# Developing Interactive and Transparent Rubrics

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# Agenda

- 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

"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:

- 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 tople, 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 oritical thinking and reflection is demonstrated in discussion by the writerires 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 membes of the online community. Reflects and evaluates own practices. Encourages colleagues to evaluate their teaching.	Responds to other members of the onine 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

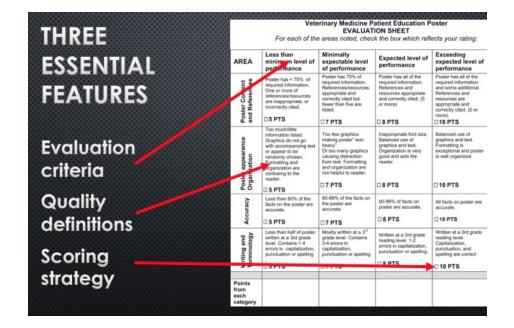
Holistic: describes characteristics of each level of performance for an assignment or activity

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			van.

#### Three Main Features of Rubrics

- Evaluation Criteria
- Quality Definitions
- Scoring Strategy



### How to Use Rubrics More Effectively

- 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

- 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

- 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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