

## Using Rubrics Assess Student Work

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### Introduction

#### Student work and grading

We realize that all student efforts produce a product...  
But how do we determine if the produced work is at the appropriate level of what we want?

#### When you give an assignment...

What's your target?

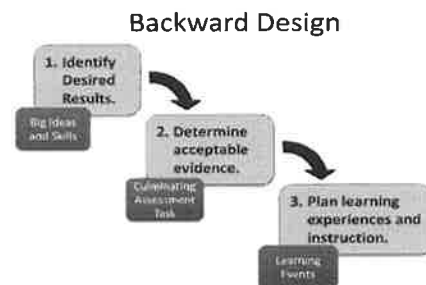
#### Today

- About rubrics
- Types of rubrics
- Design activity
- Campus tools & examples
- Q&A

#### Workshop Goals

At the completion of this workshop, you will be able to:

- Describe two types of rubrics
- Identify and describe parts of a rubric
- Create a basic rubric
- Implement rubrics in your assessment practices



Wiggins, G. P., & McTighe, J. (2005). *Understanding by design*. Association for Supervision & Curriculum Development

- Did students achieve your desired result? How will you know? How will they know?
- How do you assess the evidence showing students have achieved your desired learning goal or outcome?

#### The Rubric

What is it? What is your experience?

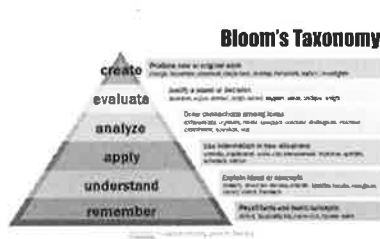
*An assessment tool to save grading time, convey effective feedback, and promote student learning*

Stevens and Levi

*A printed set of guidelines that distinguishes performances or products of different quality.*

Grant Wiggins

*A multi-purpose assessment scoring guide, often in a matrix/ grid format, that seeks to evaluate a student's performance based on the sum of a full range of criteria rather than a single numerical score*



## Rubric Types

### Holistic

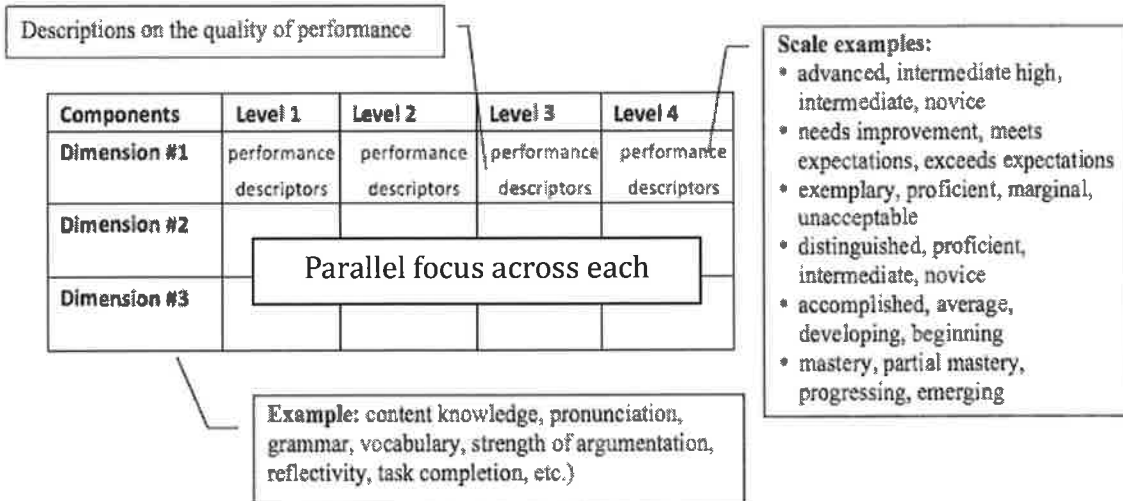
- Assesses work/product as a whole
- Consists of a single scale (i.e. score from 1-5)
- All included evaluation criteria being considered together (e.g., clarity, organization, and mechanics)
- Use when you want a quick snapshot of achievement where a single dimension is adequate to define quality

### Analytic

- Assesses student work via 2+ criteria at each performance level
- Separate score provided for each criterion
- Use when you want to see strengths and weakness
- To provide detailed feedback about performance

## Anatomy of a Rubric

- The Assignment - task description
- Criteria of assignment to be rated (rows) – [nouns]
- Levels of mastery / achievement (columns) [adjectives]
- Descriptions of mastery/achievement method (cells) [verbs]
-



Expert	Advanced	Intermediate	Beginner
Exemplary	Accomplished	Developing	Novice
Distinguished	Proficient	Marginal	Unacceptable
Exemplary	Accomplished	Developing	Beginning
Accomplished	Good	Satisfactory	Needs Improvement
Excellent	Good	Fair	Poor
Complete	Satisfactory	Incomplete	
Distinguished	Proficient	Apprentice	
Strong	Satisfactory	Weak	
High	Intermediate	Low	
Exemplary	Competent	Developing	
High Mastery	Average Mastery	Low Mastery	
Exceeds Expectations	Meets Expectations	Below Expectations	

## Activity – Create a rubric for use

### To develop your rubric ...

#### Assignment and goals

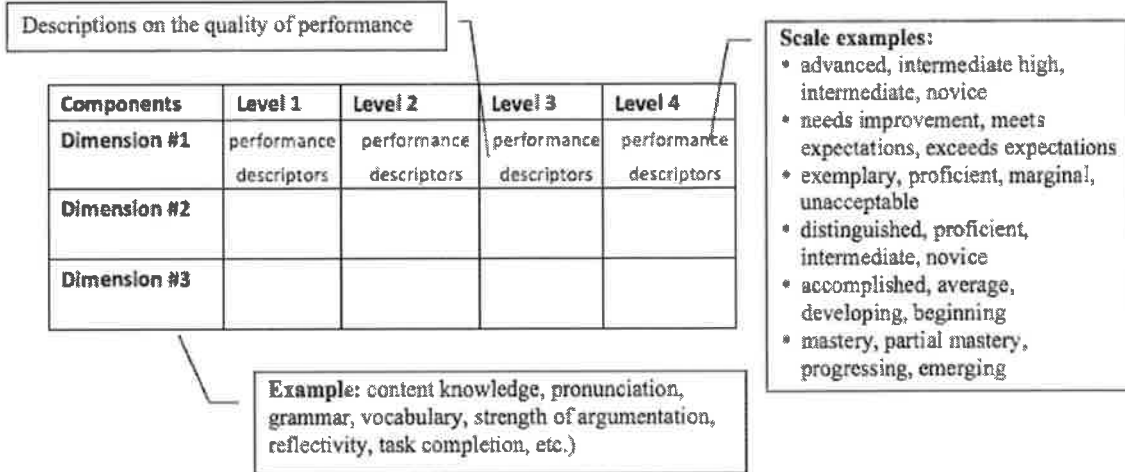
- Define your task/project are you assessing
- General elements of assignment to rate (Criteria - rows)
- Levels of achievement or quality will you use (Scale - columns)
- Levels of performance (Descriptions - cells)
- Articulate expected levels of performance

## Sakai & iRubric

### Class Demo

### Sample Rubrics

## Rubric Components



## Sample Rubric Development

	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
Delivery			
Content			
Organization			
Physicality			

	Below Expectations (1)	Meets Expectations (2)	Exceeds Expectations (3)
<b>Delivery</b> <ul style="list-style-type: none"> <li>• volume</li> <li>• pacing</li> <li>• engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to hear speaker</li> <li>• Pace too slow or too fast</li> <li>• Little connection with audience, reads mainly from prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Easy to hear speaker</li> <li>• Pace is consistent</li> <li>• Eyes are on audience and keeps their attention</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker varies volume to fit message</li> <li>• Pace is smooth to rhythms of topic</li> <li>• Multitude of audience clearly engaged</li> </ul>
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<b>Language</b> <ul style="list-style-type: none"> <li>• volume</li> <li>• pacing</li> <li>• engagement</li> </ul>	<ul style="list-style-type: none"> <li>• Difficult to hear speaker</li> <li>• Pace too slow or too fast</li> <li>• Little connection with audience, reads mainly from prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Easy to hear speaker</li> <li>• Pace is consistent</li> <li>• Eyes are on audience and keeps their attention</li> </ul>	<ul style="list-style-type: none"> <li>• Speaker varies volume to fit message</li> <li>• Pace is smooth to rhythms of topic</li> <li>• Multitude of audience clearly engaged</li> </ul>
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Holistic Rubrics

**When to use Holistic Rubrics:**

- There is no single correct answer/response to a task (e.g., creative work).
- The focus is on overall quality, proficiency, or understanding of a specific content or skills.
- the assessment is summative (e.g. at the end of a semester or Major)
- You are assessing significant numbers (e.g. 150 Senior portfolios).

**Table 1:**  
Template for Holistic Rubrics

Score	Description
5	Demonstrates complete understanding of the problem. All requirements of task are included in response.
4	Demonstrates considerable understanding of the problem. All requirements of task are included.
3	Demonstrates partial understanding of the problem. Most requirements of task are included.
2	Demonstrates little understanding of the problem. Many requirements of task are missing.
1	Demonstrates no understanding of the problem.
0	No response/task not attempted.

<http://pareonline.net/getvn.asp?v=7&n=25>

Analytic Rubrics

**When to use Analytic Rubrics:**

- Several faculty are collectively assessing student work. Descriptions promote consistent scoring.
- Outside audiences will be examining rubric scores. Substantial feedback to students or faculty is desired.
- Profiles of specific strengths/weaknesses are desired. (Suskie, p. 129).

**Table 2:**  
Template for analytic rubrics

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
<b>Crit. #1</b>	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
<b>Crit. #2</b>	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
<b>Crit. #3</b>	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
<b>Crit. #4</b>	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	



## University of Notre Dame Learning Outcomes for Undergraduates

*In order to lay the foundations for life-long learning, by the time they graduate, Notre Dame undergraduates will be able to:*

- A. Acquire, synthesize, and communicate knowledge by incorporating relevant disciplinary approaches, cultural perspectives, and Catholic intellectual tradition.
- B. Recognize moral and ethical questions in lived experiences, evaluate alternatives, and act with integrity.
- C. Contribute to the common good by displaying a disciplined sensibility and committed engagement in response to complex challenges facing local, national, or global communities.
- D. Demonstrate the vision and self-direction necessary to articulate, set, and advance toward their goals.
- E. Think critically in formulating opinions or accepting conclusions.
- F. Exhibit creativity or innovation in the pursuit of their intellectual interests.
- G. Display a level of mastery in their major field(s) of study that enables them to successfully pursue professional careers or advanced study.

Source: <http://provost.nd.edu/undergraduate-education/university-learning-outcomes-for-undergraduates/>

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***Critical thinking*** - calls for these abilities:

- 1. Recognize problems and find ways to address them
- 2. Recognize unstated assumptions and values
- 3. Comprehend and use language
- 4. Gather information
- 5. Interpret data, appraise evidence and evaluate arguments
- 6. Recognize relationships between propositions
- 7. Draw conclusions and make generalizations
- 8. Test conclusions and generalizations
- 9. Render judgments
- 10. Reconstruct patterns of belief on the basis of experience

Based on *An Experiment in the Development of Critical Thinking*,  
Edward M. Glaser, Teacher's College, Columbia University, 1941.



## Rubric: Audio Interview

**iRubric**<sup>Powered by</sup>

<b>Sound Editing</b>				
	<b>Full credit 100 pts</b>	<b>Partial credit 80 pts</b>	<b>Minimal credit 60 pts</b>	<b>No credit 0 pts</b>
<b>Functionality</b>				
<b>Editing 15 %</b>	Full credit All smooth transitions.	Partial credit One or two sharp cuts.	Minimal credit Very choppy.	No credit Unacceptable
<b>Skills 10 %</b>	Full credit Shows skills learned outside of class.	Partial credit Shows skills learned in class.	Minimal credit Shows little skill.	No credit Unacceptable
<b>Volume level 10 %</b>	Full credit Consistently good	Partial credit A bit low or high, some variation	Minimal credit Varies greatly, hard to hear, or distorted.	No credit Unacceptable
<b>Background noise 10 %</b>	Full credit None	Partial credit A small amount	Minimal credit Lots	No credit Unacceptable
<b>Music level 5 %</b>	Full credit Faded behind voice	Partial credit A bit high or low	Minimal credit Overpowering or not heard	No credit Unacceptable
<b>Aesthetics</b>				
<b>General appeal 5 %</b>	Full credit Very high appeal	Partial credit Appropriate	Minimal credit Very little appeal	No credit Unacceptable
<b>Soundtrack 5 %</b>	Full credit Excellent choice	Partial credit Appropriate	Minimal credit No connection	No credit No soundtrack
<b>Speech quality 5 %</b>	Full credit Clear and expressive	Partial credit Adequate	Minimal credit Fast, monotonous, garbled, or slurred	No credit Unacceptable
<b>Content</b>				
<b>General 10 %</b>	Full credit Especially engaging	Partial credit Includes required content	Minimal credit Superficial or all yes/no answers	No credit Unacceptable
<b>Length 5 %</b>	Full credit Required length	Partial credit A bit long or short	Minimal credit Way too long or short	No credit Unacceptable
<b>Credits 5 %</b>	Full credit Complete	Partial credit Small detail missing	Minimal credit Significant information missing	No credit Not included
<b>Copyright 10 %</b>	Full credit Legal soundtrack	Partial credit N.A.	Minimal credit Copyright status unclear	No credit Uses copyrighted music
<b>Release signed 5 %</b>	Full credit Complete and on time	Partial credit A bit late	Minimal credit Very late	No credit Not received

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## A Grading Rubric for English Essays

**An Excellent Essay** — addresses the assignment; has a clearly articulated, original thesis and an easily identifiable structure; is believable, persuasive, and insightful; is amply developed; stays right on topic; makes excellent use of evidence to support the author's claims; cites concrete, relevant examples; is characterized by precision and accuracy; bristles with energy; demonstrates a solid command of the topic; involves detailed close reading; uses a clever or intriguing title; is superbly well written; is lean and economical, with not a word out of place; and has no mechanical or grammatical weaknesses and *no* typos. A really excellent essay teaches me something and makes me want to keep reading!

**A Good Essay** — addresses the assignment and has good ideas but may drift momentarily from the main topic and becomes diffuse (but only momentarily); may not fully develop its best ideas; relies more heavily on summary than on analysis and close reading; has minor problems maintaining clarity and focus; uses generally strong evidence to support the argument, but the logic may falter in one or two places; lacks significant insight and originality; has good sentence structure and is mechanically sound with perhaps a few exceptions; may lapse back into the old funnel-shaped essay structure at the end and restate half of the opening paragraph in the closing paragraph. This is a competent but uninspired essay.

**A Not-So-Good Essay** — is not well organized and has trouble addressing the assignment but still works in the direction of a thesis; offers nothing new; makes claims without offering support; is unclear; does not integrate quotations seamlessly and grammatically into the surrounding sentences, and inserts quotations without analysis or explanation of context; reads suspiciously like a hurried first draft cranked out the night before it was due; is indistinguishable from about half of the other essays submitted for this assignment.

**An Even Weaker Essay** — has no identifiable thesis and therefore does not adequately satisfy the assignment; is incoherent and logically simplistic; is consistently marred by weaknesses and errors in sentence structure, grammar, and spelling; offers little to no evidence to support its claims; never once quotes from the text under discussion; does not reach the minimum page requirement for the assignment. In an essay at this level of the scale the intellectual and creative content of the paper is submerged beneath the overwhelming problems in presentation.

**An Unacceptable Essay** — demonstrates no real effort to address the assignment, or an inability to grasp the assignment, and is very difficult to understand; may plagiarize.

Some additional factors:

- A truly clever, witty, inventive essay that in other respects is not of sterling quality may receive a small boost.
- The grading scale for a course needs to be weighted to make allowances for students who occasionally slip. The semester course grade should fairly reflect the student's performance, but it shouldn't be too heavily based on a single foul-up.

# Scoring Guide Rubric Example

## Changing Communities in Our City

Task Description: Each student will make a 5 minute presentation on the changes in one Portland community over the past 30 years. The student may focus the presentation in any way s/he wishes, but there needs to be a thesis of some sort, not just a chronological exposition. The presentation should include appropriate photographs, maps, graphs, and other visual aids for the audience.

	Exemplary Performance	Comments	Pts.
Knowledge/ Understanding  20%	The presentation demonstrates a depth of historical understanding by using relevant and accurate detail to support the student's thesis.  Research is thorough and goes beyond what was presented in class or in the assigned texts.		
Thinking/ Inquiry  30%	The presentation is centered around a thesis which shows a highly developed awareness of historiographic or social issues and a high level of conceptual ability.		
Communication  20%	The presentation is imaginative and effective in conveying ideas to the audience.  The presenter responds effectively to audience reactions and questions		
Use of visual aids  20%	The presentation includes appropriate and easily understood visual aids which the presenter refers to and explains at appropriate moments in the presentation.		
Presentation skills  10%	The presenter speaks clearly and loudly enough to be heard, using eye contact, a lively tone, gestures, and body language to engage the audience.		

Figure 1.5: Part Four: Scoring Guide Rubric: Description of Dimensions at highest level of performance. © Stevens, D. D. & Levi, A. J. (2005). *Introduction to Rubrics*. Sterling, VA: Stylus Press.

## Holistic Generic Rubric

Kentucky General Scoring Rubric, Kentucky Department of Education (KDE)

Score	Description
Category 4	<ul style="list-style-type: none"><li>• The student completes all important components of the task and communicates ideas clearly.</li><li>• The student demonstrates in-depth understanding of the relevant concepts and/or process.</li><li>• Where appropriate, the student chooses more efficient and/or sophisticated processes.</li><li>• Where appropriate, the student offers insightful interpretations or extensions (generalizations, applications, analogies).</li></ul>
Category 3	<ul style="list-style-type: none"><li>• The student completes most important components of the task and communicates clearly.</li><li>• The student demonstrates understanding of major concepts even though he/she overlooks or misunderstands some less important ideas or details.</li></ul>
Category 2	<ul style="list-style-type: none"><li>• The student completes some important components of the task and communicates those clearly.</li><li>• The student demonstrates that there are gaps in his/her conceptual understanding.</li></ul>
Category 1	<ul style="list-style-type: none"><li>• The student shows minimal understanding.</li><li>• The student addresses only a small portion of the required task(s).</li></ul>
Category 0	<ul style="list-style-type: none"><li>• Response is totally incorrect or irrelevant.</li></ul>
Blank	<ul style="list-style-type: none"><li>• No response.</li></ul>

Source: <http://pals.sri.com/pals/tasks/k-4/SomeParts/rubric.html>

# Critical Thinking Rubric

Date: \_\_\_\_\_

Rater: \_\_\_\_\_

Course: \_\_\_\_\_

Student: \_\_\_\_\_

TRAIT	Unacceptable	Acceptable	Exemplary	Score
<b>Identifies and Summarizes problem at issue</b>	Does not identify and summarize the problem, is confused or identifies a different or inappropriate problem	Identifies the main problem and subsidiary, embedded, or implicit aspects of the problem	Identifies not only the basics of the issue, but recognizes nuances of the issue	
<b>Personal perspective and position</b>	Addresses a single source or view of the argument and fails to clarify presented position relative to one's own	Identifies, appropriately, one's own position on the issue	Draws support from experience and information not available from assigned sources	
<b>Other salient perspectives and positions</b>	Deals only with a single perspective and fails to discuss other salient perspectives	Identifies other salient perspectives drawn from outside information	Addresses and analyzes salient perspectives drawn from outside information	
<b>Key assumptions</b>	Does not surface the assumptions and ethical issues that underlie the issue	Identifies some of the key assumptions and ethical issues	Identifies and questions the validity of the key assumptions and addresses the ethical dimensions that underlie the issue	
<b>Quality of evidence</b>	Merely repeats information provided, taking it as truth or denies evidence without adequate justification	Examines the evidence and source of evidence, questions its accuracy, precision, relevance, and completeness	Observes cause and effect and addresses existing or potential consequences. Clearly distinguishes between fact, opinion, and acknowledges value judgments	
<b>Conclusions, implications, and consequences</b>	Fails to identify conclusions, implications, and consequences of the issue	Identifies and discusses conclusions, implications, and consequences	Objectively reflects upon own assertions	



**Rubric**  
**Research Proposal**  
**SOCI 403 Social Research Methods**  
**BA in Human Services Administration Assessment Plan**

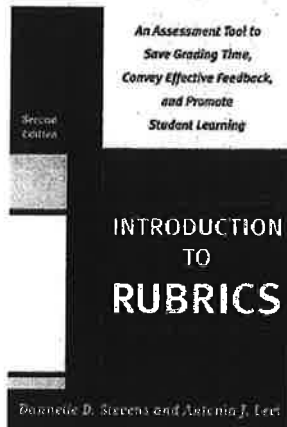
Student Name \_\_\_\_\_

Outcome	Category	4 Excellent	3 Acceptable	2 Unacceptable	1 Poor	Score	Class Mean
2a	Problem Definition	Clearly stated, well organized, logically presented	Generally well-stated, well-organized, and well-presented.	Vaguely stated, not well-organized, confusing presentation.	Severely lacking in clarity, organization, and logic.		
2b	Literature Review	Information is significantly related to and supportive of topic.	Information has minor weaknesses in relatedness to and support of topic.	Information has major weaknesses in relatedness to and support of topic.	Information was non-supportive, unrelated to topic.		
2d	Analysis	Clear and logical connections are drawn between the problem statement, supportive evidence, and research question.	Reasonable connections are drawn between the problem statement, supportive evidence, and research question.	Weak connections are drawn between the problem statement, supportive evidence, and research question.	Severe problems with logic and reasoning were present.		
2f	APA Format/Mechanics	Appropriate cover page, citations, references and no structural, grammatical, spelling, or punctuation errors.	Minor lapses relevant to cover page, citations, references and/or minor problems with structure, grammar, spelling, or punctuation.	Several mistakes relevant to cover page, citations, references, and/or with structure, grammar, spelling, punctuation.	Severe problems with cover page, citations, references, and/or structure grammar, spelling, punctuation.		

## Introduction to Rubrics

An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning  
Edition: 2

Dannelle D. Stevens , Antonia J. Levi  
Foreword by Barbara E. Walvoord



Cloth: 978 1 57922 587 2  
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Price: \$24.95  
Published: October 2012

Ebook: 978 1 57922 590 2  
Price: \$19.99  
Published: January 2013

Publisher: Stylus Publishing  
232 pp., 7" x 10"

This new edition retains the appeal, clarity and practicality that made the first so successful, and continues to provide a fundamental introduction to the principles and purposes of rubrics, with guidance on how to construct them, use them to align course content to learning outcomes, and apply them in a wide variety of courses, and to all forms of assignment.

Reflecting developments since publication of the first edition, the authors have extended coverage to include:

- \* Expanded discussion on use of rubrics for grading
- \* Grading on-line with rubrics
- \* Wider coverage of rubric types (e.g., holistic, rating scales)
- \* Rubric construction in student affairs
- \* Pros and cons of working with "ready-made" rubrics
- \* Using rubrics to improve your teaching, and for SoTL
- \* Use of rubrics in program assessment (case study)
- \* Application of rubrics in the arts, for study abroad, service learning and students' independent learning
- \* Up-dated literature review

### Reviews & Endorsements:

"A rubric, the authors emphasize, is a tool. And their book itself is a wonderful tool for exploring how to use rubrics as tools. For a long time, I have been recommending the first edition to faculty in workshops I lead. I can recommend this second edition with even greater enthusiasm, because it does so much more, and does it so intelligently.

The authors offer advice about all the surrounding situations and problems that may accompany rubrics; how to get students involved in rubrics, how to use rubrics with TA's, how to collaborate with other faculty in constructing common rubrics, and how to use rubrics that someone else has constructed. The book focuses on rubrics but offers a great deal of advice about good teaching, good collaboration, and good assessment. In short, this book is a great tool."

- From the Foreword by **Barbara E. Walvoord**, Professor Emerita, University of Notre Dame, and author of *Effective Grading*, and *Assessment Clear and Simple*

"Students consistently tell us that good teachers give them constant feedback and are clear about their expectations and agendas. One way to accomplish both these purposes is by using well-constructed rubrics. *Introduction to Rubrics* provides a wonderfully helpful guide to creating rubrics that provide timely and detailed feedback and encourage the development of critical thinking. For teachers seeking to improve how they communicate the essentials of learning to students it will be an invaluable resource"

- **Stephen D. Brookfield**, Distinguished University Professor, University of St. Thomas

More Reviews...

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