



# **Rubric Analysis**

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OFFICE OF ASSESSMENT

# Rubric Use

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Measures performance consistently

Useful if it measures what is intended.

Should continue to evolve as content/outcomes/services are updated and modified.

# Meaningful Analysis

Analysis that provides results that can be **useful in the decision-making process** – or otherwise returns useful results.

- Satisfies the intended audience
- Answers questions
- Meets goals
- Illuminates next steps, strengths, limitations
- Leads to recommendations

# Things to Consider

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RATER  
RELIABILITY



WILL I NEED TO  
PROVIDE  
NORMING  
TRAINING?



CAN I USE THIS  
RUBRIC AS AN  
EQUIVALENT TO  
GRADING?



CAN THIS RUBRIC  
BE USED  
UNIVERSALLY?

# Minimizing Bias

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Definitions

Dimension language

Discipline bias

Instructor bias

Research bias

Technical bias (Writing & Speech)

## Rubric Review

Each rubric is  
composed of  
multiple  
dimensions  
rated on a scale

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Is each dimension rating **distinct** from the others?

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Are there any **qualifiers** in the rubric that could cause bias or subjectivity?

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Are there **definitions** that need to be negotiated?

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What **standards** for rating the dimensions need to be set?

# Example: Critical Thinking Rubric

Dimensions	0 = No Evidence	1 = Emerging	2 = Developing	3 = Proficient
<b>Problem Setting:</b> Delineate a problem or question to be considered critically.	No problem or question is stated.	An open-ended problem or question, appropriate to the context, is stated without clarification or description.	An open-ended problem or question, appropriate to the context, is stated, but the description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	An open-ended problem or question, appropriate to the context, is stated clearly and described comprehensively, delivering all the relevant information necessary for a full understanding.
<b>Evidence Acquisition:</b> Identify and gather the information/data necessary to coherently address the problem or question.	No evidence addressing the problem or question is submitted or referred to.	Some, but not <u>sufficient</u> , evidence is acquired from source(s) with minimal or no consideration of its appropriateness to the problem or question.	Evidence is taken from source(s) to minimally address the problem or question at hand, with some consideration of its appropriateness.	Evidence is taken from source(s) to sufficiently address the question or problem, with a thorough consideration of its appropriateness.
<b>Evidence Evaluation:</b> Evaluate the information given by sources for credibility (e.g. bias, reliability, validity), probable truth.	No evaluation of information taken from evidence is provided.	Information taken from source(s) is minimally evaluated, but not enough to develop a well-rounded assertion of its credibility.	Information taken from source(s) is evaluated, providing some justified assertions of its credibility, but without <u>sufficient</u> awareness of the evaluation process itself (such as personal assumptions).	Information taken from source(s) is evaluated, providing some justified assertions of its credibility, and giving <u>sufficient</u> consideration of the evaluation process itself (such as personal assumptions).
<b>Reasoning/Conclusion:</b> Develop conclusions and outcomes that reflect an informed, well-reasoned argument.	No conclusions, solutions, or outcomes are developed in an argument.	Conclusion(s) is/are <u>given, but</u> are inconsistently tied to some of the information discussed; related outcomes and solutions are oversimplified.	Conclusion(s) is/are logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion(s) is/are logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.

# Norming

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Calibration of a rubric to assess student work in a consistent way

Practice scoring to norm ratings

Discuss scoring to establish standards

Rubric review (context), rate, discuss



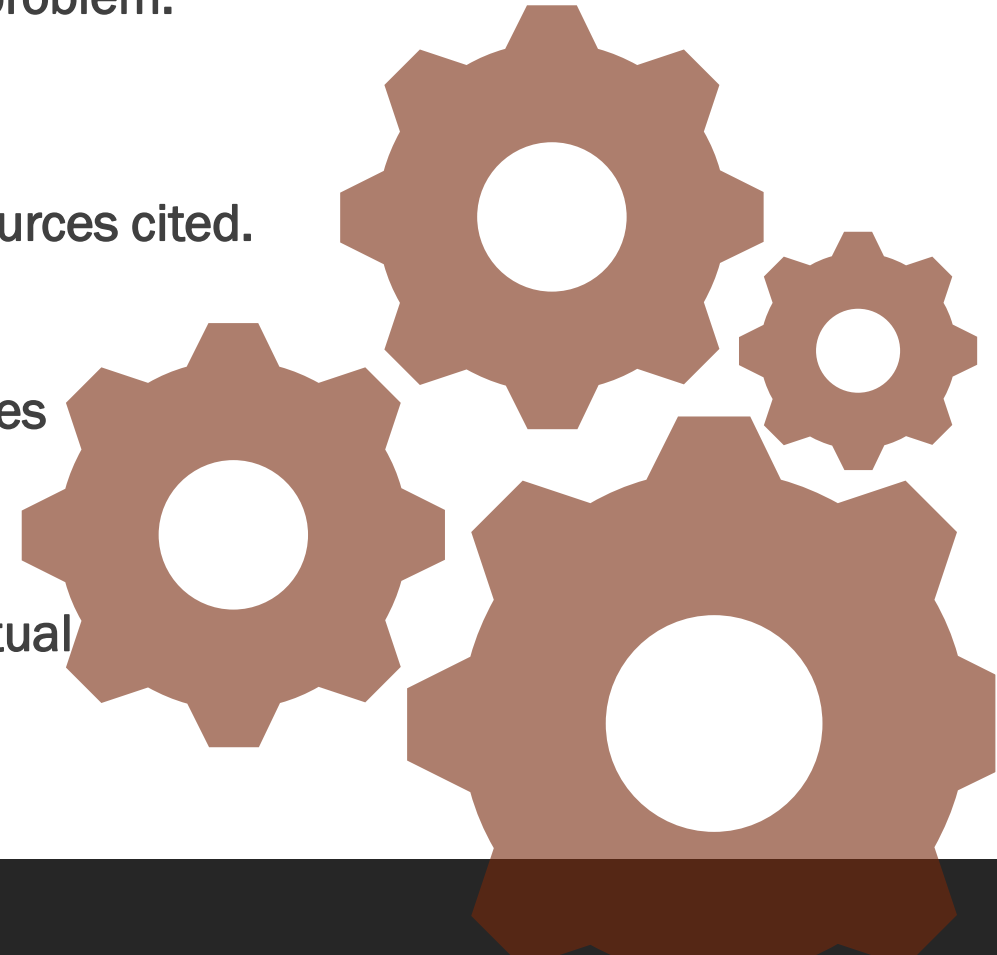
# Critical Thinking Rubric Dimensions

**Problem Setting:** Provide description of inquiry/experiment/problem.  
Hypothesis/rationale?

**Evidence Acquisition:** Gathered and illustrated evidence. Sources cited.

**Evidence Evaluation:** Describe evidence, results and variables surrounding evidence.

**Reasoning/Conclusion:** Align with evidence/theory/conceptual understanding/research and/or include opposing viewpoints?



# Example: Setting Mutual Standards

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- Is the problem described based on personal choice/opinion or on scientific knowledge/class concepts?
- How do we know if sources are comprehensive? (How many?).
- Are sources expected to be cited in the body and in a works cited page? What are the expectations of the quality of the sources?
- Does the conclusion reflect all evidence and variables laid out in the work?

# Developing and Implementing an Analysis Plan

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- 1. Rating Form** – Contains links to each artifact, space to provide ratings for each dimension of the selected essential skill dimensions.
  - Used by each reviewer, in conjunction with the rubric, to assign a rating to each piece of student work received
- 2. Compiling Form (multiple raters)** – Contains all information from the submission form and the rating form.
  - Used to aggregate all artifact ratings, summarize findings and breakdown specific factors/variables
- 3. Results** – Results are shared with whom and for what purpose? How will they be shared (visually, report style, presentation, etc.)?

# Rating Expectations

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Rate individually and meet up with other raters regularly



Discuss ratings and differences (If more than 1 pt. difference, attempt to reconcile)



Action plan for rating:  
Pace yourself and take breaks



# Results

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Tally results

Totals, Averages, outliers

Overall scores

Dimension breakdowns

Notes, comments, questions, challenges

# Key Considerations

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**Rubric alignment/evidence:**  
what is the model product for the highest rating?



If multiple raters,  
**train and continuously meet.**



If using the rubric over multiple semesters and/or with multiple products, **continue to re-visit rubric alignment and goals.**



**Communicate expectations** of the final product and of the rubric (provide a transparent purpose).

# More Considerations

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**CREATE FORMS FOR EACH  
STEP OF THE ANALYSIS  
PROCESS.**



**LARGE DATA SETS CAN  
BENEFIT FROM RATER  
NOTES (ADDED  
QUALITATIVE DATA)**



**NUMBERS ALONE DO NOT  
TELL A STORY, ADD CONTEXT,  
DEMOGRAPHIC INFO OR  
COMMENTARY/RATIONALE  
WITH YOUR RATING.**

# Further discussion?

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