

Designing and Using Rubrics to Enhance Teaching

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Objectives



Identify types of rubrics and their benefits



Critique a rubric with reference to Standard 3.3: Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.



Apply rubric results to enhance teaching methods and practices.

QM Review Standard 3.3

Specific and descriptive criteria are provided for the evaluation of learners' work, and their connection to the course grading policy is clearly explained.

Rubrics

- Rubric (*n.*) A scoring guide to evaluate the quality of student performance within a range of criteria.

Types:

- Holistic
- Analytic
- Checklist



Holistic Grading Rubric for Writing Assignment

"A" Paper: Excellent. Thesis is very well defined and original; solid reasoning throughout; aware of subject's complexities; sources used properly and effectively; excellent grammar; good paragraph structure; excellent format and presentation.

"B" Paper: Strong. Thesis is clearly defined; valid reasoning through most of the paper; perhaps contains some unsubstantiated generalizations; adequate grammar and diction; some relatively minor mechanical errors.

"C" Paper: Average. Thesis is somewhat clear, but may be too general; supporting discussions can be, at times, repetitious and unfocused; reasoning is at times vague; inconsistent mechanics.




"D" Paper: Problematic. Central idea is vague and/or confusing; supporting discussions are underdeveloped, repetitive, redundant; reasoning is often inaccurate or flawed; several incoherent paragraphs; poor grammar and presentation.

"F" Paper: Fundamentally Deficient. Thesis is wholly unclear; supporting discussions may be completely absent or unclear; chaotic organization and paragraph structure; largely deficient grammar.

Analytic Rubric: Pennsylvania Writing Assessment Scoring Guide

	4	3	2	1
Focus	Sharp, distinct controlling point made about a single topic with evident awareness of task.	Apparent point made about a single topic with sufficient awareness of task	No apparent point but evidence of a specific topic	Minimal evidence of a topic
Content	Substantial, specific, and/or illustrative content demonstrating sophisticated ideas.	Sufficiently developed content with adequate elaboration or explanation	Limited content with inadequate elaboration or explanation	Superficial and/or minimal content
Organization	Sophisticated arrangement of content with evident and/or subtle transitions	Functional arrangement of content that sustains a logical order with some evidence of transitions	Confused or inconsistent arrangement of content with or without attempts at transition	Minimal control of content arrangement
Style	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience	Generic use of variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience	Limited word choice and control of sentence structures that inhibit voice and tone	Minimal variety in word choice and minimal control of sentence structures
Conventions	Evident control of grammar, mechanics, spelling, usage, and sentence formation	Sufficient control of grammar, mechanics, spelling, usage and sentence formation	Limited control of grammar, mechanics, spelling, usage and sentence formation	Minimal control of grammar, mechanics, spelling, usage and sentence formation

Asynchronous Online Discussion Rubric

Discussion Board Rubric Late Post   				
Criteria	Ratings			Pts
Initial Post 2pts	2 pts Expected Level of Competence Understanding significant ideas within the readings and relevant to the issue under discussion; elaborating statements with accurate explanations, reasons, or evidence.	1 pts Moving Toward Expected Level Ideas in readings are reasonably clear, but there are some guesses or lack of clarity; some vocabulary is used correctly and some is not. -.5. for late posts.	0 pts Not Acceptable Using foundational details of the readings incorrectly; struggling to provide ideas or support for ideas; terminology is used incorrectly. 0 points for no post.	2 pts
Reply post 2pts	2 pts Expected Level of Competence Responding clearly to idea of the topic under discussion and sustains inquiry until in order to explore relevant issues; distinguishing fact from opinion.	1 pts Moving Toward Expected Level Generally distinguishing fact from opinions; taking a position but with little evidence or explanation. -.5. for late posts.	0 pts Not Acceptable Stating opinions as facts; showing little evidence of understanding the topic under discussion. 0 points for no post.	2 pts
Mechanics 1 pt	1 pts Expected Level of Competence Using English conventionally without grammatical or typographical errors. References from the reading are formatted correctly in APA style.	0.5 pts Moving Toward Expected Level Occasionally misspelling words and making grammatical errors. References from the reading are sometimes formatted correctly in APA style.	0 pts Not Acceptable Frequently misspelling words and making grammatical errors. References from the reading are not formatted in APA style.	1 pts
Total Points: 5				

Critiques?

- What's more important to you, quality or quantity?
- What criteria is important in your discussions?
- Is there a penalty for late submissions and if so, what?
- Do you grade initial posts as well as follow up posts?

Using Assessment Data to Enhance Teaching

	4	3	2	1
Focus	Sharp, distinct controlling point made about a single topic with evident awareness of task. (8)	Apparent point made about a single topic with sufficient awareness of task (17)	No apparent point but evidence of a specific topic (11)	Minimal evidence of a topic (2)
Content	Substantial, specific, and/or illustrative content demonstrating sophisticated ideas. (10)	Sufficiently developed content with adequate elaboration or explanation (22)	Limited content with inadequate elaboration or explanation (5)	Superficial and/or minimal content (1)
Organization	Sophisticated arrangement of content with evident and/or subtle transitions (12)	Functional arrangement of content that sustains a logical order with some evidence of transitions (18)	Confused or inconsistent arrangement of content with or without attempts at transition (8)	Minimal control of content arrangement (0)
Style	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience (12)	Generic use of variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience (15)	Limited word choice and control of sentence structures that inhibit voice and tone (8)	Minimal variety in word choice and minimal control of sentence structures (3)
Conventions	Evident control of grammar, mechanics, spelling, usage, and sentence formation (18)	Sufficient control of grammar, mechanics, spelling, usage and sentence formation (14)	Limited control of grammar, mechanics, spelling, usage and sentence formation (6)	Minimal control of grammar, mechanics, spelling, usage and sentence formation (0)

Rubric by Alexandra Drozd and Tammy Makoul

Questions?

For more information on rubrics:

- [Creating and Using Rubrics – Eberly Center at CMU](#)
- [Creating and Using Rubrics – Poorvu Center at Yale](#)
- [Grading Criteria and Rubrics – The Harriet W. Sheridan Center for Teaching and Learning](#)
- [Rubistar Tool for Creating Rubrics](#)
- [iRubric Rubric Development and Assessment system](#)