

Building Useful Rubrics

UNM Office of Assessment & APR

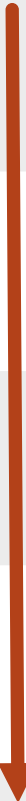
Purpose

- ◇ This presentation is focused on developing rubrics that can be used to assess Educational Outcomes and/or Student Learning Outcomes (SLO's)

Today, we will

- 1) Identify **factors** to consider with rubric development
- 2) Walk through the **steps** of constructing a rubric

Criteria	Rating scale and titles				Score
PERFORMANCE DESCRIPTORS					



Steps in Developing Rubrics

STEP 1

DETERMINE THE CRITERIA

Break outcomes into manageable parts to assess/judge

Identify observable attributes/behaviors of the outcome (s)

Decide on the **criteria** that are essential to demonstrating achievement/success

3-5 criteria is best practice

Establishing Criteria

What are the dimensions or criteria on which a chocolate chip cookie should be judged? (type of chocolate, texture, color, aroma, etc.)

*Criteria,
Dimensions,
Areas*

Criteria					Score
Number of Chocolate Chips					
Texture					
Color					
Taste					
Richness (flavor)					

Once the criteria are established...

- ◇ Are the criteria distinct or do they overlap?
- ◇ Do you have definitions for each criteria to minimize confusion/ambiguity/assumptions?
- ◇ Are the necessary criteria included to meet your outcome?
- ◇ Quality vs. quantity

Criteria					Score

Steps in Developing Rubrics

STEP 2

DETERMINE THE PERFORMANCE LEVELS AND HOW MANY

- ◇ Consider the anchors first/last, best/worst
- ◇ Typically 4 levels. Try to avoid 3 levels or the “yes, maybe, no” phenomenon will occur
- ◇ Think about the language you use for your levels (e.g., proficient, competent, introductory, mastery, developing, etc...)

Constructing Standards

How well should the cookie perform on each of the dimensions? (Standards based)

*Standards,
Performance
Indicators*

Criteria	Poor 0	Emerging 1	Effective 2	Excellent 3	Score
Number of Chocolate Chips	Too few or too many chips			Chocolate chip in every bite	
Texture	Texture resembles a dog biscuit			Chewy and perfect crumble	
Color	Burned			Golden brown	
Taste	Bland, stale, or chalky			Homemade like Grandma used to make	
Richness (flavor)	No richness			Rich, creamy, yummy fat filled flavor	

Once the standards are established...

- ◇ Think about sample data/student work/learning behaviors. Can you consistently assess based on these standards?
- ◇ Will raters/audience understand these standards?
- ◇ Are your standards representing simplistic and complex indicators of each criteria?

Steps in Developing Rubrics

STEP 3

PROVIDE DESCRIPTORS FOR EACH LEVEL

- ◇ Write a description of each performance level for each individual criteria
- ◇ Be consistent with terminology
- ◇ Try to avoid or limit judgmental language

Measuring Performance and Comparing with Standards

Based on your criteria for a good cookie, how well does each cookie measure up against the standards you set?

*Determining
Standards
for all
performance
levels*

Criteria	Ineffective 0	Emerging 1	Effective 2	Excellent 3	Score
Number of Chocolate Chips	Too few or too many chips	Chocolate chips in about 50% of bites	Chocolate chips in about 75% of bites	Chocolate chip in every bite	
Texture	Texture resembles a dog biscuit or is raw cookie dough	Texture is either crispy/crunchy	Texture is chewy in the middle but crisp on the edges	Chewy and perfect crumble	
Color	Burned	Majority overcooked or undercooked	Slightly overcooked or undercooked	Golden brown	
Taste	Bland, stale, or chalky	Low quality store bought taste	Quality store bought taste	Homemade like Grandma used to make	
Richness (flavor)	No richness	Some rich content, some fake sugar aftertaste	Medium richness, decent sugar taste	Rich, creamy, yummy fat filled flavor	

Once the performance levels are all established...

- ◇ Are the levels mutually exclusive?
- ◇ Will raters/audience understand these standards?

**Synthesizing and Integrating
ratings into Judgment of
worth/success**

**Which cookie is worth buying?
Which baker is successful?**

**Which baking performance met or
exceeded the expectations?**

*Rating skills,
knowledge level,
and / or
performance*

Steps in Developing Rubrics

STEP 4

RUBRIC RATING

How do I check for rater reliability?

Will I need to provide norming training?

Can this rubric be used universally for similar outcomes?

Measuring Performance and Comparing with Standards

Based on your criteria for a good cookie, how well does each cookie measure up against the standards you set?

*Reflecting on
your
measurement
tool*

Summary

- ◇ Rubrics should continue to evolve as content/outcomes/services are updated and modified.
- ◇ A rubric is useful only if it measures what is intended.
- ◇ A rubric measures performance consistently