

# Rubrics

## How to Create Them and Why to Use Them

Dustin Hebert and Katrina Jordan

Department of Teaching, Leadership, and Counseling

**Download this presentation at  
<http://tinyurl.com/rubricsNSU>.**

# Brain Break

**First, you yell us.**

# Do you use rubrics to assess student learning?

Yes

No

0%

**Start the presentation to activate live content**

If you see this message in presentation mode, install the add-in or get help at [PollEv.com/app](https://PollEv.com/app)

 Poll Everywhere

# Some Vocabulary to Get Started

Rubric – Tool used to identify expectations and assess performance of those expectations.

Assessment – Process of collecting and analyzing evidence of what people learned.

Evaluation – Process of collecting and analyzing evidence of whether program goals were met.

# The “Low Down”

	Analytic	Holistic
What is being assessed?	Component parts	The whole
Should expected behaviors be measurable?	Yes	Yes
How should behaviors be presented?	Qualitatively	Qualitatively
What should determine the behaviors?	Assignment expectations, Standards/other frameworks	Assignment expectations, Standards/other frameworks
How difficult is creation?	Somewhat difficult	Not difficult
How defensible are the ratings?	Quite defensible	Somewhat defensible
What kind of feedback is provided?	Detailed	General

# The “Low Down”

	<b>Analytic</b>	<b>Holistic</b>
What is being assessed?	Component parts	The whole
Should expected behaviors be measureable?	Yes	Yes
How should behaviors be presented?	Qualitatively	Qualitatively
What should determine the behaviors?	Assignment expectations, Standards/other frameworks	Assignment expectations, Standards/other frameworks
How difficult is creation?	Somewhat difficult	Not difficult
How defensible are the ratings?	Quite defensible	Somewhat defensible
What kind of feedback is provided?	Detailed	General



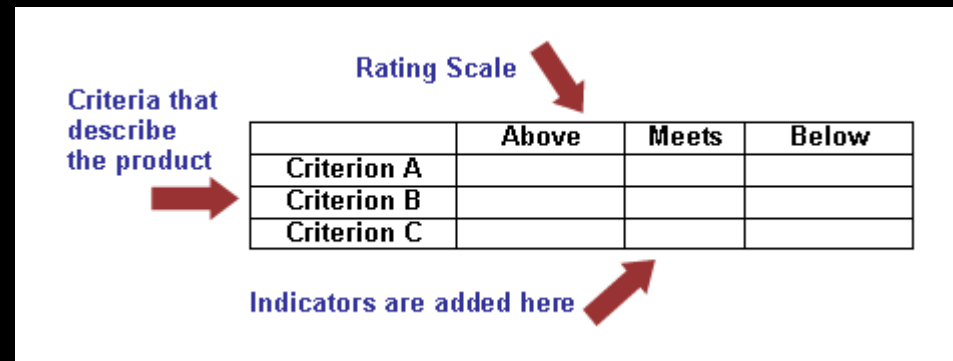
# Let's Get Analytical, Analytical

*You will need:*

Criteria – Components, ideas, or topics being assessed

Rating scale – Range of ratings to assess criteria

Indicators – Measureable behaviors per criterion per rating



# Let's Get Analytical, Analytical – Criteria

Components, topics, or ideas  
being assessed


*Considerations:*

Major content/requirements

Grammar, mechanics

Formatting

Criteria that describe the product



	Above	Meets	Below
Criterion A			
Criterion B			
Criterion C			

# Let's Get Analytical, Analytical – Rating Scale


Range of ratings to assess criteria

*Considerations:*

Spread of values

Odd v. even number of levels

Desired total (for grading purposes)

Rating Scale 

	Above	Meets	Below
Criterion A			
Criterion B			
Criterion C			

# About Those Ratings

Use sequential values, whether continuous or not

- Sequential and continuous: 1-2-3-4
- Sequential but not continuous: 1-3-5-7

Text labels could misrepresent ratings

Only values on the scale may be used

- Scale of 1-3-5-7 cannot have ratings of 2, 4, or 6

# Let's Get Analytical, Analytical – Indicators

Measureable behaviors per  
criterion per rating

*Considerations:*

Odd v. even number of levels

Spread of values

Desired total (for grading purposes)

	Above	Meets	Below
Criterion A			
Criterion B			
Criterion C			

Indicators are added here



# Indicators Indicating Indicatively

Indicate what behaviors earn what ratings

Differentiate levels on scale qualitatively with descriptive language

- Assess quality of work instead of frequency when possible

## Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	

I could create a decent analytic rubric.

Yes, definitely!

Maybe.

What's a rubric?

**Start the presentation to activate live content**

If you see this message in presentation mode, install the add-in or get help at [PollEv.com/app](https://PollEv.com/app)

0%

Poll Everywhere



# The “Low Down”

	Analytic	Holistic
What is being assessed?	Component parts	The whole
Should expected behaviors be measureable?	Yes	Yes
How should behaviors be presented?	Qualitatively	Qualitatively
What should determine the behaviors?	Assignment expectations, Standards/other frameworks	Assignment expectations, Standards/other frameworks
How difficult is creation?	Somewhat difficult	Not difficult
How defensible are the ratings?	Quite defensible	Somewhat defensible
What kind of feedback is provided?	Detailed	General

# Wholly Holistic

*You will need:*

Rating scale – Range of ratings to assess multiple indicators per rating

Indicators – Measureable behaviors per rating

<u>Score</u>	<u>Description</u>
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.

# Wholly Holistic – Rating Scale

Range of ratings to assess multiple indicators per rating

*Considerations:*

Spread of values

Odd v. even number of levels

Desired total (for grading purposes)

<u>Score</u>	<u>Description</u>
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.

# About Those Ratings

Use sequential values, whether continuous or not

- Sequential and continuous: 1-2-3-4 (most common)
- Sequential but not continuous: 1-3-5-7

Text labels could misrepresent ratings

Only values on the scale may be used

- Scale of 1-3-5-7 cannot have ratings of 2, 4, or 6

# Wholly Holistic – Indicators

Measureable behaviors per rating

*Considerations:*

Odd v. even number of levels

Spread of values

Desired total (for grading purposes)

<u>Score</u>	<u>Description</u>
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.

# Indicators Indicating Indicatively

Indicate what behaviors earn what ratings

Differentiate levels on scale qualitatively with descriptive language

- Assess quality of work instead of frequency when possible

## Breakfast in Bed: Holistic Rubric

Score	Description
4	All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal.
3	Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal.
2	Some food is cooked poorly, some aspects of presentation are sloppy or unclean, or the recipient is uncomfortable at times.
1	Most of the food is cooked poorly, the presentation is sloppy or unclean, and the recipient is uncomfortable most of the time.

## Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
<b>Food</b>	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the e	All food is perfectly cooked and seasoned to the eater's preference.	
<b>Presentation</b>	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin or silverware may be dirty or missing.	Fi cl n si d n		
<b>Comfort</b>	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	R g si g ti e		

## Breakfast in Bed: Holistic Rubric

Score	Description
4	All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal.
3	Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal.
2	Some food is cooked poorly, some aspects of presentation are sloppy or unclean, or the recipient is uncomfortable at times.
1	Most of the food is cooked poorly, the presentation is sloppy or unclean, and the recipient is uncomfortable most of the time.



# Which type of rubric would work best for your discipline?

Analytic.

Holistic.

Evidence presented is insufficient to yield generalizable and defensible findings.

**Start the presentation to activate live content**

If you see this message in presentation mode, install the add-in or get help at [PollEv.com/app](https://PollEv.com/app)

0%

# Additional Resources

University of Colorado – Denver (Tutorial)

[http://www.ucdenver.edu/faculty\\_staff/faculty/center-for-faculty-development/Documents/Tutorials/Rubrics/index.htm](http://www.ucdenver.edu/faculty_staff/faculty/center-for-faculty-development/Documents/Tutorials/Rubrics/index.htm)

RubiStar

<http://rubistar.4teachers.org/index.php>