

# SUMMER SEMINAR SERIES



## 105: Rubrics in Co-curricular Assessment

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UNIVERSITY OF CALIFORNIA  
**MERCED**

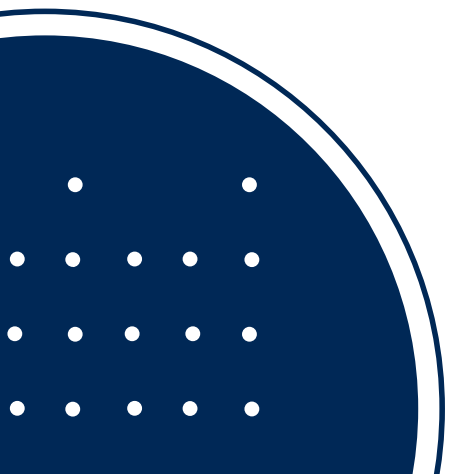
DIVISION OF  
STUDENT AFFAIRS

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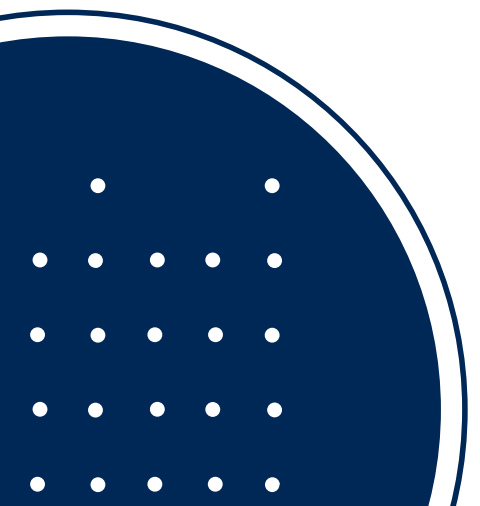
# Agenda

- 1 Introduction to rubrics
- 2 Definition and purpose of a rubric
- 3 Best practices
- 4 Practice utilizing a rubric
- 5 Q&A



# Learning Outcomes

- 1 Participants will be able to describe what a rubric is and list the benefits of using a rubric
- 2 Participants will be able to describe the four types of rubrics and their appropriate uses in co-curricular assessment
- 3 Participants will be able to create a rubric and use it to assess student learning outcomes





# What is a Learning Outcomes?



A Learning Outcome is a change in attitude, aptitude, or behavior that a student can describe or demonstrate after participating in a program or using a service. (CSU Sacramento)

Each program or service should have intended learning outcomes identified.



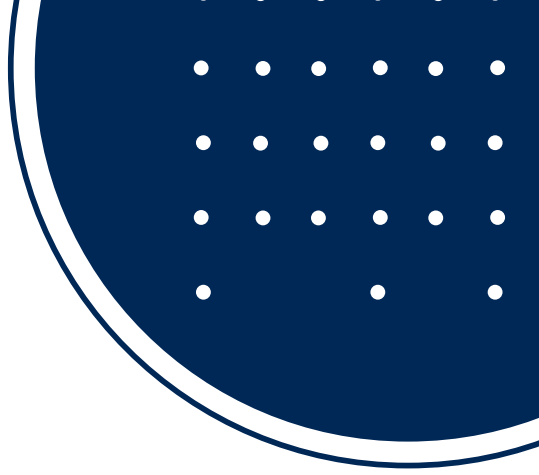
# What is a Rubric?

## A Scoring Guide

- A list or chart that articulates the criteria and standards of achievement to be used to evaluate work (Suskie, 2009)
- A set of criteria specifying the characteristics of an outcome and the levels of achievement for each characteristic (J. Levy, 2012)

	CONTENT	ORGANIZATION	STYLE	MECHANICS
6	<b>EXEMPLARY CONTENT</b> <input type="checkbox"/> Sophisticated thesis claim <input type="checkbox"/> Persuasive assertions that fully support the thesis claim <input type="checkbox"/> Sound and specific proofs that fully support assertions <input type="checkbox"/> Clear and detailed summary	<b>EXPERTLY ORGANIZED</b> <input type="checkbox"/> Sound, unified argument with parts ordered climactically <input type="checkbox"/> Paragraph sequence inevitable <input type="checkbox"/> Fully coherent paragraph structure	<b>COMMANDING STYLE</b> <input type="checkbox"/> Transition use natural and seamless <input type="checkbox"/> Emphatic use of varied sentence types and structures <input type="checkbox"/> Appropriately formal language	<b>EXEMPLARY MECHANICS</b> <input type="checkbox"/> Errors absent or minor <input type="checkbox"/> Assured and sophisticated command of grammatical structures, punctuation, mechanics, usage <input type="checkbox"/> Language use enhances message
5.5				
5	<b>STRONG CONTENT</b> <input type="checkbox"/> Strong thesis claim <input type="checkbox"/> Thoughtful assertions that relate closely to thesis claim <input type="checkbox"/> Reasonably detailed proofs of assertions <input type="checkbox"/> Effective summary	<b>STRONGLY ORGANIZED</b> <input type="checkbox"/> Clear argument <input type="checkbox"/> Paragraph sequence logical <input type="checkbox"/> Paragraph structure obvious	<b>CLEAR &amp; CONCISE STYLE</b> <input type="checkbox"/> Transitions varied and nuanced <input type="checkbox"/> Command of sentence structure and word choice <input type="checkbox"/> Formal language attempted	<b>FEW ERRORS</b> <input type="checkbox"/> Few errors: meaning not impeded <input type="checkbox"/> Confident use of grammar, punctuation, mechanics, usage <input type="checkbox"/> Language use conveys message
4.5				
4	<b>ADEQUATE CONTENT</b> <input type="checkbox"/> Adequate thesis claim <input type="checkbox"/> Assertions are of adequate relevance to thesis claim <input type="checkbox"/> Adequate proofs of assertions <input type="checkbox"/> Adequate summary	<b>ADEQUATELY ORGANIZED</b> <input type="checkbox"/> Adequate argument <input type="checkbox"/> Paragraph sequence traceable <input type="checkbox"/> Paragraph structure evident	<b>ADEQUATELY CLEAR</b> <input type="checkbox"/> Satisfactory transitions <input type="checkbox"/> Adequate variety of sentence structure and word choice <input type="checkbox"/> Little or no formal language	<b>SOME MINOR ERRORS</b> <input type="checkbox"/> Some errors: meaning slightly impeded <input type="checkbox"/> Adequate command of language elements <input type="checkbox"/> Limited range of language use
3.5				
3	<b>UNSATISFACTORY CONTENT</b> <input type="checkbox"/> An incomplete or illogical thesis claim <input type="checkbox"/> Inadequate assertions of some relevance to thesis claim <input type="checkbox"/> Inadequately detailed proofs <input type="checkbox"/> Insufficiently detailed summary	<b>UNSATISFACTORY ORGANIZATION</b> <input type="checkbox"/> Insufficient argument <input type="checkbox"/> Arbitrary paragraph sequence <input type="checkbox"/> Disjointed paragraph structure	<b>UNSATISFACTORY CLARITY</b> <input type="checkbox"/> Disjointed sentences and/or infrequent transitions <input type="checkbox"/> Little sentence variety and unsatisfactory word choice <input type="checkbox"/> Inappropriately colloquial language	<b>SOME MINOR &amp; MAJOR ERRORS</b> <input type="checkbox"/> Frequent errors impede but do not destroy meaning <input type="checkbox"/> Inadequate command of language elements <input type="checkbox"/> Language use inadequate for post-secondary writing
2.5				
2	<b>WEAK CONTENT</b> <input type="checkbox"/> Incoherent thesis claim <input type="checkbox"/> Confused assertions and proofs of slight relevance to thesis claim <input type="checkbox"/> Significant confusion about the ideas in the prompt <input type="checkbox"/> Inaccurate and/or confused summary	<b>WEAKLY ORGANIZED</b> <input type="checkbox"/> Thesis claim only slightly connected to assertions; assertions only slightly connected to proof <input type="checkbox"/> Paragraph sequence confused <input type="checkbox"/> Paragraph structure confused	<b>OFTEN UNCLEAR</b> <input type="checkbox"/> Arbitrary sentence sequence <input type="checkbox"/> Monotonous sentence structure and low-level word choice <input type="checkbox"/> Broken language use and word choice	<b>FREQUENT MAJOR &amp; MINOR ERRORS</b> <input type="checkbox"/> Consistent errors, many of which prevent clarity <input type="checkbox"/> Random use of language elements
1.5				
1	<b>LITTLE OR NO CONTENT</b> <input type="checkbox"/> No thesis <input type="checkbox"/> Few or no assertions <input type="checkbox"/> Little or no proof <input type="checkbox"/> Absent or disproportionate summary	<b>NO ORGANIZATION</b> <input type="checkbox"/> Little or no presence of, or connection among, thesis claim, assertions, and proof <input type="checkbox"/> Little or no paragraphing	<b>UNCLEAR</b> <input type="checkbox"/> Incoherent sentence flow <input type="checkbox"/> Incoherent sentence structure <input type="checkbox"/> Random language use	<b>REPLETE WITH ERRORS</b> <input type="checkbox"/> Errors in nearly every sentence, many of which prevent clarity <input type="checkbox"/> Little or no control of language use, elements

# What are Rubrics used for?



Assessments that require the observation of a performance or behavior(s):

- Presentation
- Teamwork
- Role plays
- Hiring

Assessments of written or visual artifacts:

- Reflection papers
- Portfolios
- Journals
- Resumes



# Rubrics help students by:



- Provide explicit expectations, describing “hidden” or unspoken assumptions
- Delineating strongest and weakest ways to complete assignment
- Fostering equitable grading practices
- Providing information for support services to focus effort
- Supports and informs teaching practices for student success



# Best Practices

- Make expectations clear and specific, use asset-based language
- Share rubric with students early-on
- Talk through the rubric with students to address vocabulary questions and to identify any “hidden” expectations
- Practice using the rubric with staff and students
- Allow students to help create rubric or to pilot a new rubric/provide feedback





# Types of Rubrics

- Checklist
- Rating Scale
- Descriptive (also called analytic)
- Holistic

Rubric  
Structure

- Rubrics differ in structure: in the way criteria and performance standards are described

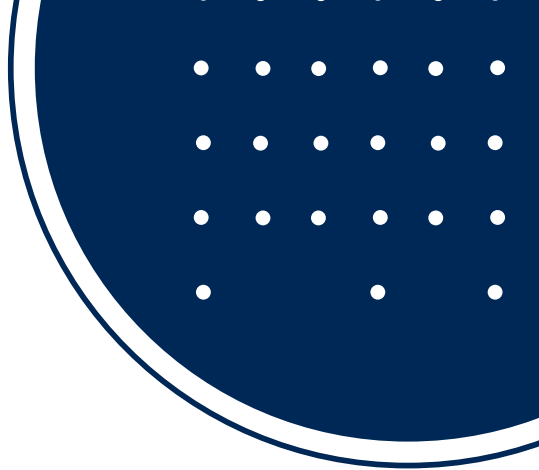
Data  
Generated

- Thus, rubrics differ with respect to the kind of information they can provide

Rubric Choice

- Choice of rubric depends in part upon what you need and how you will use it

# Checklist Rubric



Check if present (Standards)	Criteria for a well designed website
	The purpose of the site is obvious.
	The site’s structure is clear and intuitive.
	Titles are meaningful.
	Each page loads quickly.
	Graphics and multimedia help convey the site’s main points.
	The design is clean, uncluttered, and engaging.
	Spelling, punctuation, and grammar are correct.
	Contact information for the author or sponsor is provided.
	The date each page was updated is provided.

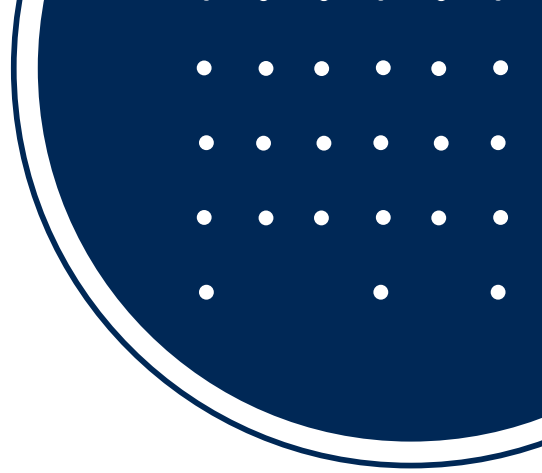


# Rating Scale Rubric

## Standards

This group member...(Criteria)	Almost Always	Often	Sometimes	Rarely
Did his or her fair share of the work				
Participated actively in the group's activities				
Contributed useful ideas, suggestions, and comments				
Listened carefully				
Was considerate of others and appreciated their ideas				
Asked others to clarify their ideas if necessary				
Expressed disagreements respectfully				
Did not dominate the conversation or interrupt others				
Tried to help the group reach consensus				
Helped the group stay on task/topic				
Helped me learn more than if I had worked alone				

# Descriptive (analytic) Rubric



Teamwork is behaviors under the control of individual team members (effort they put into team tasks, the quantity and quality of contributions they make to team discussions.)

Definition

## Standards

Evaluators are encouraged to assign a zero to any work that is less than (cell one) level performance.

Criteria	Capstone 4	Milestones 3 2		Benchmark 1
<b>Contributes to Team Meetings</b>	Helps the team move forward by articulating the merits of alternative ideas or proposals.	Offers alternative solutions or courses of action that build on the ideas of others.	Offers new suggestions to advance the work of the group.	Shares ideas but does not advance the work of the group.
<b>Facilitates the Contributions of Team Members</b>	Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	Engages team members in ways that facilitate their contributions to meetings by constructively building upon or synthesizing the contributions of others.	Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification.	Engages team members by taking turns and listening to others without interrupting.
<b>Individual Contributions Outside of Team Meetings</b>	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project.	Completes all assigned tasks by deadline; work accomplished advances the project.	Completes all assigned tasks by deadline.
<b>Fosters Constructive Team Climate</b>	Supports a constructive team climate by doing all of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any three of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any two of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>	Supports a constructive team climate by doing any one of the following: <ul style="list-style-type: none"> <li>Treats team members respectfully by being polite and constructive in communication.</li> <li>Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>Provides assistance and/or encouragement to team members.</li> </ul>
<b>Responds to Conflict</b>	Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness.	Identifies and acknowledges conflict and stays engaged with it.	Redirecting focus toward common ground, toward task at hand (away from conflict).	Passively accepts alternate viewpoints/ideas/opinions.



# Holistic Rubric

## Standards

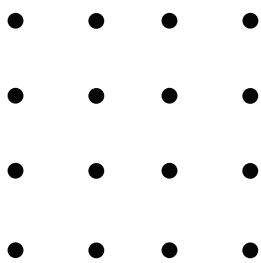
Criteria	Inadequate	Developing Competence	Acceptable	Sophisticated
	The essay has at least one serious weakness. It may be unfocused, underdeveloped or rambling. Problems with the use of language seriously interfere with the reader's ability to discern what is being communicated.	The essay maybe somewhat unfocused, underdeveloped or rambling, but it does have some coherence. Problems with the use of language occasionally interfere with the reader's ability to discern what is being communicated.	The essay is generally focused and contains some development of ideas, but the discussion may be simplistic or repetitive. The language lacks syntactic complexity and may contain occasional grammatical errors, but the reader is able to understand what is being communicated.	The essay is focused and clearly organized; it shows depth of development. The language is precise and shows syntactic variety. Ideas are communicated clearly to the reader.

# Averages

Averages may not describe the actual distribution of student performance.

Highly Professional (4)	Professional (3)	Pre-Professional (2)	Unacceptable (1)
5 (50%)	0	5 (50%)	0

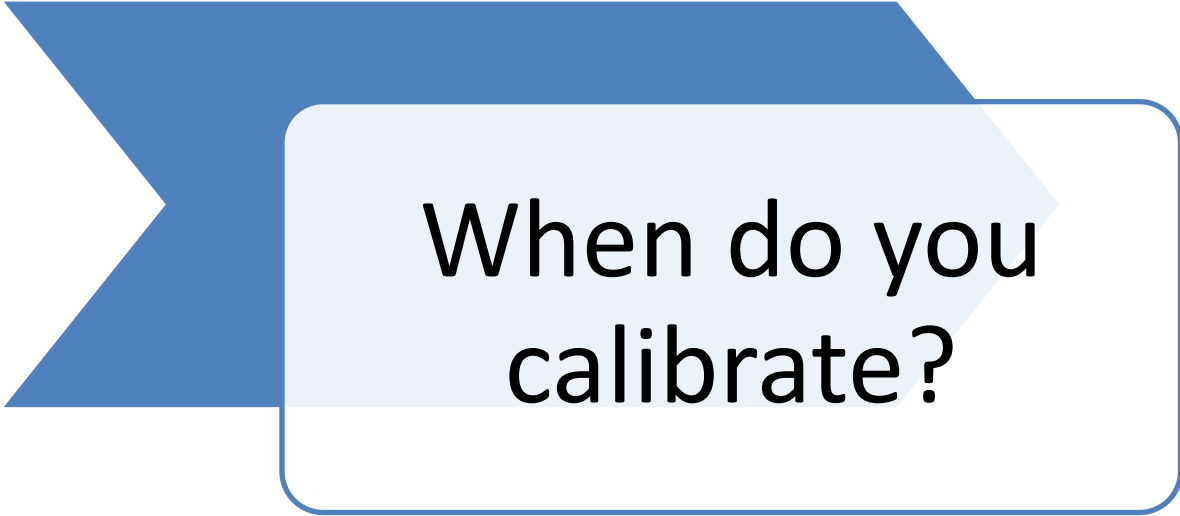
- Average score: 3 – Professional
- Frequency of scores: 0 are Professional



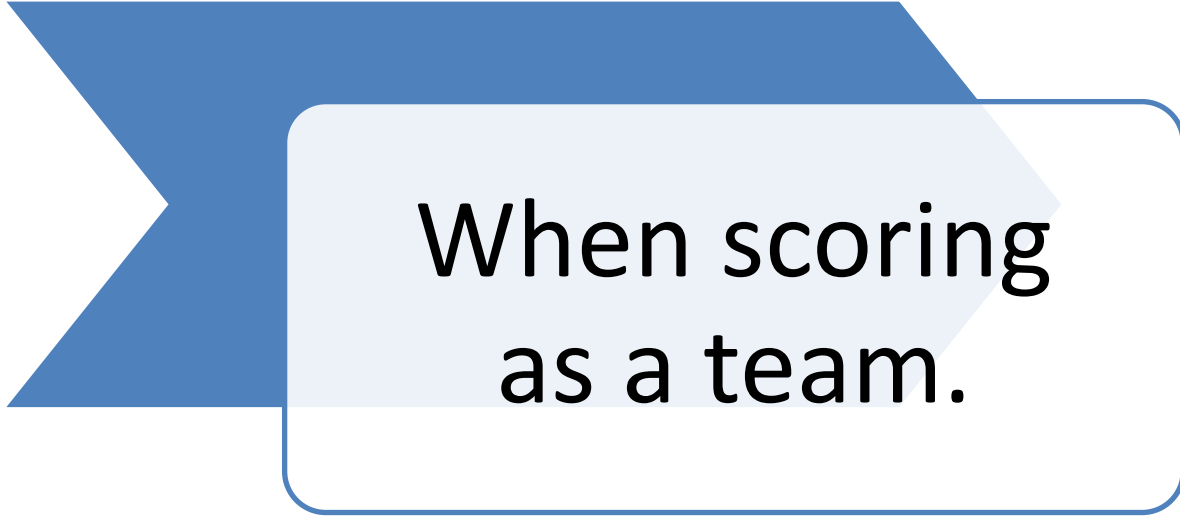


# Calibrating

- The purpose of calibration is to ensure that a group evaluates **consistently and in alignment** with the scoring rubric. This increases the reliability of the assessment data.



When do you  
calibrate?



When scoring  
as a team.

# Thank You!

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