Forces of Change
Moving Us from Indirect to Direct Evidence: Using Rubrics in Student Affairs Assessment

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Learning Outcomes

Participants will be…

- Able to describe what a rubric is and list benefits of using rubrics

- Recognize different types of rubrics

- Able to describe the role rubrics play in assessment that provides information for program planning

- Able to use a rubric to assess student work to gain actionable information on student learning

What is a Learning Outcome?

A change in attitude, aptitude or behavior that a student can describe or demonstrate after participating in a program(s) or using a service(s)*

- Ex. *As a result of the health awareness workshop, students can explain how exercise affects stress.*

- Ex. *As a result of the time management workshop, students have identified two tools to better manage their schedule.*
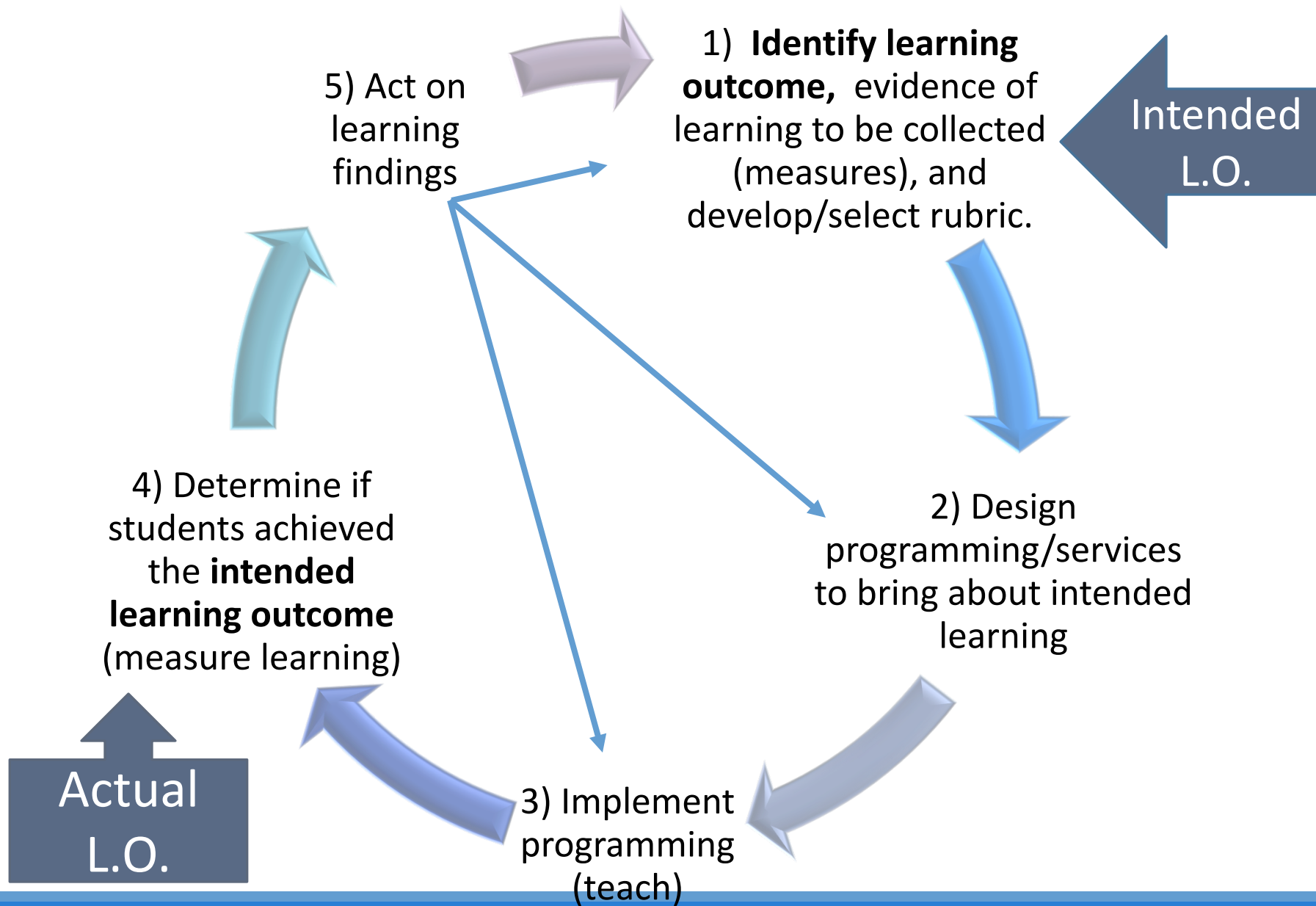
Role of Learning Outcomes (LO) in Program Planning

What is a rubric?

HOW DO THEY HELP US TO ASSESS STUDENT LEARNING FOR USE IN PROGRAM PLANNING, WHILE SUPPORTING STUDENT LEARNING?

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)

Writing Rubric: CSP 11 (Copyright + Culture)

	"A" Paper	"B" Paper	"C" Paper	"D" Paper
Critical Analysis	• Excels in responding to assignment, and demonstrates mastery of course concepts and materials • Thesis presents a clear, focused, and compelling argument • Paper recognizes the complexities of its argument throughout the analysis	• Responds appropriately to the assignment, demonstrates clear understanding of course concepts and materials • Good argument, clearly articulated in thesis, though might need refining • Begins to acknowledge the complexities of its argument	• Doesn't fully respond to the assignment, demonstrates some misunderstanding of course concepts and materials • Paper has a weak argument, thesis is too general • Fails to acknowledge other views	• Doesn't respond appro to the assignment, disconnected from cou concepts and materials • Argument is unclear, th weak • Thesis too vague or gen be nuanced or complica
Evidence & Support	• Argument is thoroughly supported by strong, specific, and appropriate evidence • Evidence is clearly introduced, analyzed and connected to the argument	• Paper's argument is supported by relevant evidence, though not always the strongest or specific quotations • Analysis of evidence needs further development	• Paper's argument is supported by limited evidence that is only occasionally relevant • Connections between argument and evidence are somewhat unclear	• Evidence is insufficient, misconstrued or misrepresented • Unclear connections be evidence and argument

What are Rubrics Used to Score?

- Assessments that require the observation of a performance or behavior(s), ex.

  - Presentation
  - Teamwork

  - Role plays
  - Performances

- Assessments of written or visual artifacts, ex.

  - Reflection papers
  - Portfolios
  - Resumes

  - Journals
  - Art pieces
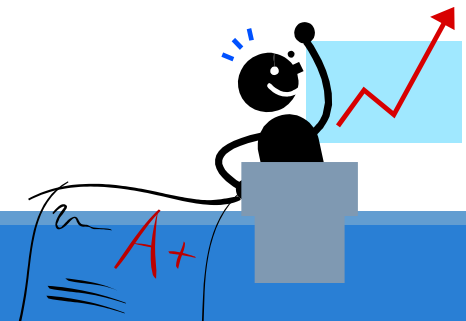
First Generation or At Risk College Students

Recent research suggests rubrics help students achieve greater success by:

o Providing explicit expectations, describing "hidden" or unspoken assumptions

o Delineating strongest and weakest ways to complete assignment

o Fostering equitable grading practices

o Providing information for support services to focus effort

o Supports and informs teaching practices and student success

Best Practices

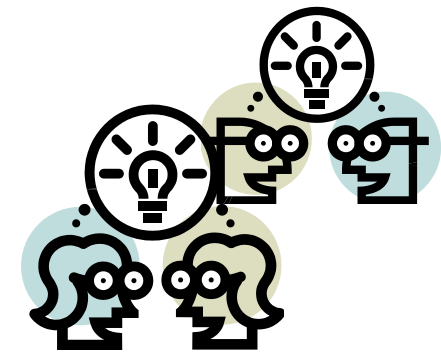Make expectations clear and specific, keep wording positive

Share the rubric with the students early-on

Talk through the rubric with students to address vocabulary questions and to identify any potentially "hidden" expectations

Practice using the rubric with staff and students

Allow students to help create rubric or to pilot a new rubric/provide feedback

Pair and Share (5 min)

1. ***With a partner, share***

    - A learning outcome from your campus - departmental or divisional

    - Identify a piece of student work that is direct evidence of student learning.

        Reminder: Example forms of evidence….

        Presentations, role plays, teamwork, performances, reflection papers, portfolios, journals, art pieces, resumes

2. ***With the room, share an example.***

Major Types of Rubrics

- Checklist

- Rating Scale

- Descriptive (also called analytic)

- Holistic

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Structure	• Paper flows logically to craft a cohesive argument • Paragraphs clearly guide the reader through a progression of ideas • Uses transitional sentences to develop strong relationships between ideas	• Generally well-constructed flow of ideas • Paragraphs are ordered thoughtfully, each paragraph relates to central argument • Transitional sentences create a logical progression of ideas	• Paper jumps from one idea to the next, lacking a clear structure • Occasional connection of ideas between paragraphs • Simple sequential rather than transitions based on logic	• Paper wanders from one idea to the next, making it difficult to distill the argument • Limited connection of ideas between paragraphs • Paragraphs may lack topic sentences or connection of ideas

General Note about Rubrics

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 about the quality of student work.

Rubric Choice
- Choice of rubric depends in part upon what information you need; how you will use it.

Example of a Checklist Rubric for a Website

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.

Example of a Rating Scale Rubric for Evaluating Fellow Group Members

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				

Example of a Descriptive (Analytic) Rubric

TEAMWORK VALUE RUBRIC

for more information, please contact value@aacu.org

Standards

Definition

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

Evaluators are encouraged to assign a zero to any work s... ... (cell one) level performance.

Criteria

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Contributes to Team Meetings	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.
Facilitates the Contributions of Team Members	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.
Individual Contributions Outside of Team Meetings	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.
Fosters Constructive Team Climate	Supports a constructive team climate by doing all of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any three of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.	Supports a constructive team climate by doing any one of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.
Responds to Conflict	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.

Association of American Colleges and Universities

Example of a Holistic Rubric For Assessing Student Essay

	Standards		
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.

Criteria

5) Act on learning findings

Refine rubric – as needed

1) Identify learning outcome, evidence of learning to be collected (measures), and develop/select rubric.

Develop/ identify rubric

2) Design programming/services to bring about intended learning

Train to use rubric

4) Determine if students achieved the intended learning outcome (measure learning)

Use rubric to score student work (measure learning)

3) Implement programming (teach)

Introduce rubric

Where do rubrics fit into the assessment cycle?

Activity: Scoring student work with a rubric & drawing conclusions

Activity: Student Learning Outcomes

Program Student Learning Outcome

As a result of the RA training program, RAs write concise incident reports that are professional, include critical factual details, and use language that is non-judgmental.
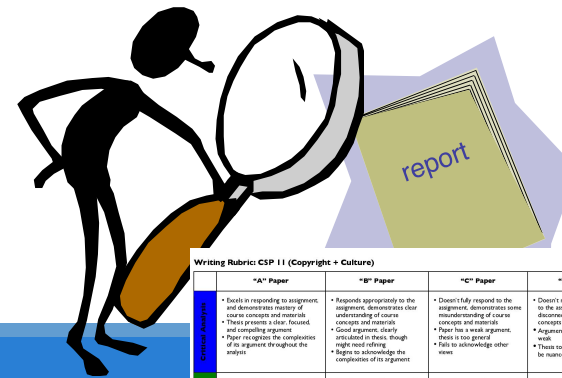
Student Affairs Divisional Learning Outcome

Demonstrate effective written, verbal, and technological communication skills.

report

Process: Score student work with a rubric.

Individually:

1. Apply rubric to one piece of student work

2. Determine the score

3. Provide a brief explanation for your score, referencing the rubric criteria.

Review Scores: Does same piece of work receive same score for all raters?

In your group:

1. Share your scores. To what degree do raters agree, i.e. exhibit "inter-rater reliability"?

2. Discuss reasons for scores for each student's work. What reasons underpin similarities and differences in scoring?

3. Summarize: What if anything have we learned?

Strategies for Addressing Rater Differences

1. Raters discuss differences and come to a shared agreement about score.

2. Ask a third rater to score.

3. Average rater scores if differences small (ex. < one level of performance)

4. *Best practice*: Reduce likelihood of discrepancy before scoring. "Calibrate" reviewers to apply rubric using example work so that reviewers share understanding of how to apply rubric. Revise rubric to clarify.
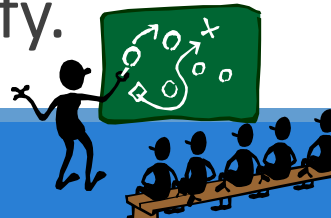
Steps for Interpreting Results and Taking Action

1. *Consider student learning results*:

- Are you satisfied?

- How do you know?

- If not, what might you do?

Intended L.O.: *As a result of the RA training program, RAs write concise incident reports …..*

Conclusions Require Point of Reference

Identify desired *standard/ level of competency / benchmark* for aggregate student performance.

E.g. 90% of RA incident reports will be professional or better by the end of first semester.

Activity: Interpreting and Acting on Results

1. **In your groups:**

   - *Interpret results below*: Did your RA training program achieve the intended outcome?

   - Identify possible action(s) in response to your interpretation.

2. **Share with room.**

Highly Professional (4)	Professional (3)	Pre-Professional (2)	Unacceptable (1)
20% (n=20)	5% (n=5)	65% (n=65)	10% (n=10)

Summarizing Results: Averages are Problematic

Averages may not describe the actual distribution of student performance.

E.g. 10 papers scored

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
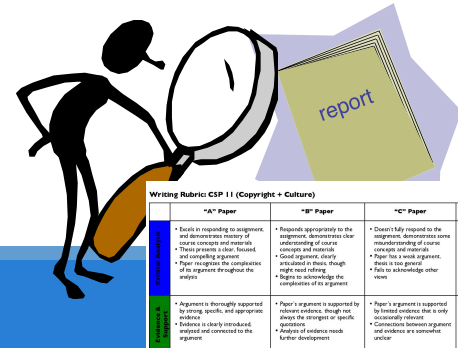
Steps for Interpreting Results and Taking Action

2. *Consider what you learned about the efficacy of the assessment process.*

Rubric

Evidence & Data Collection

Do they work well?

Can they be improved?

report

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How can we refine our rubric before we use it to conduct assessment?

Identify Rubric
- Develop or identify rubric, shaping it to outcome

Anticipate Results
- Envision possible results, ensure you will get the information needed

Pilot Rubric
- Pilot rubric, applying it to example work

Share with Students
- Share rubric with students to understand how they interpret it

Revise & Refine
- Revise/refine rubric to increase inter-rater reliability and usefulness to students

Reflection: Think back to the learning outcome and direct evidence you identified

1. How might you use a rubric in your data collection?

2. What kind of rubric (analytic, holistic, etc.) would you choose and why?

3. What have you learned about rubrics that might help you in your assessment of that outcome?

Campus Examples

USTU Writing rubric

Center for Career and Professional Advancement resume rubric

Verbal Communication rubric for student interns

(Holistic) Leadership Definition (DC)

Literacy tutoring rubric

(Checklist rubric) for Social Change Model leadership workshop

Some Advantages of Rubrics for Students

- Clarifies your expectations. Best practice – provide rubric with the assignment.

- Provides students with information to guide own learning and improvement.

- Provides feedback specifying areas for improvement.

- Supports follow-up instruction on challenges shared by a significant proportion of students.

- Facilitates peer feedback

Suskie, 2009
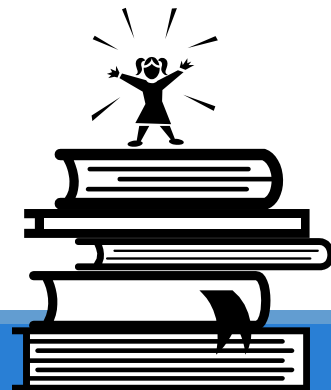
Tips for Rubric Users

Make the scoring easy for YOU

Criteria: is it for YOU or for STUDENT?

Awareness of Language (eg. Teamwork)

Points on calibrating… reviewers not tool are what we calibrate

Resources for rubrics

- Google – tons out there

- Professional societies, colleagues, networks, listservs

- VALUE Rubrics from AAC&U

- Develop it yourself

- Rubistar - http://rubistar.4teachers.org/

Reactions
Comments

Questions?

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