

**What the
research
says ...**



13/05/2019

**A practical
application of
rubrics and
outcomes in
Canvas.**



**Business
Masters**

E:\Rubrics\PPT for Canvas Townhall presentation 2019 May © Una Lightfoot Learning Designer GSM

Nudge Nudge Wink Wink A Rubric say no more?!

	Very Creative	Creative	Ordinary/Routine	Imitative
Variety of Ideas and contexts	Ideas represent a startling variety of important concepts from different contexts or disciplines.	Ideas represent important concepts from different contexts or disciplines.	Ideas represent important concepts from the same or similar contexts or disciplines.	Ideas do not represent important concepts.



**Business
Masters**

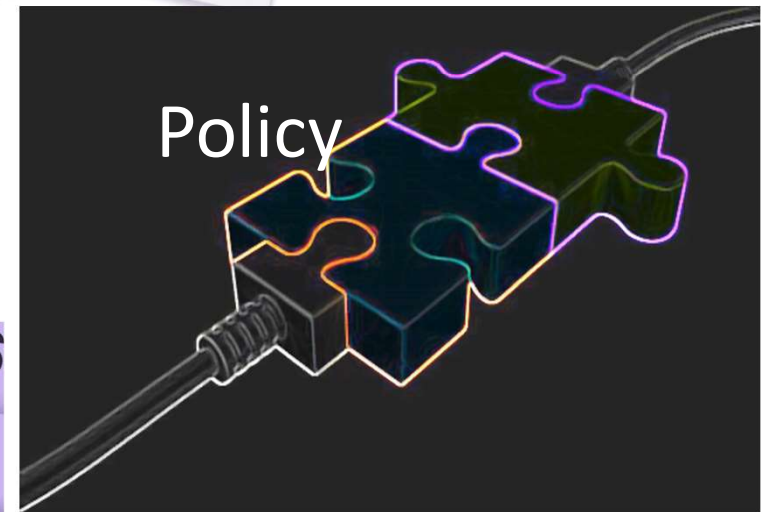
Thaler & Sunstein (2008)

E:\Rubrics\PPT for Canvas Townhall presentation 2019 May

ISSUE

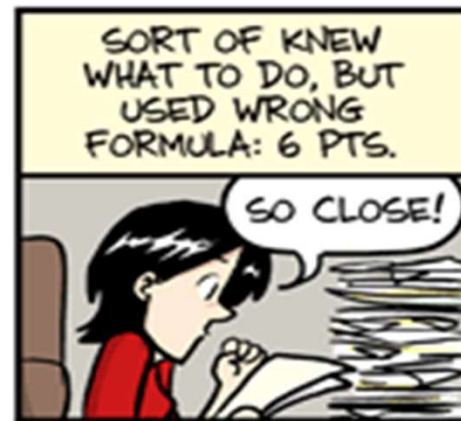
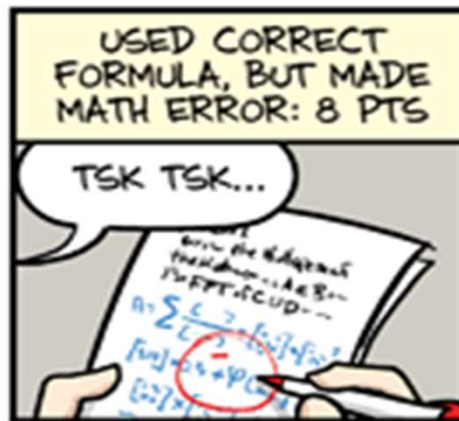
WHY?

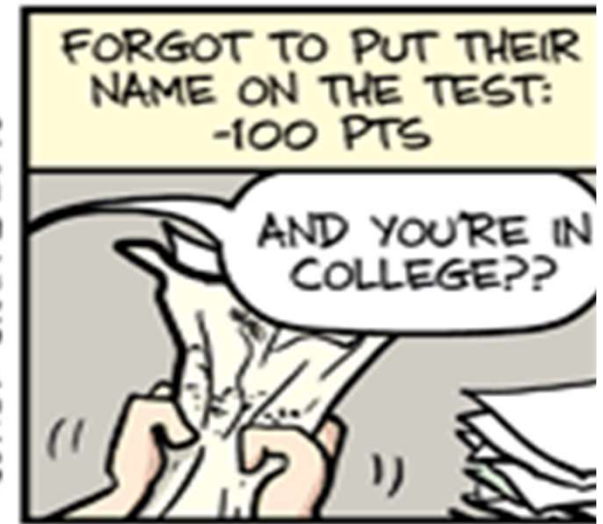
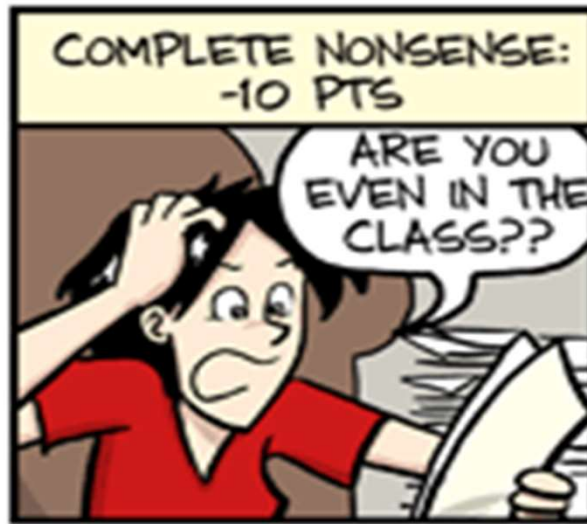
RESULTS



GRADING RUBRIC

PROBLEM 1 (TOTAL POINTS: 10)





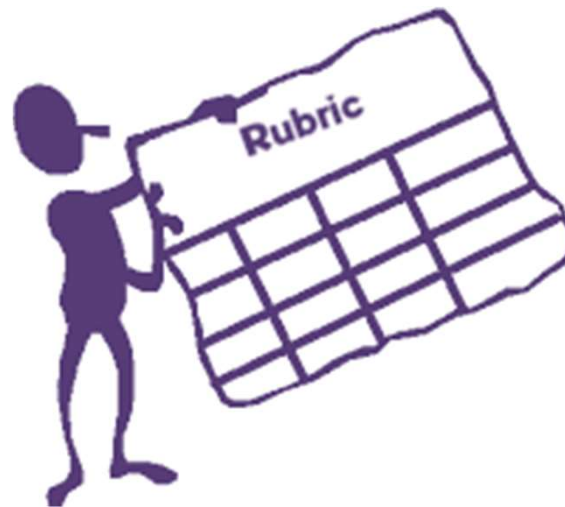
JORGE CHAM © 2010



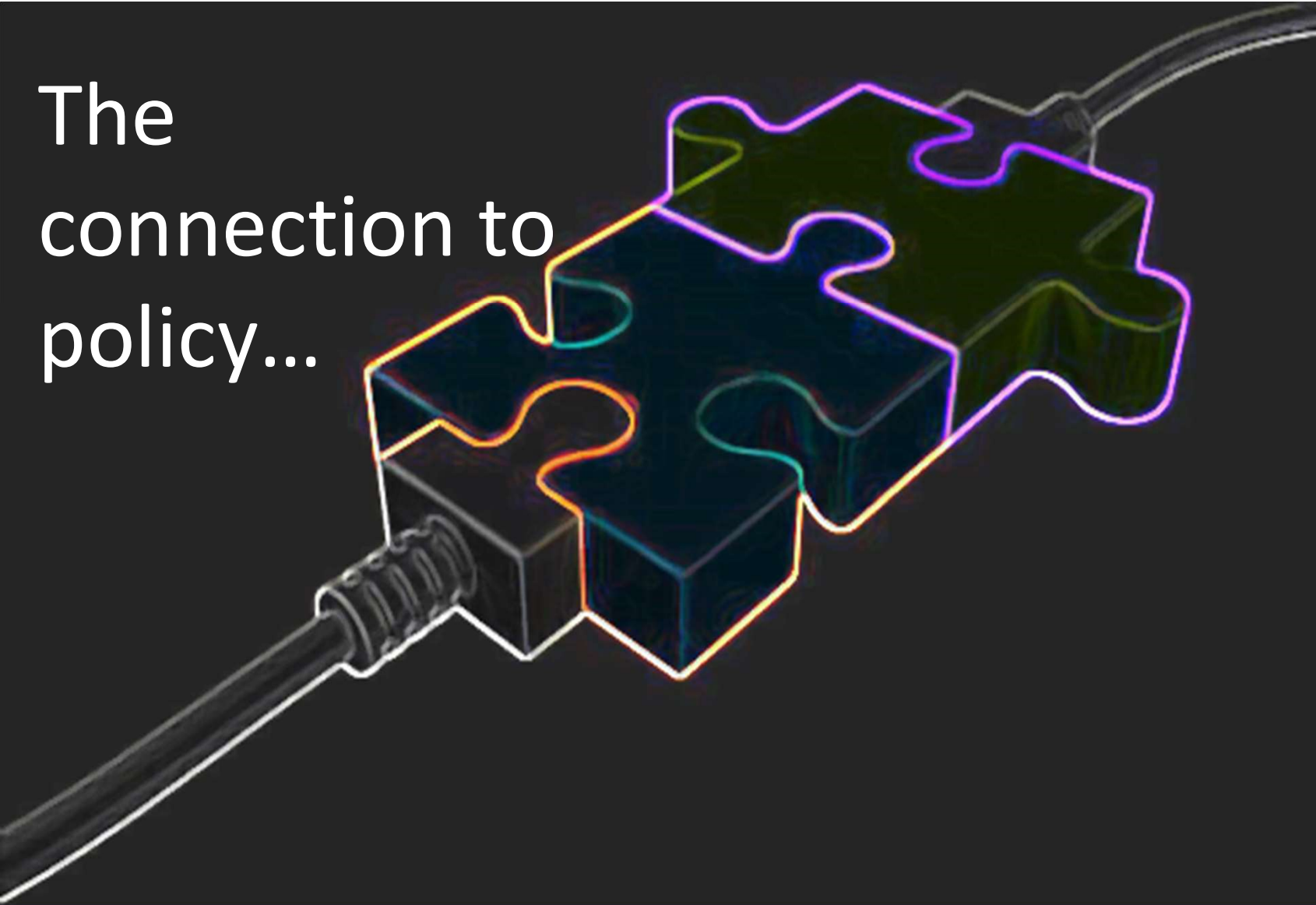
WWW.PHDCOMICS.COM

WHY?

“A well-designed rubric is an effective communication tool. It emphasizes the important skills or concepts to demonstrate. It provides criteria for evaluation”(Rippe, 2009).



The
connection to
policy...



Nine principles of assessment

The nine principles of assessment that underpin the new policy and procedures are:

1. Assessment is learning-oriented through tasks which require the understanding, analysis, synthesis and/or creation of new information, concepts, and/or creative works.
2. Assessment design is coherent and supports learning progression within courses and across programmes.
3. Assessment tasks are demonstrably aligned with course-level learning outcomes, and programme and University-level Graduate Profiles.
4. Assessment is reliable and valid, and is carried out in a manner that is inclusive and equitable.
5. Assessment practices are consistent and transparent, and assessment details are available to students in a timely manner.
6. Feedback is timely and provides meaningful guidance to support independent learning.
7. Assessment design and practices support academic integrity.
8. Professional development opportunities and guidance related to the design, implementation and moderation of assessment are available to staff.
9. Assessment is manageable and quality assured



Nine principles of assessment

The nine principles of assessment that underpin the new policy and procedures are:

1. Assessment is learning-oriented through tasks which require the understanding, analysis, synthesis and/or creation of new information, concepts, and/or creative works.
2. Assessment design is coherent and supports learning progression within courses and across programmes.
- 3. Assessment tasks are demonstrably aligned with course-level learning outcomes, and programme and University-level Graduate Profiles.**
4. Assessment is reliable and valid, and is carried out in a manner that is inclusive and equitable.
- 5. Assessment practices are consistent and transparent, and assessment details are available to students in a timely manner.**
- 6. Feedback** is timely and **provides meaningful guidance to support independent learning.**
7. Assessment design and practices support academic integrity.
8. Professional development opportunities and guidance related to the design, implementation and moderation of assessment are available to staff.
9. Assessment is manageable and quality assured



Types of Rubrics



Breakfast in Bed: Single-Point Rubric

Concerns <i>Areas that Need Work</i>	Criteria <i>Standards for This Performance</i>	Advanced <i>Evidence of Exceeding Standards</i>
	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.	

(Gonzalez, 2014)



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: Analytic Rubric

	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.	



(Gonzalez, 2014)



Advantages- the use of a rubric can:

1. contribute to consistency of marking ([Hack, 2013](#)).



Advantages- the use of a rubric can:

1. contribute to consistency of marking ([Hack, 2013](#)).
2. save time by reducing the number of lecturer comments.



Advantages- the use of a rubric can:

1. contribute to consistency of marking ([Hack, 2013](#)).
2. save time by reducing the number of lecturer comments.
3. assist students to know what is expected of them ([Bloxham & West, 2004](#)) .



Advantages- the use of a rubric can:

1. contribute to consistency of marking ([Hack, 2013](#)).
2. save time by reducing the number of lecturer comments.
3. assist students to know what is expected of them ([Bloxham & West, 2004](#)).
4. help students become more self-regulated learners and thus make a more critical analysis of their progress ([Reddy & Andrade, 2010](#)).

“...the fact that rubrics – by definition – include descriptions of student performance at different levels of quality, means that there is an inbuilt ‘feed-forward’ feature in all Rubrics” ([Jonsson & Panadero, 2016](#)).





Disadvantages:

1. Creating a rubric is time consuming especially when working out how many criteria or grades to use.



Disadvantages:

1. Creating a rubric is time consuming especially when working out the gradations of the rubric.
2. Some lecturers argue that increasingly specific criteria statements actually cause greater levels of anxiety in students (Norton, 2004)



Disadvantages:

1. Creating a rubric is time consuming especially when working out each of the components of the rubric.
2. Some lecturers argue that increasingly specific criteria statements actually cause greater levels of anxiety in students (Norton, 2004)
3. Torrance (2012) has observed that attempts to make assessment fair and transparent through the use of long lists of increasingly more specific goals, standards and criteria have been restrictive and counter-productive.



Possible solutions:

- ☐ Use a dialogic approach with students
- ☐ Get students to mark work using the rubric and exemplars.

(Handley & Williams, 2011; To & Carless, 2015).

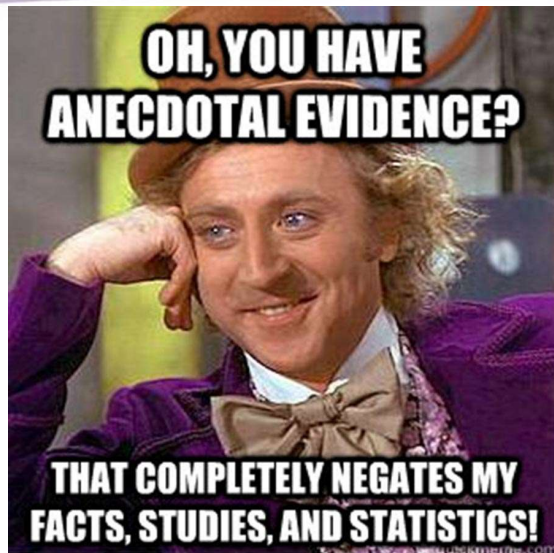


In the interests of transparency for students, assessors and auditors I started adding the LOs and GP to parts of the rubric.



Criteria	Excellent	Very good work	Good work	Needs improvement	Unacceptable
Language use 15% GP 4b Communication Written LO 3 Apply effective professional communication skills in both written and oral formats.	<ul style="list-style-type: none"> Professional language suited to the task is used consistently. All sentences are complete and grammatically correct. Assignment contains no noticeable spelling or punctuation errors. Extremely skilful use of varied sentence structure. Ideas are expressed succinctly. 	<ul style="list-style-type: none"> Professional language suited to the task is used. Almost all sentences are complete and grammatically correct. Assignment contains very few spelling or punctuation errors Very skilful use of varied sentence structure. Ideas are expressed very well. 	<ul style="list-style-type: none"> Professional language suited to the task is used in most cases. Most sentences are complete but some grammatically correct. Assignment contains noticeable spelling or punctuation errors Use of varied sentence structure for the most part. Ideas are expressed satisfactorily if somewhat pedestrian. 	<ul style="list-style-type: none"> Language is mostly suited to the task but not used consistently. Some sentences are complete and grammatically correct. Assignment contains frequent spelling or punctuation errors Little use of varied sentence structure. Ideas through language use are not clearly articulated. 	<ul style="list-style-type: none"> Language is not suited to the task. Few sentences are complete and grammatically correct with numerous spelling and punctuation errors. Erratic sentence structure. Language is confused and impedes comprehension.

RESULTS



Business
Masters

What makes a quality rubric?



1. Clear criteria
2. Rich descriptive language
3. Focus on positive attainment
4. Differentiation between performance, product and effort
5. Universal validity and reliability

(Bargainnier, 2003)



What makes a quality rubric?



1. Evaluation criteria
2. Quality definitions
3. Scoring strategy

(Reddy & Andrade, 2010)

1. Try it first.



2. Start with a single point rubric.

4. Map the rubric to your learning outcomes and assessment criteria.

5. Write the extremes first and then the middle

3. Look at a few.

[Eberly Center](#)







References

- Andrade, H., & Valtcheva, A. (2009). Promoting Learning and Achievement Through Self-Assessment. *Theory Into Practice*, 48(1), 12-19. doi:10.1080/00405840802577544
- Bargainnier, S. (2003). Fundamentals of rubrics. *Pacific Crest*, 1-4.
- Bloxham, S., & West, A. (2004). Understanding the rules of the game: marking peer assessment as a medium for developing students' conceptions of assessment. *Assessment & Evaluation in Higher Education*, 29(6), 721-733. doi:10.1080/0260293042000227254
- Brookhart, S. M. (2015). Appropriate Criteria: Key to Effective Rubrics. *Frontiers in Education*, 3, 22. doi:10.3389/feduc.2018.00022
- Ecclestone, K. (2001). "I know a 2 : 1 when I see it": Understanding criteria for degree classification and franchised university programmes. . *Journal of Further and Higher Education*, 301-313. doi:10.1080/0309877012652
- Fulbright, S. (2018, October 18). *Using Rubrics as a Defense Against Grade Appeals*. Retrieved April 11, 2019, from Faculty Focus | Higher Ed Teaching & Learning: <https://www.facultyfocus.com/articles/course-design-ideas/rubrics-as-a-defense-against-grade-appeals/>
- Gonzalez, J. (2014, May 1). *Know Your Terms: Holistic, Analytic, and Single-Point Rubrics*. (2019 Cult of Pedagogy) Retrieved April 11, 2019, from Cult of Pedagogy: <https://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/>
- Hack, C. (2013). Using rubrics to improve marking reliability and to clarify good performance. *HEA STEM Conference*, (pp. 1-6). doi:10.11120/stem.hea.2013.0027
- Handley, K., & Williams, L. (n.d.). From copying to learning: using exemplars to engage students with assessment criteria and feedback. *Assessment and Feedback in Higher Education*, 36(1), 95-108. doi:10.1080/02602930903201669
- Jönsson, A. &. (2017). The Use and Design of Rubrics to Support Assessment for Learning. In D. B. Carless, *Scaling up Assessment for Learning in Higher Education* (pp. 99-111). 7. doi:10.1007/978-981-10-3045-1_7.
- Mansbach, J. (2016, May 3). *RUBRICS: A CLEAR PATHWAY TO SUCCESS, PART 2*. Retrieved July 4, 2017, from Northwestern School of Professional Studies: <http://dl.sps.northwestern.edu/blog/2016/05/rubrics-clear-pathway-success-part-2/>



Business
Masters

- Nordum, L., Evans, K., & Gustafsson, M. (2013, January 3). Comparing student learning experiences of in-text commentary and rubric-articulated feedback: strategies for formative assessment. *Assessment & Evaluation in Higher Education*, 919-940. doi:10.1080/02602938.2012.758229
- Norton, L. (2004). Using assessment criteria as learning criteria: A case study in Psychology. *Assessment and Evaluation in Higher Education*, 29(6), 687-702.
- Reddy, Y. M., & Andrade, H. (2010). A review of rubric use in higher education. *Assessment & Evaluation in Higher Education*, 35(4), 435-448. doi:10.1080/02602930902862859
-

- Rippe, C. (2009, August 31). *Higher Ed Teaching Strategies from Magna Publications*. Retrieved April 11, 2019, from Faculty Focus: <https://www.facultyfocus.com/articles/online-education/using-rubrics-to-improve-online-teaching-learning-and-retention/>
- Thaler, R. H., & Sunstein, C. R. (2008). *Nudge: Improving decisions about health, wealth, and happiness*. New Haven: Yale University Press.
- To, J., & Carless, D. (2015). Making productive use of exemplars: Peer discussion and teacher guidance for positive transfer of strategies. *Journal of Further and Higher Education*, 1-19. doi:10.1080/0309877X.2015.104317
- Torrance, H. (2012). Formative assessment at the crossroads: conformance, deformative and transformative assessment. *Oxford Review of Education*, 14(3), 281-294. doi:10.1080/03054985.2012.68693



**Business
Masters**