



Assessment is Awesome or: How We Stopped Worrying & Learned to Love Rubrics

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Welcome to the 2nd Faculty Fun Friday Virtual Session!

Presenters & Participants:

- **Carina Self, Associate Dean for Academic Effectiveness**
Simple job description: Are we doing what we say we are doing with respect to students' learning? Worked in higher education in various roles, including full-time and part-time faculty, at five different institutions. At GSC since July 2015.
- **Julie Moser, Director of Faculty Development & Senior Lecturer**
Simple job description: Always growing in teaching and learning, helping connect faculty to resources and supports informed by GSC's collaborative faculty evaluation process. Worked first as a journalist covering education, then in higher education marketing, evaluation, teaching, and online program development.

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UNBOXING & HELLO!

Thank you for joining us!



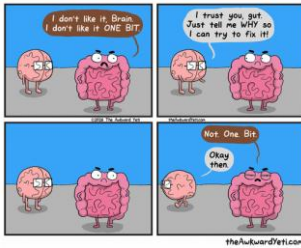
As we unbox, let's share quickly: name, what you teach, and one thing you like about teaching at GSC?

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Goals for Today

- Explain basic features of a rubric
- Provide reasons why rubrics are helpful tools for efficient and effective teaching and learning
- Get our feet wet with creating an assignment rubric
- Locate resources for assistance and next steps





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A rubric is a tool that helps faculty and students decide whether an example of student work demonstrates that students met the learning goals for the assignment, course, and/or program.

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Basic Anatomy of a Rubric

		The Hamburger Rubric			
Criterion		1	2	3	4
Performance Descriptors		Student needs reaching and extra support to understand what is required to meet the standard.	Student has added some "meat" to teacher understanding of the concept and/or performance. With some revision, this work can meet standard.	Student has demonstrated proficiency. He/she understands the concept and has met performance requirements. This work meets the standard.	Student demonstrates understanding and performance beyond proficiency and has exceeded the standard.
					
Levels		Getting Started	Work In Progress	Standard Work	Deluxe Work

(Example of a holistic rubric)

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Would a rubric have helped in either of these scenarios?

Why? Why not?

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Rubrics and Grading

Using rubrics for grading:

- You communicate (again) the learning goals of the assignment
- You relate those goals to how well a student's work demonstrates that they met those goals (learning outcomes)
- You show the relative value of different parts of the assignment

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Rubric for Presentation on Rubrics Draft

This rubric was created as a test for Camia to better understand the process of creating rubrics in Moodle.

Described major structural elements and purposes they serve	0 points	1 points	2 points	3 points
Gave 2-3 persuasive reasons for faculty to create and use rubrics	0 points	2 points	4 points	6 points
Gave 2-3 persuasive reasons why rubrics benefit students	0 points	2 points	4 points	6 points
Explained basic process for creating a rubric (not technical)	0 points	4 points	8 points	12 points
Provided sufficient links and appropriate tools for faculty to practice creating a rubric	0 points	1 points	2 points	3 points
Presentation style: good eye contact, competent use of technology, thorough and useful responses to audience	0 points	1 points	2 points	3 points

Example of grading rubric

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WARNING

A rubric does not help you if you are not clear about the basic goals of the learning experience *(but developing a rubric can help you GET clear).*

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Writing Effective Criteria

1. Needs to be concrete enough that you can tell the difference between good work and not-so-good work
2. Add to general terms like “adequate number” to be more specific (three or more)
3. If you only have one descriptor, describe the highest level of performance

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Writing Effective Criteria (con.)

4. Should mirror the expectations you communicated to students initially
5. Taken together, should be appropriate to the level of student you teach (Grad students should have to do more than describe, for example)
6. Should align with expectations in professional settings (tone, writing, etc.)

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STOP and DO

Think of one of your assignments.

Write down the 5-6 major criteria you use to figure out if students were successful on that assignment.

Edit the criteria so that they follow the principles just outlined.

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Practice developing a rubric...

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Step 1: Identify an assignment for which you want to develop a rubric.



Step 2: Make a list of what you wanted the students to learn from the assignment (your criteria).



Step 3: Prioritize the list you made in Step 2.



Step 4: Determine how many levels of performance you want to use (usually between 3 and 5 is good).



Step 5: Either create descriptors for the criteria at the highest level of performance OR Create performance descriptors at each level for each criterion.



Step 6: Assign point values to the criteria at each level of performance.

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Rubric Building Grid

Criteria	Performance Level	Performance Level	Performance Level	Performance Level	Performance Level

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A Few Reasons to Use Rubrics...

- Once you develop one, you can use it over and over and revise it as you revise the assignment.
- You can associate points with different parts of the rubric to facilitate grading.
- You can have students evaluate their work with it before they turn it in, which helps them in the revision process.

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A Few More Reasons ...

- If a student complains about a grade, you can explain it to them using the rubric performance descriptors and criteria.
- When giving a complicated assignment, you can have students assess a sample project using the rubric. This allows you to use a "non-perfect" example and still provide a model to students.

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But Wait: MORE Reasons to Use Rubrics!

- You can align them with course and program outcomes and see how they relate to professional learning standards and national learning frameworks. (another workshop)
- You can look at scores across your students' rubrics to identify areas where students need more instruction or support (another workshop)
- You can build them into Moodle! (upcoming webinar or contact your friendly Instructional Design team at GSC)

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Next Steps...

- Explore developing and using rubrics and refine over a few terms to enhance for student success
- Rubric design resources:
 - Faculty Lounge: virtual forum (Carina and Julie – and one another!)
 - Instructional Design Team ([submit a ticket](#))
- Use “final” rubrics with Moodle assignments and the gradebook: stay tuned for webinar info

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Thank You!

Online Survey Link:

https://granitestatecollege.co1.qualtrics.com/SE/?SID=SV_86sXqVwxYpcE1DN

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