

# *Assessing Assignments with Rubrics*

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# *Purpose of this Training*

- Benefits of a Rubric
- Building a Rubric
- Helpful Hints
- Examples

# *Why Use Rubrics*

- “Rubrics save time, provide timely, meaningful feedback for students, and have the potential to become an effective part of the teaching and learning process” (Stevens and Levi, p.17)

# *Rubrics...*

- Provide timely feedback
- Prepare students to use detailed feedback
- Encourage critical thinking
- Facilitate communication with others
- Help refine teaching skills
- Level the playing field

# *What Is a Rubric?*

- Identifies the specific skills or tasks to be analyzed
- Quantifies qualitative data
- Defines each level of each skill that is being analyzed
- Tool for continuous improvement

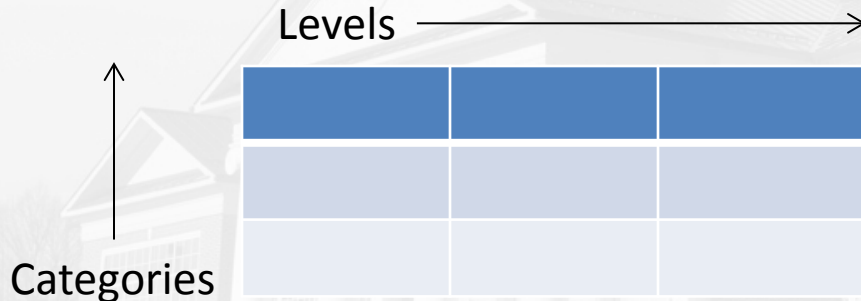
# *Course Level Rubrics*

## **Course Level Rubrics**

- Evaluates course-specific assignments
- Informs Course Learning Outcomes
- Intended for student feedback and improvement
- Formative for the student

# *Conceptualize the Rubric*

- Start with the Course Learning Outcome
- Define measurable skills expected in the assignment
- List the expected skills to be used as categories
- Determine number of competency levels
- Develop competency level descriptions



# Example

Level Category	Beginner (1)	Developing (2)	Competent (3)	Advanced (4)
Category/ Skill #1	What would a beginning student look like in this category?	What would a slightly less than competent student look like in this category?	What would a competent student look like in this category?	What would an advanced student look like in this category?
Category/ Skill #2				
Category/ Skill #3				
Category/ Skill #4				



# Helpful Hints

- Number of skills
- Number of competency levels
- How to develop competency level descriptions
- Alignment with assignment and course learning outcomes

	Beginner (1)	Developing (2)	Competent (3)	Advanced (4)
Category/Skill #1				
Category/Skill #2				



**IS THE RUBRIC MEASUREABLE?**

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# Measurable (Good Example)

	Beginner	Competent	Advanced
Coffee Preparation	Water to coffee ground ratio inconsistent with instructions.	Normal brew instructions were followed.	Advanced brew instructions for adjusting boldness were followed.

# Measurable (Bad Example)

	Beginner	Competent	Advanced
Coffee Preparation	Brewing resulted in bad tasting coffee.	Coffee was brewed to a satisfactory taste.	Brewing resulted in above average coffee taste.



# HOW TO DETERMINE SCALE SIZE

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# Scale Size (Good Example)

	Beginner	Developing	Competent	Advanced
Coffee Preparation	Guidance was required to complete brewing.	Water to coffee ground ratio inconsistent with instructions.	Normal brew instructions were followed.	Advanced brew instructions for adjusting boldness were followed.

# Scale Size (Bad Example)

	1	2	3	4	5	6	7	8
Coffee Preparation	Unable to brew coffee without assistance	Coffee brewed with incorrect amount of grounds and water and no filter	Correct amount of grounds, but incorrect amount of water and no filter	Correct amount of grounds and water but no filter	Filter included with incorrect amount of grounds	Filter, grounds, and water amount correct.	Filter, grounds, and water amounts correct, but needs assistance on boldness adjustment	Filter, grounds, and water amounts correct, boldness adjustment conducted independently



# UNIDIMENSIONAL VS. MULTIDIMENSIONAL

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# Unidimensional

	Beginner	Developing	Competent	Advanced
Coffee Preparation	Guidance was required to complete brewing.	Water to coffee ground ratio inconsistent with instructions.	Normal brew instructions were followed.	Advanced brew instructions for adjusting boldness were followed.

# Multidimensional

	<b>Beginner</b>	<b>Developing</b>	<b>Competent</b>	<b>Advanced</b>
Coffee Preparation	Able to brew coffee in a drip machine with assistance	Able to brew coffee in a drip machine and a French press without assistance	Able to brew coffee, and adjust boldness flavor in a drip machine and a French press without assistance.	Able to brew coffee in a drip machine, French press, percolator, and Keurig; able to adjust acidity level; able to adjust boldness to taste; able to roast their own coffee beans.



# DESCRIPTIVE VS. COMPARATIVE

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# Descriptive

	Beginner	Developing	Competent	Advanced
Coffee Preparation	Guidance was required to complete brewing.	Water to coffee ground ratio inconsistent with instructions.	Normal brew instructions were followed.	Advanced brew instructions for adjusting boldness were followed.

# Comparative

	Beginner	Developing	Competent	Advanced
Coffee Preparation	Brew was very weak	Brew was relatively weak	Brew was satisfactory	Brew was exceptional

# *Testing the Rubric*

- **M**=matches
- **A**=appropriate
- **T**=targets
- **U**=useful
- **R**=reliable
- **E**=effective

(Adapted from a presentation by Miami Dade College at the 2012 IUPUI Conference)

# Reviewing Results

Skill Description	Deficient (1)	Developing (2)	Competent (3)	Advanced (4)	Average
Critique of architectural history as a discipline	...	...	...	...	2.3
Prioritize importance of classical architectural events	...	...	...	...	2.7
Appraisal of one event specifically	...	...	...	...	4.0

Overall Average: 3.0

*Do students really have the skills or knowledge you are trying to measure?*

# *Summary*

- Benefits of rubrics
- Building a rubric
- Testing the rubric
- Analyzing results
- Sharing information







# THANK YOU!

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