FLO WORKSHOP -
Rubrics Rubrics Rubrics!

Hosted by Helena Prins, Advisor, BCcampus

Facilitator: Jacquie Harrison

Helena Prins

BCcampus

hprins@bccampus.ca

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BCcampus
Learning. Doing. Leading.

Since time immemorial, the səlilwətaʔɬ təməxʷ (Tsleil-Waututh), Skwxwú7mesh-ulh Temíxw (Squamish), xʷməθkʷəyəm (Musqueam), WSÁNEĆ (Saanich), and the Esquimalt and Songhees Nations of the Ləkʷəŋən (Lekwungen) Peoples have walked gently on the unceded territories where we are grateful to live, work, and play. We are committed to building relationships with the first peoples here, based in honour and respect, and we thank them for their hospitality.

Rubrics, Rubrics, Rubrics.

Jacquie Harrison

September 1, 2021

Introductions
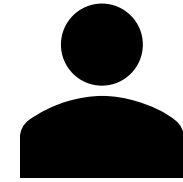
Workshop objectives

- Select rubric type for task and purpose

- Make a rubric

- Evaluate rubrics for indicators of quality.

Agenda

Part 1: Primer on Rubrics

Part 2: Development of Rubric

Part 3: Peer Review

Reconvene to debrief

What is a rubric?

A criterion-referenced assessment tool that is used to evaluate the quality of a performance or a product.

Breakfast in Bed:

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	

Criteria

Performance Descriptors

https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/

Breakfast in Bed: Holistic Rubric

| Score	Description
4	All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal.
3	Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal.
2	Some food is cooked poorly, some aspects of presentation are sloppy or unclean, or the recipient is uncomfortable at times.
1	Most of the food is cooked poorly, the presentation is sloppy or unclean, and the recipient is uncomfortable most of the time.

Breakfast in Bed: Single-Point Rubric

Concerns *Areas that Need Work*	Criteria *Standards for This Performance*	Advanced *Evidence of Exceeding Standards*
	Food: All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	
	Presentation: Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	
	Comfort: Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	

Analytic vs. Holistic vs. Single-Point

Which one is better?
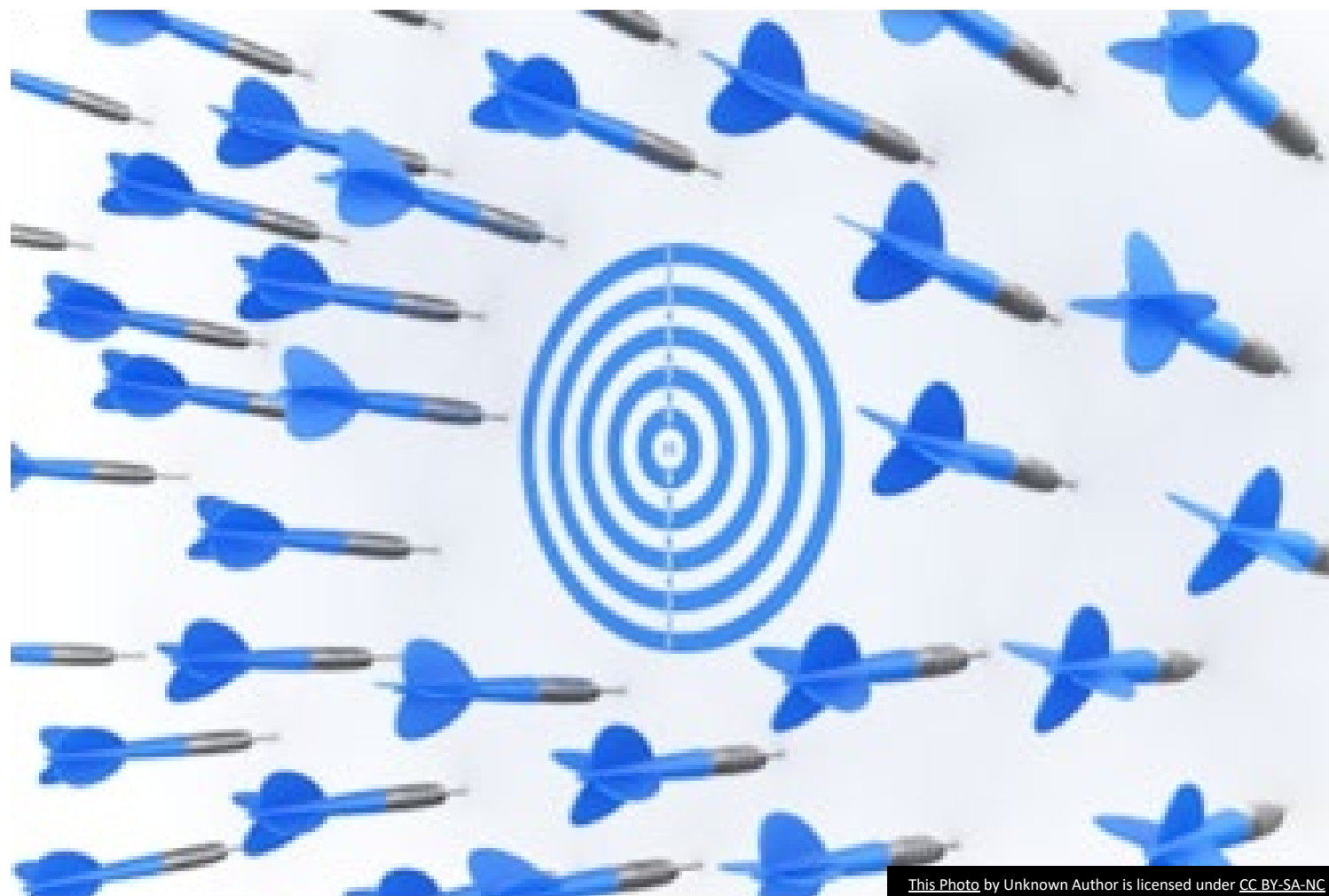
This Photo by Unknown Author is licensed under CC BY-SA-NC

Rubrics – Missing the Mark

Analytic Rubric: Using Oxy-Fuel Equipment

	Not yet 1	Satisfactory 2	Good 3	Excellent 4	Score
Assembling Outfit					
Testing for Leaks					
Lighting & Adjusting					
Shutting Down and Disassembling					
Cutting rebar, bolts, and plate steels					

Checklist

Level 2 | C4 | Using oxy-fuel equipment: Assessment Rubric

Criteria Assembling outfit	Student Mark (/1)	Instructor Mark (/1)
☐ Appropriate protective clothing is worn.		
☐ Cylinders are secured upright in cart.		
☐ Cylinder caps are removed.		
☐ Cylinder valves are cracked to remove dirt.		
☐ Regulators are attached to valves; regulators are closed.		
☐ RFCVs are attached to regulators; arrows are matched to gas flow.		
☐ Hose is connected to regulator RFCVs.		
☐ Hose is blown out: oxygen hose with oxygen; acetylene hose with acetylene.		
☐ RFCVs are attached to torch handle.		

Criteria: What are you measuring?
Online Discussion Forum Rubric - Draft

Score	Criteria
	Discussion Posts: Discussion posts analyzed underlying concepts of required readings using correct terminology. Postings integrate an outside resource, or relevant research, or specific real-life application (work experience, prior coursework, etc.) to support important points
	Citations: Resources were cited correctly
	Mechanics: Posts contain no errors in spelling, grammar, or punctuation
	Timeliness: Discussion forum post was posted on time. Responses were posted within 24 hours
	Number of Posts and Responses; 4 posts and 4 responses.
	Word Count: Posts were between 300 - 400 words. Responses were a minimum of 250 words

Adapted from: https://www.cultofpedagogy.com/rubric-repair/

Online Discussion Forum Rubric: Revised

Criteria
Critical Analysis: Posts analyze underlying concepts of required readings using correct terminology. Posts integrate an outside resource, or relevant research, or specific real-life application to support important points
Participation as a Community Member: Posts actively stimulate and sustain discussion by building on peers' responses including building a focused argument around a specific issue or asking a new related question or making an oppositional statement supported by personal experience or related research.
Professional Communication and Etiquette: Interactions show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.

Adapted from: https://www.cultofpedagogy.com/rubric-repair/

Weighting
Online Discussion Forum - Draft

Criteria	Score
Critical Analysis: Posts analyze underlying concepts of required readings using correct terminology. Posts integrate an outside resource, or relevant research, or specific real-life application to support important points.	/25
Participation as a Community Member: Responses actively stimulate and sustain discussion by building on peers' responses including building a focused argument around a specific issue or asking a new related question or making an oppositional statement supported by personal experience or related research.	/25
Professional Communication and Etiquette: Interactions show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.	/25
Quality of Writing and Proofreading: Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	/25
Total	/100

Weighting
Online Discussion Forum – Revised.

Criteria	Score
Critical Analysis: Posts analyze underlying concepts of required readings using correct terminology. Posts integrate an outside resource, or relevant research, or specific real-life application to support important points.	/35
Participation as a Community Member: Responses actively stimulate and sustain discussion by building on peers' responses including building a focused argument around a specific issue or asking a new related question or making an oppositional statement supported by personal experience or related research.	/35
Professional Communication and Etiquette: Interactions show respect and sensitivity to peers' gender, cultural and linguistic background, sexual orientation, political and religious beliefs.	/20
Quality of Writing and Proofreading: Written responses are free of grammatical, spelling or punctuation errors. The style of writing facilitates communication.	/10
Total	/100

Adapted from: https://www.cultofpedagogy.com/rubric-repair/

Descriptors

Response Writing Rubric

Student Name_____

Criteria	Excellent 4	Good 3	Below Average 2	Ineffective 1	Total
Main Idea	Clear main idea in the first sentence	Mostly clear main idea in the first sentence	Main idea is not clear in the first sentence	main idea is not present in the first sentence	____X1=____
Details	All important details are included.	Important details are included but some might be missing.	Some critical information is missing.	Contains only some details.	____X1=____
Order	Ideas are connected to make the writing flow.	Ideas are in logical order.	Ideas are in random order.	Ideas are not in logical order.	____X1=____
Paraphrase	Author writes their own words to create a summary that includes great word choice.	Author uses their own words to create summary.	Author uses a few sentences that sound too similar to the text and not enough of their own words.	Author does not use their own words to write summary	____X1=____
Conventions	No spelling, grammar and conventions errors.	1-2 spelling, grammar and conventions errors are found.	3-4 spelling, grammar and conventions errors are found.	5-or more spelling, grammar and conventions errors are found.	____X1=____

Comments:

____/20=____

Descriptors

Response Writing Rubric

Student Name_____

Criteria	Excellent 4	Good 3	Below Average 2	Ineffective 1	Total
Main Idea	Clear main idea in the first sentence	Mostly clear main idea in the first sentence	Main idea is not clear in the first sentence-not specifically stated.	main idea is not present in the first sentence	____X1=_____
Details	All important details are included.	Important details are included but some might be missing.	Some critical information is missing.	Contains only some details.	____X1=_____
	to make the writing flow.	order.	random	Ideas are not in logical order.	____X1=_____
Paraphrase	Author writes their own words to create a summary that includes great word choice.	Author uses their own words to write summary.	Author uses a few sentences that sound too similar to the text and not enough of their own words.	does not us own wor write su ry.	____X1=_____
	No spelling, grammar and conventions errors.	1-2 spelling, grammar and conventions errors	3-4 spelling, gramm	ore spelling, grammar and conventions errors are found.	____X1=_____

Comments:

____/20=_____

Language Used

Criteria	Beginning	Approaching	Meeting	Exceeding
Pose Significant Researchable Question(s)	**Fails to pose** a researchable question on a local, regional, and/or global issue, and/or **doesn't explain** its significance to the global community.	Poses an **inadequate** researchable question on a local, regional, and/or global issue, and/or **somewhat** explains its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and **mostly** explains its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and **clearly** explains its significance to the global community.
Develop an Evidence based Position and Draw Conclusions	**Does not develop a position; no conclusion evident.**	Develops a position based on **limited evidence and perspectives; fails to draw a reasonable conclusion** in response to a global question.	Develops a position based on evidence from sources that **doesn't consider** multiple perspectives; draws **somewhat reasonable** conclusions in response to a global question.	Develops a position based on evidence from sources that considers multiple perspectives; draws reasonable conclusions in response to a global question.

https://www.cultofpedagogy.com/rubric-repair/

Language Used

Criteria	Beginning	Approaching	Meeting	Exceeding
Pose Significant Researchable Question(s)	Poses a broad question on a local or regional issue, with reference to the global community.	Poses a question on a local or regional issue, and identifies its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and provides a general reason for its significance to the global community.	Poses a researchable question on a local, regional, and/or global issue, and explains its significance to the global community.
Develop an Evidence based Position and Draw Conclusions	Adopts and accurately restates an opinion, and at least one piece of supporting evidence from a source, in response to a global question.	Develops an opinion based on evidence from a source in response to a global question; draws simple conclusions.	Develops a position based on evidence from sources that reflects a particular perspective in response to a global question; draws conclusions that reflect a partial understanding of the issue.	Develops a position based on evidence from sources that considers multiple perspectives; draws reasonable conclusions in response to a global question.

Tips for Creating Rubrics.

1. Choose the right tool for the job.

2. Identify criteria that describes and measures the knowledge and skills that are important and essential and reflect the learning outcomes of the course.

3. Weight the criteria to reflect how well a student meets the learning outcome.

4. Write performance descriptors that describe observable and measurable behaviour that can be used to discriminate between the levels.

5. Use positive language to describe performance along a continuum.

Process

Step 1 – Define the purpose of the assignment/assessment

Step 2 – Decide what type of rubric

Step 3 – Define the criteria

Step 4 – Design the rating scale

Step 5 - Write descriptions for each level of the rating scale.

Step 6: Create your rubric.

Remember

Rubrics are written on paper, not stone.

Rubrics are an iterative process.

Start with a basic rubric and improve it with each use.

Part 2: Time to Create!

Your task: Create a rubric to be used in a learning activity or assignment for a class that you teach.

Learning Support:

1. Roadmap to Rubrics:

    -briefly describes the process in developing a rubric

    -includes a link to a website where you can download a basic template to create your rubric.

2. A Rubric for Rubrics

3. Resource list with links to sites on how to develop a rubric.

4. Your facilitators

Reactions

What was the most difficult part of creating this rubric?

Part 3: Peer Feedback

Your task: Using the Rubric for Rubrics rubric review your peers' rubrics and give feedback. Present your rubric and ask your peers for feedback.

You have 50 minutes for Part 3 of this assignment.

As a suggestion;

Allocate 15 minutes per rubric.

Be strict with the timing.

We will reconvene at 11:35 for a Q and A.

See you soon!

Reactions

What are my reactions to making this rubric?

How will my teaching change if I use rubrics with my students?

How could I use rubrics to give students feedback?

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Thank you everyone!