

**MAKING
RUBRICS
WORK
FOR YOU AND
YOUR PROGRAM!**

**ACADEMIC ASSESSMENT COUNCIL WORKSHOP
OCTOBER, 28, 2016**

WELCOME TO THE ACADEMIC ASSESSMENT COUNCIL FALL LUNCH & WORKSHOP

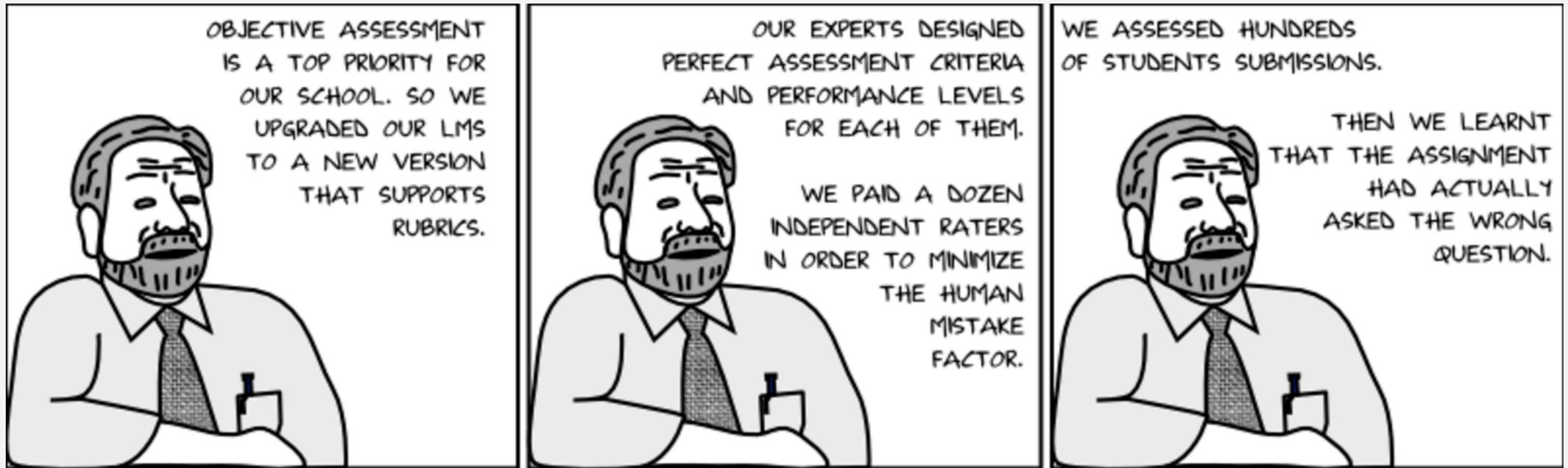
▪ OVERVIEW:

There is nothing better than a good Rubric!

A rubric can be an efficient and effective way to assess student learning, while also providing valuable feedback to both the student and the academic program.

- Rubric Engagement: What is a Good Rubric?
- Rubric Best Practices
- VALUE Rubrics & Campus Example in Critical Thinking
- Rubrics and You: Apply Best practices by selecting a Rubric for you and/or your Program. Work with colleagues to determine how best to implement.

RUBRIC ACTIVITY: WHAT MAKES A GOOD RUBRIC?



• **What is a Good Rubric?**

- One that aligns with learning outcomes and assignment.
- One that describes what students will do to demonstrate their learning.
- The Rubric also describes the expected properties of that demonstration (criteria) and the possible levels of achievement/performance (standards/levels).
 - Let's explore the importance of describing criteria and levels in a Rubric Activity!

WHAT DO EXPERTS THINK ABOUT RUBRICS?

Assessment Pioneer Mary Allen (2004) states “*Scoring rubrics make the impossible manageable.*”

A RUBRIC FOR RUBRICS: WHAT A GREAT IDEA!

- Review Directions for "Calibration" Activity
 - Task: Use Rubric for Rubrics – to Assess the Student Rubrics
 - Focus: Applying the Rubric and determining Ratings, *worry less about the specific rating you assign.*
 - Use the Rubric for Rubrics to guide your ratings.
 - Work By yourself (Yes, we expect you to NOT work together! Yes you, faculty!)
 - Share Ratings – will ask for show of hands
 - What's the Point?

Rubric for Assessing the Quality of a Rubric

Dimension	1 Unacceptable	2 Marginal	3 Acceptable	4 Exemplary
Validity <i>Applies to BOTH dimensions, so the rating includes the validity of BOTH</i>	Rubric dimensions are unreasonable for the outcome being assessed; they do not relate to the outcome being assessed	Rubric includes one or more dimensions that are trivial OR leaves out one or more dimensions that are essential	All rubric dimensions are non-trivial and they reasonably focus on the outcome being assessed	All rubric dimensions clearly focus on major aspects of the outcome being assessed
Clarity for Decision-Making <i>Applies to BOTH dimensions, so the rating includes the clarity of BOTH.</i>	The rubric's decision-making criteria are seriously flawed; they lead to ratings that do not make sense or they provide insufficient information to make judgments	The rubric's decision-making criteria are ambiguous about how to decide between one or more pairs of adjacent levels	The rubric's decision-making criteria help us make reasonable distinctions between rating levels, but a little more detail would be helpful to give us more confidence in our judgments	The rubric's decision-making criteria allow us to distinguish among rating levels with confidence

Outcome: Students who complete our program can effectively lead groups to accomplish a task.

Leadership Rubric 1

Rating for Example 1: Validity ____ Clarity ____

Dimension	1 Unacceptable	2 Marginal	3 Acceptable	4 Exemplary
Focus on Task	Assigned task is not addressed	The group regularly strays from the assigned task	The group occasionally strays from the assigned task	The group rarely strays from the assigned task
Speech Volume	Leader routinely speaks too softly to be heard	Leader sometimes speaks too softly to be heard	Leader can be heard, but sometimes group members must strain to hear him/her	Leader speaks in a voice loud enough to be easily heard by group members

Leadership Rubric 2

Rating for Example 2: Validity ____ Clarity ____

Dimension	1 Unacceptable	2 Marginal	3 Acceptable	4 Exemplary
Accomplishes Task	Group fails to reach a conclusion about how to accomplish the task	Group offers a conclusion, but their conclusion fails to adequately accomplish the task	Group reaches a reasonable conclusion that accomplishes the task	Group reaches a conclusion that accomplishes the task in a sophisticated or creative way
Engages Group Members	Leader is insulting to one or more group members	Leader does not insult anyone, but does not communicate with one or more group members	Leader encourages all group members and acknowledges what they say	Leader encourages and shows respect for all group members, listens actively, and encourages collaboration

Leadership Rubric 2

Rating for Example 2: Validity ____ Clarity ____

Dimension	1 Unacceptable	2 Marginal	3 Acceptable	4 Exemplary
Commands Respect	Leader is ignored by group members	Leader allows group members to criticize how the group is being led	Leader requires group members to raise their hands before speaking	Leader decisively reaches a conclusion and does not allow group members to disagree with him/her
Efficient	Decision is made in 10 or more minutes	Decision is made in 5-10 minutes	Decision is made in 3-5 minutes	Decision is made in 0-3 minutes

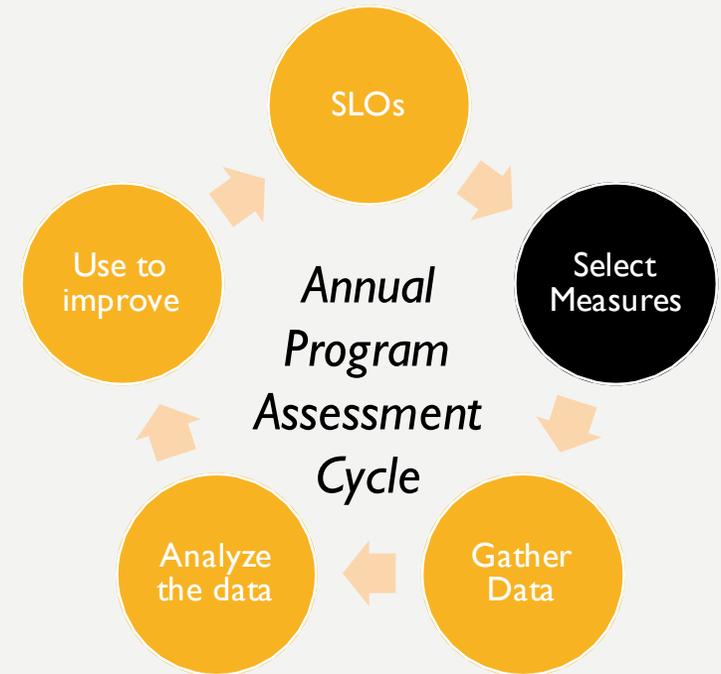
Ratings Summary

Example	Validity Ratings				Clarity Ratings			
	1	2	3	4	1	2	3	4
Example 1								
Example 2								
Example 3								

So what was the Point?

RUBRICS: BEST PRACTICES

- NUMBER OF LEVELS
- “DISTANCE” BETWEEN LEVELS
- FROM OUTCOMES TO TRAITS
- CUSTOMIZATION AND VALIDITY



NUMBER OF LEVELS



Extracted from Brazil (1985) written/directed by Terry Gilliam

"DISTANCE" BETWEEN LEVELS

ONLINE REVIEWS OF LASER PRODUCTS

	...SURGERY	...REMOVAL	...PRINTER
EYE...	★★★★★ "I DON'T NEED GLASSES ANYMORE!"	☆☆☆☆☆ "AAAAAAA! MISREAD THE DESCRIPTION! AAAAAAAAAAAAAA!!"	☆☆☆☆☆ "EWJ."
LASER — JET...	☆☆☆☆☆ "TOO NERVOUS TO TRY IT."	★★★★☆ "EFFECTIVE, BUT THE FAA GOT REALLY MAD"	★★★★☆ "PRINTS GREAT!"
HAIR...	★★★☆☆ "CONFUSING TERM FOR HAIRCUT. BURNING SMELL."	★★★★☆ "GREAT RESULTS!"	☆☆☆☆☆ "DISGUSTING, WON'T TURN OFF, JAMS CONSTANTLY."

FROM OUTCOMES TO TRAITS

Are we measuring the right thing?

Do traits equally contribute to outcome?



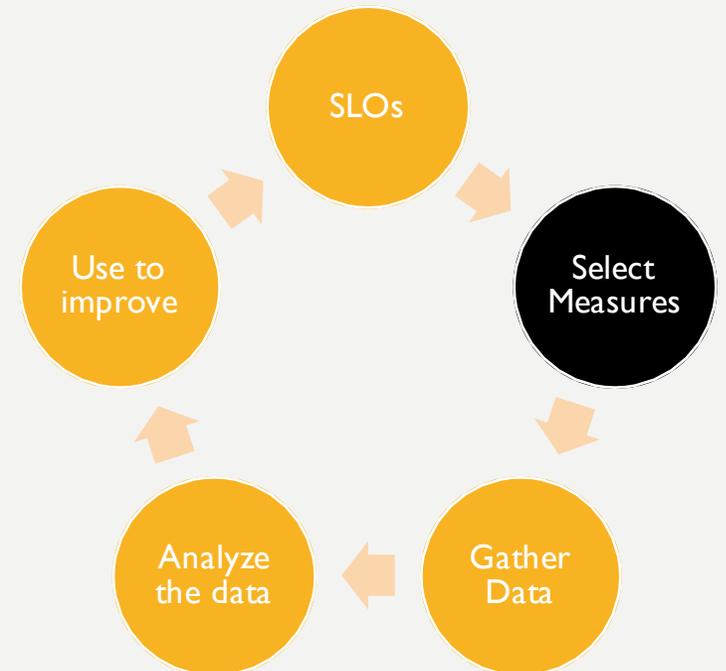
<http://xkcd.com/937/>

CUSTOMIZATION AND VALIDITY

Every modification to a rubric threatens both external validity and future comparability of results

- VS -

Rubrics should yield results which are meaningful within the local context



VALUE RUBRICS



- **VALUE Rubrics**
 - **Go To [AAC&U](#) for free Rubric Downloads**
 - Project to provide valid assessment of learning in undergraduate education – an alternative to standardized tests
 - Principle that work that faculty assign and which students engage in as part of their classes is best measure of learning
 - Faculty-developed and nationally-tested
 - A point of departure for customization to fit individual campuses
 - **Go to the [Academic Assessment Council Website](#) for Rubrics**
 - Resources Tab on Left Menu

GE ASSESSMENT & THE VALUE RUBRIC: CRITICAL THINKING AT CHICO STATE

- Critical Thinking is one of 10 SLOs for the GE program, targeted by 45 different UD GE courses.

From EM 10-01:

Critical thinking identifies issues and problems raised in written texts, visual media and other forms of discourse, and assesses the relevance, adequacy and credibility of arguments and evidence used in reaching conclusions.

From AAC&U VALUE rubric:

Critical thinking is a habit of mind characterized by a comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

GE CRITICAL THINKING ASSESSMENT PROCESS

- August 2015: Message to all faculty teaching UD CT courses to review VALUE rubric and identify an assignment to which it could be applied.
- September-December 2015: Faculty submit student work to STEPS system for assessment.
- February 2016: CAB CT subcommittee reviews sample papers to determine applicability of rubric.

SAMPLE ASSIGNMENTS:

“Explore the ethical concerns Victor Frankenstein’s use of animal and human bodies might raise. Give several examples from the novel (direct quotations are best) to support your points, and extend your discussion by introducing a current scientific practice that could raise the same kinds of questions.”

“Pick an environmental problem or a solution to a problem. Describe the science behind the problem. Identify and explain opposing views on the problem where they exist. Critically evaluate the opposing views for reliance on data and facts versus rhetoric or political ideology.”

GE CRITICAL THINKING ASSESSMENT PROCESS

- February 2016: CT subcommittee revises VALUE rubric to increase applicability, blending old CSU, Chico GE rubric with VALUE rubric.
- February 2016: Norming session for CAB assessment team.
- March-May 2016: CAB Assessment team applies revised rubric to 100+ sample papers. Each paper receives 2 reads, with a third reader brought in to resolve divergent readings.
- April 2016: Administer objective CT test in courses whose faculty did not submit signature assignments, similar to Area A3 assessment administered in 2012-2013.
- August 2016: Assessment results submitted to CAB.

TENTATIVE CONCLUSIONS

- Critical thinking means many different things across campus.
- Faculty are resistant to participation in GE program-level assessment.
- Our students' critical thinking skills are not particularly strong, and do not appear to improve as they move from their A3 course to the upper division.
 - *Need to carefully correlate the SLO, the assignment, and the rubric*

Selecting Rubrics: You & Your Program

Now is the time to consider how a Rubric could assist **YOU** and/or **YOUR** program in assessment of student learning.

- Pick a Learning Area:
 - Oral Communication
 - Written Communication
 - Critical Thinking
 - Information Literacy
 - Graduate Culminating Activities
- Or, work on a Rubric you brought with you and join one of the other areas.
- Work with your peers and the AAC members to imagine how you could implement Rubric use for a student learning outcome.

WHAT KIND OF ADVICE IS OUT THERE?

Assessment Wizard, Mary Allen (2004) encourages faculty to NOT “... restrict yourself to rubrics created for your discipline. Faculty in economics program might find that a rubric on basketball dribbling is almost perfect. They just have to replace ‘dribble the ball’ with ‘apply Keynesian economics.’”

Your goal when examining others’ rubrics is not to find the one that can apply directly to your work; look for ideas that help you customize a rubric to match your needs.”

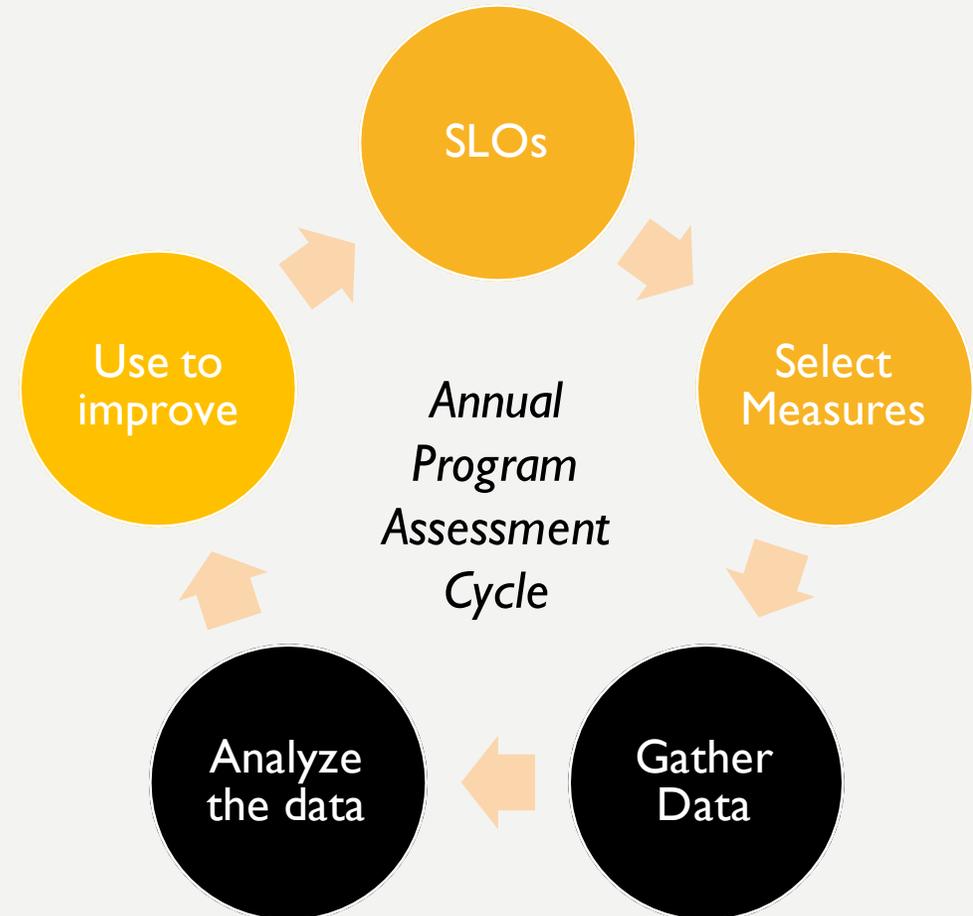
**SHARE
THE
CHOCOLATE**

SHARE BEST INSIGHT OR IDEA FROM EACH TABLE

SPRING 2017 AAC WORKSHOP: USING RUBRICS TO ANALYZE DATA

Now that you know Best Practices for rubrics and some rubrics to Select from, you are ready to consider Data Collection and Analysis using your Rubric.

See you in the Spring!
There will be chocolate.



**THANK YOU
FOR YOUR TIME
AND ENERGY.**

ACADEMIC ASSESSMENT COUNCIL

Please complete the online evaluation, the AAC welcomes your feedback

<https://goo.gl/forms/04i3F9aFiyCG2nUC2>