

# Developing Interactive and Transparent Rubrics

SAFIEH MOGHADDAM

ASSISTANT PROFESSOR

ASSOCIATE CHAIR

DEPARTMENT OF LANGUAGE STUDIES

UNIVERSITY OF TORONTO, SCARBOROUGH

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# Agenda

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- Background
- Two Main Types of Rubrics
- Three Main Features of Rubrics
- How to Use Rubrics Effectively
- Student's Perception of Rubrics
- Rubrics: Reliability and Validity

# Rationale

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“The most important principle in grading is this: Grading should be integrated with everything else that happens in the classroom. The grade is not an isolated artifact slapped on at the end; it is part of a system that includes shaping goals and assignments, communicating with students, helping them learn what they need, responding to them, and evaluating the quality of their work” ([Walvoord & Anderson, 2010, p. 61](#)).

“The research suggests that a course may increase student motivation for learning when it has.. . criteria, standards, and expectations for student performance that are clear, challenging, and fairly applied to everyone” ([Walvoord & Anderson, 2010, p. 26](#)).

ACUE (5A and 5B)

## More Reasons Why We Need Rubrics:

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- Provide detailed and constructive feedback
- Show standards of quality for a particular assessment
- Show students which areas they need to work on
- **Rubrics add transparency, consistency, and efficiency to grading**

# Two Main Types of Rubrics

**Analytic** a grid of “criteria” (columns) and “levels” of achievement (rows). The instructor assigns points or weights to particular criteria, and then evaluates student performance in each area. This is useful in providing feedback on areas of strength and weakness. Because of this, analytic rubrics take more time to develop than a holistic rubric.

## Analytic Rubric

Category	(Exemplary) 4	(Good) 3	(Marginal) 2	(Unacceptable) 1
Quality of Information	Information clearly relates to the main topic and adds new concepts, information. It includes several supporting details and/or examples. Consistently establishes source documentation for ideas.	Information clearly relates to the main topic. It provides at least 1 supporting detail or example. Occasionally provides documentation.	Information clearly relates to the main topic. No details and/or examples are given. Provides documentation when requested.	Information has little or nothing to do with the main topic or simply restates the main concept. It does not advance the discussion. Does not provide documentation for sources.
Critical Thinking	Enhances the critical thinking process consistently through reflection and questioning of self and others; is a quality response that advances thoughts forward; adds to the discussion/ is a critical response.	Some critical thinking and reflection is demonstrated in discussion by the writer/ponder	Responds to questions but does not engage in premise reflection	Does not respond to questions pose by the facilitator.
Collaboration	Encourages and facilitates interaction among members of the online community. Reflects and evaluates own practices. Encourages colleagues to evaluate their teaching.	Responds to other members of the online community. Reflects on own practices.	Limited Interactions or responses to other members of the online community.	Responds to the discussion facilitator only. No interaction with peers
Professional Language	Professional vocabulary and writing style are used consistently throughout the discussion.	Professional vocabulary and writing style are used frequently throughout the discussion.	Professional vocabulary and writing style are used occasionally throughout the discussion.	Professional vocabulary and writing style are not used.
Timeliness	One thread and two responses posted within time frame	One thread and one response on time. One response late	Thread or two responses late.	Thread and responses late

# Different Types of Rubrics

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**Holistic:** describes characteristics of each level of performance for an assignment or activity overall (e.g. characteristics of an excellent research paper).

	Excellent Level 3	Competent Level 2	Needs Work Level 1
Organization	This paper has a strong and clear organization. Most of the paragraphs are a reasonable length, and each paragraph covers a distinct subtopic of the overall argument. Most of the paragraphs start with a relevant topic sentence and end with a concluding sentence.	This paper has a clear organization. Some of the paragraphs are a reasonable length, but some others may run longer or be unacceptably short. Each paragraph attempts to cover a distinct subtopic of the overall argument. Some of the paragraphs start with a topic sentence and end with a concluding sentence.	This paper has confusing or minimal organization. Few of the paragraphs are a reasonable length, and it is difficult to identify the purpose of each paragraph. Few paragraphs start with a topic sentence and end with a concluding sentence.
Clarity	...	...	...
Argument	...	...	...
Grammar	...	...	...

# Three Main Features of Rubrics

- Evaluation Criteria
- Quality Definitions
- Scoring Strategy

THREE  
ESSENTIAL  
FEATURES

Evaluation  
criteria

Quality  
definitions

Scoring  
strategy

Veterinary Medicine Patient Education Poster EVALUATION SHEET				
For each of the areas noted, check the box which reflects your rating:				
AREA	Less than minimum level of performance	Minimally expectable level of performance	Expected level of performance	Exceeding expected level of performance
Poster Content and References	Poster has < 75% of required information. One or more of references/resources are inappropriate, or incorrectly cited. <input type="checkbox"/> 5 PTS	Poster has 75% of required information. References/resources appropriate and correctly cited but fewer than five are listed. <input type="checkbox"/> 7 PTS	Poster has all of the required information. References and resources appropriate and correctly cited. (5 or more) <input type="checkbox"/> 8 PTS	Poster has all of the required information and some additional. References and resources are appropriate and correctly cited. (5 or more) <input type="checkbox"/> 10 PTS
Poster appearance Organization	Too much/little information listed. Graphics do not go with accompanying text or appear to be randomly chosen. Formatting and organization are confusing to the reader. <input type="checkbox"/> 5 PTS	Too few graphics making poster "text-heavy" Or too many graphics causing distraction from text. Formatting and organization are not helpful to reader. <input type="checkbox"/> 7 PTS	Inappropriate font size. Balanced use of graphics and text. Organization is very good and aids the reader. <input type="checkbox"/> 8 PTS	Balanced use of graphics and text. Formatting is exceptional and poster is well organized. <input type="checkbox"/> 10 PTS
Accuracy	Less than 80% of the facts on the poster are accurate. <input type="checkbox"/> 5 PTS	80-89% of the facts on the poster are accurate. <input type="checkbox"/> 7 PTS	90-99% of facts on poster are accurate. <input type="checkbox"/> 8 PTS	All facts on poster are accurate. <input type="checkbox"/> 10 PTS
Writing and Terminology	Less than half of poster written at a 3rd grade level. Contains > 4 errors in capitalization, punctuation or spelling. <input type="checkbox"/> 5 PTS	Mostly written at a 3 <sup>rd</sup> grade level. Contains 3-4 errors in capitalization, punctuation or spelling. <input type="checkbox"/> 7 PTS	Written at a 3rd grade reading level. 1-2 errors in capitalization, punctuation or spelling. <input type="checkbox"/> 8 PTS	Written at a 3rd grade reading level. Capitalization, punctuation, and spelling are correct <input type="checkbox"/> 10 PTS
Points from each category				

# How to Use Rubrics More Effectively

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- Develop a different rubric for each assessment
- Be transparent
- Integrate rubrics into assignments
- Leverage rubrics to manage your time
- Be prepared to revise your rubrics
- Consider developing online rubrics



# Student Perception of Rubrics

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- Understand expectations and components of an assignments
- Become more aware of their learning process and progress
- Improve work through timely and detailed feedback.

<https://teaching.cornell.edu/teaching-resources/assessment-evaluation/using-rubrics>

# Rubrics: Reliability, Validity, and Transparency

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- **Reliability:** Does it assess consistently across the submission of evaluations?
- **Validity:** Does the rubric assess what it says it will assess?
- **Transparency:** Does it make it clear to the students the criteria on which they will be graded?

# References

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Facione, P. & Facione, N. (1994). *The holistic critical thinking rubric* . Insight Assessment/California Academic Press.

Rhodes, T. (2009). *Assessing outcomes and improving achievement: Tips and tools for using the rubrics*. Washington, DC: Association of American Colleges and Universities.

Walvoord, B& Anderson,V. (2010).*Effective Grading: A tool for Learning and Assessment in College*. 2nd ed. San Francisco: Jossey-Bass

<https://acue.instructure.com/courses/648/modules>

<https://www.proquest.com/docview/2136867117?pq-origsite=gscholar&fromopenview=true>

<https://wisc.pb.unizin.org/teachonlinerubrics/chapter/types-of-rubrics/>

<https://u.osu.edu/cvmofficeofteachingandlearning/2018/03/19/rubrics-add-transparency-consistency-and-efficiency-to-grading/>

<https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/rubrics-useful-assessment-tools>