Developing and Applying Rubrics Workshop
Gavilan College, April 4, 2008
Mary Allen (mallen@csub.edu)

Scoring rubrics are explicit schemes for classifying products or behaviors into categories that vary along a continuum. They can be used to classify virtually any product or behavior, such as essays, research reports, portfolios, works of art, recitals, oral presentations, performances, and group activities. Rubrics can be used to provide formative feedback to students, to grade students, and/or to assess courses or programs.

There are two major types of scoring rubrics:
- Holistic scoring — one global, holistic score for a product or behavior
- Analytic rubrics — separate, holistic scoring of specified characteristics of a product or behavior

Rubrics Can:

- Speed up grading
- Provide routine formative feedback to students
- Clarify expectations to students
- Reduce student grade complaints
- Improve the reliability and validity of assessments
- Make assessments more efficient and effective

Suggestions for Using Rubrics in Courses

1. Hand out the grading rubric with the assignment so students will know your expectations and how they'll be graded. This should help students master your learning outcomes by guiding their work in appropriate directions.
2. Use a rubric for grading student work and return the rubric with the grading on it. Faculty save time writing extensive comments; they just circle or highlight relevant segments of the rubric. Some faculty include room for additional comments on the rubric page, either within each section or at the end.
3. Develop a rubric with your students for an assignment or group project. Students can then monitor themselves and their peers using agreed-upon criteria that they helped develop. Many faculty find that students will create higher standards for themselves than faculty would impose on them.
4. Have students apply your rubric to some sample products before they create their own. Faculty report that students are quite accurate when doing this, and this process should help them evaluate their own products as they are being developed. The ability to evaluate, edit, and improve draft documents is an important skill.

5. Have students exchange paper drafts and give peer feedback using the rubric, then give students a few days before the final drafts are turned in to you. You might also require that they turn in the draft and scored rubric with their final paper.
6. Have students self-assess their products using the grading rubric and hand in the self-assessment with the product; then faculty and students can compare self- and faculty-generated evaluations.

Rubric Category Labels

- Beginner, Developing, Acceptable, Exemplary
- Does Not Meet Expectations, Almost Meets Expectations, Meets Expectations, Exceeds Expectations
- Novice, Developing, Proficient, Expert
- Beginner, Developing, Accomplished, Mastery
- Below Basic, Basic, Proficient, Advanced (AAC&U Board of Directors, *Our Students Best Work*, 2004)

Creating a Rubric

1. Adapt an already-existing rubric.
2. Analytic Method
3. Expert-Systems Method

You may like to add score ranges to a grading rubric, or you might prefer grading holistically based on the rubric.

Analytic Rubric for Grading Oral Presentations				
	Below Expectation	**Satisfactory**	**Exemplary**	**Score**
Organization	No apparent organization. Evidence is not used to support assertions. (0-4)	The presentation has a focus and provides some evidence which supports conclusions. (5-6)	The presentation is carefully organized and provides convincing evidence to support conclusions. (7-8)	
Content	The content is inaccurate or overly general. Listeners are unlikely to learn anything or may be misled. (0-8)	The content is generally accurate, but incomplete. Listeners may learn some isolated facts, but they are unlikely to gain new insights about the topic. (9-11)	The content is accurate and complete. Listeners are likely to gain new insights about the topic. (12-13)	
Delivery	The speaker appears anxious and uncomfortable, and reads notes, rather than speaks. Listeners are largely ignored. (0-5)	The speaker is generally relaxed and comfortable, but too often relies on notes. Listeners are sometimes ignored or misunderstood. (6-7)	The speaker is relaxed and comfortable, speaks without undue reliance on notes, and interacts effectively with listeners. (8-9)	
Total Score				

Standards: How good is good enough?

- "We would be satisfied if at least __% are at level 3 or higher."
- "We would be satisfied if at least __% are at level 3 or higher and no more than __% are at level 1."
- "We would be satisfied if at least __% are at level 4, at least __% are at levels 3 and 4, and no more than __% are at level 1."