- foreground, middleground, and background.
- atmospheric perspective,
- overlapping and size variation.

The work shows proficient understanding of:
- foreground, middleground, and background.
- atmospheric perspective,
- overlapping and size variation.

The work shows a developing understanding of:
- foreground, middleground, and background.
- atmospheric perspective,
- overlapping and size variation.

The work does not show understanding of:
- foreground, middleground, and background.
- atmospheric perspective,
- overlapping and size variation.

Options

Status: Published

UNIVERSITY OF GUELPH
OPEN LEARNING AND EDUCATIONAL SUPPORT

OPENED
ANALYTIC

Edit Rubric

Name:
Monologue Performance Rubric (Adapted from Theatre Folk)

Type: Analytic
Scoring: Custom Points
Reverse Level Order

<table>
<thead>
<tr>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Comprehension</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 pt</td>
<td>6 pt</td>
<td>4 pt</td>
<td>2 pt</td>
</tr>
<tr>
<td>Thorough understanding of the text. Brings text to life.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Solid understanding of the text and what is means.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some understanding of the text.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Comprehension needs works. Little understanding of the text and what it means.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Characterization</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 pt</td>
</tr>
<tr>
<td>Fully development and believable character. Used Character Analysis sheet well.</td>
</tr>
<tr>
<td>Characterization is solid. Believable and many character details.</td>
</tr>
<tr>
<td>Characterization is satisfactory. Somewhat believable, some character details</td>
</tr>
<tr>
<td>Characterization needs work. Not believable, no character details.</td>
</tr>
</tbody>
</table>

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
**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.
DEMO LIST

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