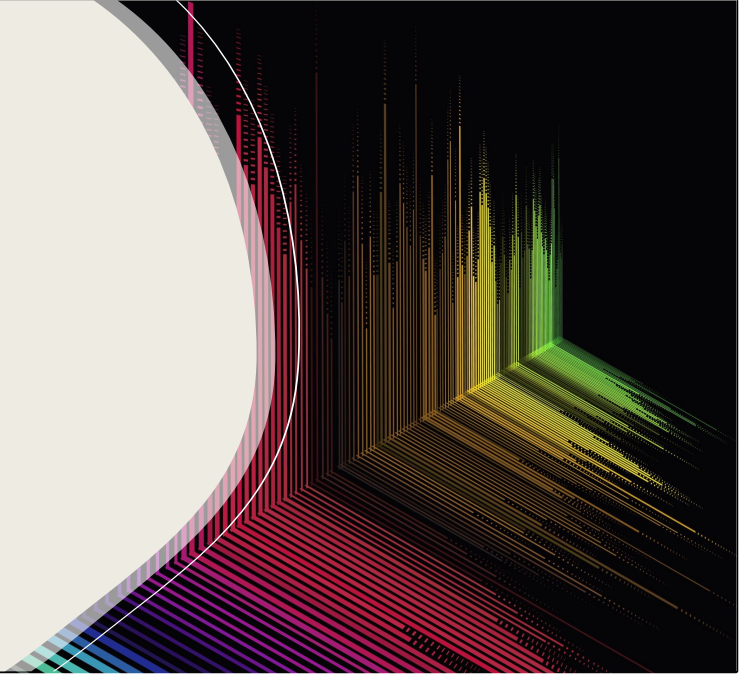


Rubrics: Why and How?

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What will we cover?

Aspects we will cover include:

- Basics of rubrics – what they are
- Features of rubrics
- Why use them
- Designing rubrics
- How to use rubrics
- Additional resources

What are rubrics: A brief overview

1. Evaluation tools
2. Structured format – table/grid
3. Cross contexts use
4. Consistency, fairness, transparency
5. Feedback & self-assessment tools

	HD	D
Communication	Student is actively engaged in the dialogue. Communicates clearly, concisely and does not dominate the dialogue.	Student is engaged in the dialogue. Communicates clearly, concisely. Tendency to dominate the dialogue.
	Evidence of preparation and engagement with all required course readings. Class attendance is satisfactory.	Evidence of some preparation and engagement with most of required course readings. Class attendance is satisfactory.
	Student makes complex and insightful connections between concepts and readings.	Student makes thoughtful connection between concepts, thinking and readings.
	Student makes extensive and thought-provoking contributions to the dialogue. Clear and insightful extension of the ideas of others within the dialogue.	Student makes thoughtful contributions to the dialogue. Thoughtful attempts to extend contributions made by others to the dialogue.
	D	C
	Student is engaged in the dialogue. Communicates clearly, concisely. Tendency to dominate the dialogue.	Student is somewhat engaged in the dialogue. Communicates is somewhat vague, disorganised, or unclear.
	Evidence of some preparation and engagement with most of required course readings. Class attendance is satisfactory.	Evidence of limited preparation and engagement with some of required course readings. Class attendance is satisfactory.
	Student makes thoughtful connections between concepts, thinking and readings.	Student makes limited and basic connections between concepts and readings.
	Student makes thoughtful contributions to the dialogue. Thoughtful attempts to extend contributions made by others to the dialogue.	Contributions to the dialogue are unrefined, simplistic and /or lacking supporting evidence. Attempts to extend the dialogue are made but limited and unclear.

1. Evaluation Tools: Rubrics are scoring guides or assessment tools commonly used in higher education to evaluate student performance, achievement, or competency in various academic tasks or assignments. They provide a clear and transparent set of criteria or standards against which student work is measured and assessed.

2. Structured format: Rubrics are often presented in a table or grid format, with rows representing different aspects or criteria of the task and columns representing levels of performance or achievement. Each cell in the

rubric describes the specific expectations or qualities associated with a particular level of performance, helping students understand what is required for each level.

3. Cross Context Use: In higher education, rubrics are employed for both subjective and objective assessments, providing a structured and consistent approach to evaluation across courses and assignments. Rubrics find application in various higher education contexts, including grading essays, evaluating research projects, assessing presentations or performances, and scoring group work.

4. Consistency, fairness, transparency: Rubrics ensure fairness and consistency in grading by clearly defining expectations and standards, allowing students to understand how their work will be evaluated. By utilising well-designed rubrics, higher education institutions can standardise assessment practices, promote consistent evaluation across different instructors, and ensure reliable and valid grading.

5 Feedback tools: Rubrics empower students to self-assess their progress and identify areas for growth, enhancing their metacognitive skills and fostering a deeper understanding of the subject matter.

Basic Features

Standards	HD <i>(best possible)</i>	D <i>(standard in between)</i>	C <i>(standard in between)</i>	P <i>(least possible to achieve)</i>	N <i>(unsatisfactory/ insufficient evidence)</i>
Criterion – what needs to be done	Descriptor explaining what needs to be evidenced to meet this standard for the given criterion				

Developing Rubric

Step 1: Develop criteria

Step 2: Identify standards.

Step 3: Develop standards descriptors.

Step 1: Develop criteria

- Focus on what is most relevant to the learning outcomes.
- State the criteria as simply and concisely as possible (e.g. knowledge and understanding, research skills).
- Deal with only one property or characteristic in each criterion.
- Avoid reference to quality in the criteria, by way of avoiding adjectives (e.g. effective) and adverbs (e.g. logically).
- Keep criteria to a manageable number (e.g. 4-5).
- Criteria need to be 'unpacked' before writing standards to identify relevant component attributes.

[Source](#)

Step 2: Identify standards

- What is the best possible standard that can be anticipated in this learning environment?
- What is the least standard that will be considered acceptable [threshold]?
- What standard lies between these two?
- What standard will be considered as unacceptable?

Step 3: Developing descriptors

Pitch descriptors at a reasonable level (i.e. not unachievable but not too easy): Note that pass is an achievement standard.

- Frame standards positively (i.e. what is required rather than what is to be avoided) so that students know what they are aiming for.
- Aim to be precise and specific, however, avoid becoming overly complex or trivialising complex learning outcomes (e.g. avoid counting errors).

Step 3: Developing descriptors

- Use language likely to be understood by students (e.g. “demonstrates comprehensive and detailed knowledge of major facts, concepts and procedures addressed in course materials”).
- Specify demonstrable qualities (e.g. “rephrases problems in own words and identifies major issues”).
- Use adjectives or adverbs to define achievement at the different standards (e.g. much, some, key, appropriate).

Checklist

My Rubric has:

1. A manageable number of concisely stated criteria, aligned with CLOs?
2. The number of standards required for the task, aligned with the UNE grading system?
3. Standards that are reasonably pitched, framed positively and, where possible, focus on demonstrable qualities?

Why use rubrics?

Already mentioned:

Clarity, transparency, consistency, feedback and self-assessment

They can also help with:

1. Goal setting
2. Reflection
3. Enhanced learning
4. Assessment alignment
5. Communication



Clarity: Rubrics provide clear and explicit criteria or standards for assessment, ensuring that both instructors and students have a shared understanding of expectations. This clarity helps students know exactly what is required for each level of performance.

•**Transparency:** Rubrics promote transparency in the grading process by clearly outlining the criteria used to evaluate student work. This transparency helps students understand how their work will be assessed and eliminates ambiguity in grading.

•**Consistency:** Rubrics facilitate consistent evaluation across different educators or graders. By using

predefined criteria, rubrics help standardise assessment practices and ensure fairness in grading, reducing potential bias or subjectivity.

•**Feedback:** Rubrics enable educators to provide targeted and constructive feedback to students. By explicitly stating expectations for each level of performance, rubrics help educators identify specific areas of strength and areas for improvement in student work.

•**Self-Assessment:** Rubrics empower students to self-assess their work. By providing clear criteria, rubrics allow students to gauge their own performance, identify their strengths, and pinpoint areas where they need to improve, fostering self-directed learning.

1. **Goal Setting:** Rubrics can be used as a tool for goal setting and tracking progress. Students can refer to the rubric to set specific targets for their work and monitor their development throughout the course or assignment.
2. **Reflection:** Rubrics encourage reflective thinking and metacognitive skills. Students can compare their work against the rubric's criteria, reflect on their performance, and make connections between their efforts and the desired outcomes.
3. **Enhanced Learning:** Rubrics promote a deeper understanding of the subject matter. By clarifying expectations and providing feedback, rubrics help students focus on key learning objectives and engage

in meaningful learning experiences.

4. **Assessment Alignment:** Rubrics ensure alignment between learning outcomes, instructional activities, and assessments. They help educators design assessments that accurately measure desired learning outcomes and provide valuable data for program or course improvement.
5. **Communication:** Rubrics facilitate communication between educators and students. By using a common language of assessment, rubrics enable educators to provide specific feedback, while students can seek clarification or discuss their performance based on the rubric's criteria.

Designing rubrics

1. Assessment alignment – learning outcomes, objectives
2. Clarity – is progression across standards and descriptors clear
3. Assessment calibration
4. Assessor calibration – peer feedback
5. Co-creation – teaching team and learner
6. Currency – review and revise

- 1. Alignment:** Educators should design rubrics that align with the learning outcomes and objectives of the course or assignment. They should clearly define the criteria and performance levels that reflect varying degrees of mastery. .
- 2. Clarity:** is progression clear from one
- 3. Calibration:** Educators should calibrate their assessment by using the rubric as a reference point. This helps ensure consistency in grading across different educators by aligning their interpretations

and evaluations of student work.

4. **Co-creation:** Involving students in the development or refinement of rubrics can enhance their understanding of expectations. Educators can solicit student input on the criteria or seek feedback to ensure the rubric accurately reflects the desired learning outcomes.
5. **Currency:** Educators should periodically review and revise rubrics to ensure they remain valid and relevant. Feedback from students and reflection on the effectiveness of the rubric can inform necessary adjustments to enhance clarity and alignment with learning outcomes.

How to use rubrics

Considerations for learners:

- *When to introduce to students*
- *Clear instruction on use*
- *Utilise as targeted learning activities – timeliness; become part of the learning design*

Considerations for teachers/ markers:

- *Digital rubrics – myLearn/Moodle or Turnitin*
- *Pre-assessment moderation*
- *Time saving – feedback*

Additional Resources

Teaching online @ UNE

- Assessment > Rubrics >
<https://moodle.une.edu.au/mod/book/view.php?id=1134601&chapterid=286261>
- Rubrics in Turnitin > Turnitin Similarity Reports and Grademark >
Rubrics & Grading Forms
<https://moodle.une.edu.au/mod/book/view.php?id=1185091&chapterid=301093>

For help with creating rubrics and setting up digital rubrics contact:
learningdesign@une.edu.au

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