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## Rubrics - Creating Transparency for Effective Teaching and Learning

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# Rubrics

Creating Transparency for Effective Teaching and Learning

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# Definition

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Rubrics are documents that articulate the expectations for an assignment or set of assignments by listing the assessment criteria and by describing the levels of quality in relation to each of those criteria.

(Reddy and Andrade, 2010).

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A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.

(Brookhart, 2013)

# Types of rubric....

**Holistic Rubrics** give general descriptions of different performance levels. They describe the students' work by applying all of the criteria at the same time and enabling an overall judgement about the quality of the work.

**When to use:** When assessing advanced student learning

**Analytic Rubrics** describe the work on each criterion separately. They are often used with a scoring weighting to provide the student with a grade, but they can also be used as a non-grading tool to assess formative tasks.

**When to use:** When students are unfamiliar with a subject/task

# How do I know if I need a rubric?

You produce and circulate a detailed coursework brief, but your students continually ask two to three questions per class about your expectations.

You have been disappointed by assignment submissions because some or all of your students were unaware of academic requirements that you considered so basic that you neglected to mention them!

### Presentation Assessment Rubric

Criteria	Excellent	Good	Satisfactory	Fair	Criterion Score
Content and Relevance	25 points Excellent identification of paper's thesis and evaluation of research articles and/or papers.	20 points Good identification of paper's thesis and evaluation of research articles and/or papers.	15 points Satisfactory identification of paper's thesis and evaluation of research articles and/or papers.	10 points Fair identification of paper's thesis and/or evaluation of research articles and/or papers.	/ 25
Knowledge of Topic	25 points Excellent knowledge of chosen topic drawn into a salient and logical presentation.	20 points Good knowledge of chosen topic drawn into a salient and logical presentation.	15 points Satisfactory knowledge of chosen topic drawn into a salient and logical presentation.	10 points Fair knowledge of chosen topic drawn into a salient and logical presentation.	/ 25
Format and Presentation	25 points Presentation is crisp, clear, and succinct. No spelling, grammar or punctuation errors. Excellent visual impact.	20 points Presentation is crisp, clear, and succinct. Minimal spelling, grammar or punctuation errors. Very good visual impact.	15 points Presentation is generally clear but may be repetitive or disorganised. Few spelling, grammar or punctuation errors. Good visual impact.	10 points Presentation is generally clear, but may be repetitive or disorganised. Meaning is sometimes hidden. Few to several spelling, grammar, punctuation or citation errors. Acceptable visual impact	/ 25
Time Management	25 points Adheres to the stated time limit	20 points Good attempt to adhere to the stated time limit	15 points Satisfactory attempt to adhere to the stated time limit	10 points Does not attempt to adhere to the time limit	/ 25

Total

/ 100

# Benefits of rubric use...

## **Transparency**

Clarify the expectations you have for student performance by providing detailed descriptions of those expectations. Rubrics will detail performance levels and describe the differences between performance at each level.

## **Consistency**

Enable clear and consistent communication with students about assessment requirements, encouraging them to take responsibility for their performance.

# Benefits of rubric use...

## **Student Feedback**

Provide for effective and timely feedback which promotes student learning in a sustainable way. Well-designed rubrics will help increase validity and reliability of feedback.

## **Lecturer Feedback**

Highlight gaps and weaknesses in students' understanding against pre-defined criteria, providing specific areas to address in future lectures.



# How to assess with rubrics...

Ensure that rubrics are prepared and available to your students before they commence their coursework. This ensures that the rubric contributes to their learning throughout the task.

Involve your students when developing your assessment rubrics. This will encourage them to be independent and manage their own learning.

# How to assess with rubrics...

Use the classroom discussions to refine and improve your rubrics in response to your students' common misconceptions and misunderstandings. Ensure that the language you use is clear and unambiguous.

Practice using rubrics in class. Have students assess their own work and that of their peers. This creates a feedback loop that aligns with self-reflective practice.

# References...

Brookhart, S (2013) How to create and use rubrics for formative assessment and grading . ISBN 978-1-4166-1507-1 ASCD: Alexandria, USA

Reddy, Y., & Andrade, H. (2010). A review of rubric use in higher education. *Assessment & Evaluation In Higher Education*, 35(4), 435-448.