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Training Material

3.3. Rubrics for assessment

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1. Assessment rubrics

- An assessment rubric is an evaluation guide or tool specifying the criteria according to which an assignment/activity will be assessed. Rubrics include three key components: **evaluation criteria** (a list of aspects to be rated/assessed); **descriptors** (detailing what is expected for each criterion, within the different levels); and **performance levels** (or standards of performance - a rating scale identifying levels of mastery/levels of achievement within a task.

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1. Assessment rubrics

- **Why should you use assessment rubrics?**
  - To set a common and consistent framework for assessment;
  - To save time;
  - To facilitate/support peer assessment activities;
  - To provide timely feedback and promote student learning;
  - To foster discussion and student engagement;
  - To help students understand the different components of assignments and improve their work.
  - To share expectations and grading best-practices.

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1. Assessment rubrics: types

- Rubrics can be:
  - **Analytic**
    Two-dimensional rubrics that include, assessment criteria (one in each row) and performance levels (one in each column), allowing for different weightings in different components.
  - **Holistic**
    One dimensional rubrics based on a single scale of performance levels and focussing on students general performance.

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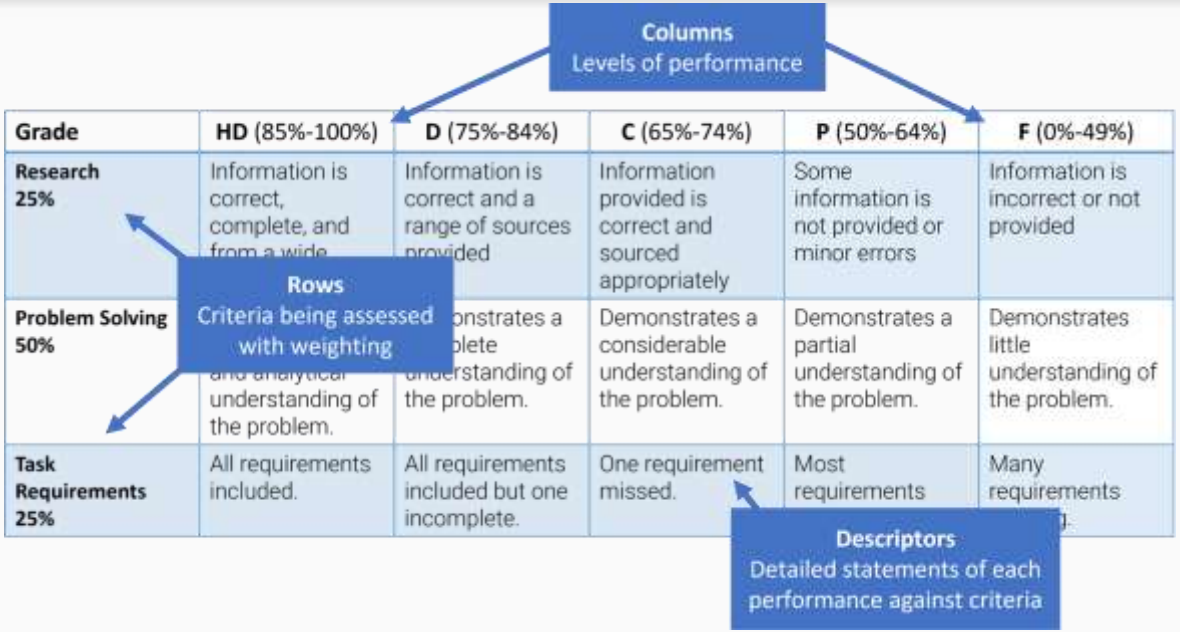
1. An analytic assessment rubric: example



Grade	HD (85%-100%)	D (75%-84%)	C (65%-74%)	P (50%-64%)	F (0%-49%)
Research 25%	Information is correct, complete, and from a wide	Information is correct and a range of sources provided	Information provided is correct and sourced appropriately	Some information is not provided or minor errors	Information is incorrect or not provided
Problem Solving 50%	understanding of the problem.	onstrates a plete understanding of the problem.	Demonstrates a considerable understanding of the problem.	Demonstrates a partial understanding of the problem.	Demonstrates little understanding of the problem.
Task Requirements 25%	All requirements included.	All requirements included but one incomplete.	One requirement missed.	Most requirements	Many requirements

Source: https://spark.scu.edu.au/kb/tl/assess/marking-feedback-and-grading/rubrics

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1. An holistic assessment rubric: example

Research Paper (Holistic Rubric)

Score	Criteria
4 (80-100%)	Research paper demonstrates complete understanding and execution of the assigned objectives. Thesis statement/argument is clearly stated, complex and original, and the writing does not spend excessive time on any one point of development at the expense of developing other points in the body of the paper. Writing is also error-free, without ambiguity, and reads smoothly, creatively, and with a purpose.
3 (70-79%)	Research paper demonstrates considerable understanding and execution of the assigned objectives. Thesis statement/argument is stated, verges on the complex and original, and the writing shows accuracy and balance in developing body points, but may exhibit occasional weaknesses and lapses in correctness. Writing also has some errors and ambiguities, yet does read clearly and coherently.
2 (60-69%)	Research paper demonstrates some understanding and execution of the assigned objectives. Thesis statement/argument is faintly stated and/or expected and not confident, and the writing is inconsistent in terms of balance in developing body points, and exhibits weaknesses and lapses in correctness. Writing also has many errors and ambiguities, and may read confusingly and incoherently.
1 (50-59%)	Research paper demonstrates limited understanding and execution of the assigned objectives. Thesis statement/argument is simplistic, unoriginal, and/or not present at all, and the writing is unbalanced in developing body points, weak, and incomplete. Writing also has numerous errors and ambiguities, and reads confusingly and incoherently.

Source: https://www.queensu.ca/teachingandlearning/modules/assessments/35_s4_05_types_of_rubrics.html

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2. Developing rubrics

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2. Developing rubrics: important tips

- If you are new to rubrics, it is advisable that you start small (try creating one rubric for one assignment) and validate your matrix with experts and other colleagues. You may also resort to templates and existing rubric developing tools (integrated into VLE);
- When developing rubrics make sure to clearly outline the assignment's key attributes a critical elements, including them in your rationale.
- Avoid using vague or subjective criteria and make sure criteria and descriptors are mutually exclusive;

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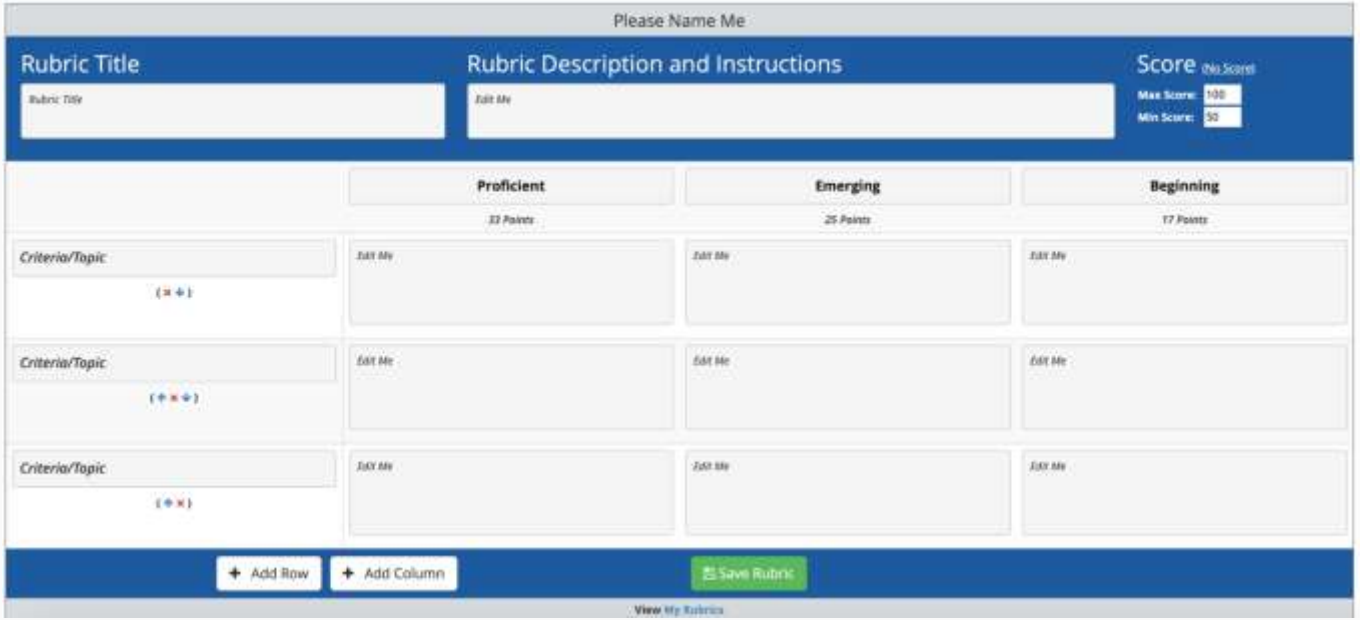

Example: https://www.quickrubric.com (online rubric creator)

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2. Developing rubrics: important tips

- Ask yourself:
  - Does this rubric relate to the learning outcome(s) being assessed?
  - Is it clear, useful and practical?
- Collect samples of student work and use them to exemplify the different points on the scale or levels you have developed. This will make the rubric more meaningful for students, anchoring their work.
- Consider co-creating rubrics with your students. In addition to developing higher order thinking such as critical thinking skills, it will create transparency and encourage participation.

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3. Developing rubrics - takeaways

- Even though developing rubrics can be time-consuming, it can help instructors save time in the long run, as they are easily transferable and customizable. On the other hand, they are flexible tools, which means you can continuously improve on them;
- In addition to written assignments, rubrics can be used to assess other outputs and components, such as videos, oral presentations and teamwork.
- Rubrics facilitate peer-review and peer assessment by setting evaluation standards that can steer students' activities;

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3. Developing rubrics - takeaways

- Students can use rubrics to improve their performance and learning, not only by having a better grasp of what is expected of them, but also by receiving feedback;
- All in all, rubrics can enhance transparent assessment, at the same time they foster reflective learning and enable students to develop assessment competences.