Using Rubrics as an Effective Tool for Evaluation

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What is a rubric?

- Scoring tool that lays out specific expectations
- Instrument that divides an assignment into component parts
- Detailed description of acceptable - non-acceptable performance
Rationale for Using Rubrics

- Assists in providing timely feedback
- Encourages using feedback for improvement
- Promotes critical thinking
- Assists in communicating problems
- Serves as a guide for improving practice
Rubric Use
Rubrics may be used in evaluating:

- Research papers
- Critiques
- Discussion forums
- Lab reports
- Portfolios
- Assignments such as case studies, critical analysis papers, technology-based projects, etc.
- Group presentations

Rubrics may be used to evaluate any type of performance-based assignment that involves criteria.
# Typical Components

<table>
<thead>
<tr>
<th><strong>Task Description</strong> - A detailed description of the assigned task with clear guidelines regarding expectations and components.</th>
<th><strong>Scale or Levels</strong> - Levels of achievement outlining what is acceptable and what is considered not acceptable. (Example: target, acceptable, mastery, meets expectations)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Dimensions of the Assignment</strong> - A breakdown of the assignment in terms of skills and knowledge targeted.</td>
<td><strong>Descriptions of Dimensions</strong> - Categorical, detailed information regarding highest level of performance and criteria to lowest level of performance and criteria.</td>
</tr>
</tbody>
</table>
Overview of Stages in Constructing a Rubric

<table>
<thead>
<tr>
<th>Stage 1 Reflecting</th>
<th>Reflect on: a) task, b) rationale, and c) expectations. Question: Is a rubric the correct evaluation tool?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Stage 2 Listing</td>
<td>Focus on specific guidelines, details, objectives, and components. Question: What objectives should be targeted?</td>
</tr>
<tr>
<td>Stage 3 Grouping &amp; Labeling</td>
<td>Organize the results of reflection in Stage 1 and 2. Group, categorize, and label expectations and criteria. Question: Are all criteria listed, organized, categorized, and labeled in a logical manner?</td>
</tr>
<tr>
<td>Stage 4 Application</td>
<td>Transfer lists to a “rubric grid.” Examine criteria and labels to be sure they are clear and concise. Question: Will the instrument be reliable for what I intend it to evaluate?</td>
</tr>
</tbody>
</table>
Stage 1: Reflecting Checklist

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did you create this particular task?</td>
<td>Have you assigned a similar task previously? If so...</td>
</tr>
<tr>
<td>How will this task relate to subsequent teaching?</td>
<td>What questions came up? What were the results?</td>
</tr>
<tr>
<td>What are the targeted skills?</td>
<td>What exactly is the task assigned?</td>
</tr>
<tr>
<td>What evidence can you provide that would assist in completing the task?</td>
<td>Does the task consist of one component or multiple components? Are they defined?</td>
</tr>
<tr>
<td>What are the highest expectations?</td>
<td>What does an exemplary product look like?</td>
</tr>
<tr>
<td>What are the lowest expectations that may appear?</td>
<td>Are all criteria in place?</td>
</tr>
</tbody>
</table>
Stage 2: Listing
Questions to Consider

• What specific learning objectives or goals will be targeted?
• What is the nature of the task and do the objectives match?

Questions for Reflection
Once objectives and goals are identified, begin listing “level” criteria.

What types of evidence are required to illustrate highest - lowest expectations?
Stage 3 Grouping and Labeling

Questions to Consider

• List highest expectations
  • What product will “anchor” the process?
  • What criteria should be considered at the highest level of performance?

• List lowest expectations
  • What criteria should be considered as minimal?

• What are the intermediate criteria?
## Basic Rubric Example

<table>
<thead>
<tr>
<th>MEETS ALL EXPECTATIONS</th>
<th>MEETS MOST EXPECTATIONS</th>
<th>DOES NOT MEET EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STANDARD 7 / PLANNING</strong></td>
<td><strong>STANDARD 7 / PLANNING</strong></td>
<td><strong>STANDARD 7 / PLANNING</strong></td>
</tr>
<tr>
<td><strong>BASIC LESSON PLAN COMPONENTS</strong></td>
<td><strong>BASIC LESSON PLAN COMPONENTS</strong></td>
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</tr>
<tr>
<td>Well-written lesson with clearly stated objectives, strong attention-getting set, clear instructional procedures, assessment strategy, and closing statement. Materials and/or resources included; highly interesting, informative, and well-organized.</td>
<td>Well-written lesson with stated objectives, attention-getting set, instructional procedures, assessment strategy, and closing statement. Materials and/or resources included; interesting, informative, and organized.</td>
<td>Lesson does not fully address all components.</td>
</tr>
<tr>
<td><strong>OVERALL</strong></td>
<td><strong>OVERALL</strong></td>
<td><strong>OVERALL</strong></td>
</tr>
<tr>
<td>All components fully addressed; extremely well-written and designed with correct use of grammar and punctuation and no spelling errors.</td>
<td>All components addressed, well-written and designed with little or no grammar, punctuation, or spelling errors.</td>
<td>Lesson poorly written; does not fully address all components, contains multiple grammar, punctuation, and spelling errors.</td>
</tr>
</tbody>
</table>

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### Stage 4 Application Consider Types

#### Scoring Guide

- Lists only one set of criteria—the highest possible performance for each category.
- Provide greater flexibility of response and can make grading a performance-based task in real time more organized and quicker.
- Uses: oral presentations, lessons, group presentations

#### Three - Five Level Rubric

- Dimensions or categories are further broken down.
- Clear expectations are outlined within each category and typically include several performance levels.
- Uses: critical analysis papers, case studies, research papers, in addition to any other type of performance-based task
Collaborative Rubric Construction

- Rubric construction works well in a collaborative setting
  - Colleagues
  - Students
  - Administrators
  - Course Designers
  - Interdisciplinary Departments

Rubric Construction Models

- Presentation Model
- Feedback Model
- Pass-the-Hat Model
- Post-It Model
- 4 x 4 Model
Overview of Rubric Construction Models

<table>
<thead>
<tr>
<th>Rubric Construction Model</th>
<th>Process</th>
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</thead>
<tbody>
<tr>
<td>Presentation</td>
<td>Instructor or course designer constructs rubric (Stages 1-4). Feedback is requested during application.</td>
</tr>
<tr>
<td>Feedback</td>
<td>Instructor or course designer construct rubric (Stages 1-4). Edits are solicited during application.</td>
</tr>
<tr>
<td>Pass-the-Hat</td>
<td>Instructor or course designer begins process. Help is solicited from students or colleagues during remaining stages.</td>
</tr>
<tr>
<td>Post-It</td>
<td>Instructor or course designer begins process. Collaboration begins in Stage 2 and continues through Stage 4.</td>
</tr>
<tr>
<td>4 x 4</td>
<td>Instructor or course designer works collaboratively with students or colleagues in rubric construction.</td>
</tr>
</tbody>
</table>
Evaluating with Rubrics

- Assign task and distribute example product and copy of rubric
- Begin by establishing performance anchors (best of the best)
- Provide detailed, formative feedback using the rubric criteria
- Score the product or task
- Provide summative feedback (evaluation) based on rubric criteria
Rubrics and Instruction

- Categories to consider:
  - Appropriateness
  - Accuracy
- Alignment with:
  - Standards
  - Goals
  - Objectives
  - Performance criteria

- Learning Tasks:
  - Matched with content
  - Matched with desired outcomes
Metarubrics

• The process of evaluating the effectiveness of a rubric
• Rubric constructed and utilized in evaluating a rubric (confusing?!) 
• Typically used in curriculum design, course design, and instruction
# Naming Levels of Performance

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Acceptable</th>
<th>Deficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Target</td>
<td>Acceptable</td>
<td>Unacceptable</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Exemplary 3</td>
<td>Adequate 2</td>
<td>Developing 1</td>
</tr>
<tr>
<td>High Performance</td>
<td>Acceptable Performance</td>
<td>Unacceptable Performance</td>
</tr>
</tbody>
</table>

Grade on Performance, not on deficiencies

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Descriptors of Performance

• Requirements:
  • Can be measured, not some vague descriptor such as “creative” or “long”
  • Is clearly delineated from next level of performance
  • Positive rather than negative (what was performed, not what was NOT performed)
Let’s Go

- Template for Student Checklist
  - Fill in criteria for Organization, Writing Structure, and Mechanics
    - Will transfer to Rubric

- Template for Rubric
  - Level of Performance Descriptors
  - Fill in for Content categories, Organization, and Writing Structure
    - Derive from Student Checklist
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