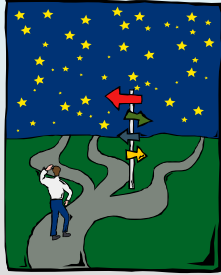


"Teaching is leading students into a situation in which they can only escape by thinking"



Rubrics: A Short Overview

Biological Scholars Research Institute
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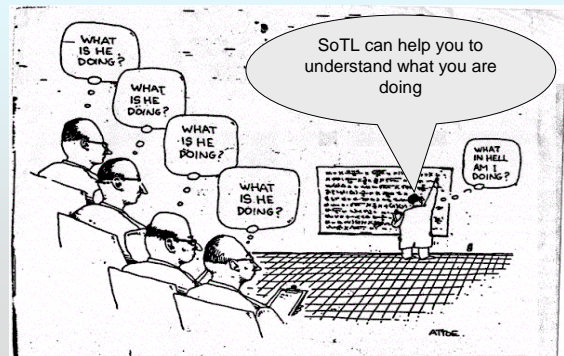


What We'll Do Today

- ❖ Background
- ❖ Examples
- ❖ Some Exercises

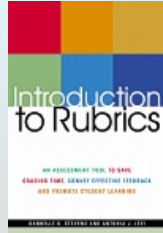


You ever feel like this?



What are SoTL Type Rubrics

- Tools for assessment management
- Helps keep scoring consistent
- Save time
- Define what is important (primary trait)
- Promote your own understanding
- Build upon grading assessments



Why Use a Grading Rubric?

- Saves time and effort
- Allows for increased consistency
- Provide timely feedback to students
- Helps prepare students to use feedback
- Facilitates communication about assignments
- Refines and improves one's teaching

Why use a SoTL Rubric

- Saves time and effort
- Allows for increased consistency
- Help one to see new aspects/questions
- Refines and improves one's teaching
- Refines and improves one's scholarship

What is wrong with this rubric

Component/Trait	A-F Grading Criteria for Various Written Assignments				
	A	B	C	F	
Basic Concepts (such as ethical principles, application of those principles, and other obligations and responsibilities of professionals)	Shows complete (>) understanding of paragraph and (>) ability to apply them to real life situations.	Includes a minor error in understanding and/or application.	Includes several minor errors in understanding and/or application.	Includes a major error in understanding and/or application.	Includes major errors in understanding and/or application.
Accuracy of the selected case study material	Shows complete understanding of the technical and ethical aspects of the case study. May include minor inaccuracies not relevant to the purpose of the paper.	Includes no inaccuracy that has a minor effect related to the purpose of the paper (e.g., no ethical analysis).	Includes inaccuracies that have minor effects related to the purpose of the paper (e.g., no ethical analysis).	Includes no inaccuracy that has a major effect related to the purpose of the paper (e.g., no ethical analysis).	Includes inaccuracies that have major effects related to the purpose of the paper (e.g., no ethical analysis).
Thoroughness of response	Responds completely to the assignment.	Fails to respond to a minor aspect of the assignment.	Fails to respond to several major aspects of the assignment.	Fails to respond to a major part of the assignment.	Fails to respond to major parts of the assignment. Failure to address a paper will result in a zero, unless failure will generally result in a grade no lower than 'D'.
Written for a reader who is unfamiliar with the subject	Writes in enough detail and with clarity so that someone interested, but unfamiliar with the subject, can follow the thought and understand the material. A pleasure to read.	Not written for a person unfamiliar with the subject, or a lack of good transitions, or multiple grammar and/or spelling errors, or repetitions.	Not written for a person unfamiliar with the subject; lack of good transitions, multiple grammar and/or spelling errors, repetitive, lack of logical flow, and/or awkwardly written.	So poorly written that the paper fails to show that the student understands the basic concepts, their application, and the accuracy of the case study material.	So poorly written that the paper fails to show that the student understands the basic concepts, their application, and the accuracy of the case study material.
Good grammar and spelling	There are no > a few grammar and/or spelling errors and/or repetitions.				

A Three Level Rubric

Dimensions The things that you are looking for ↓	Exemplary	Competent	Developing
Title/Abstract			
Content			
Presentation			
Analysis			

A Three Level Rubric

Dimensions	Exemplary Do this first 1	Competent Then do this one last 3	Developing Do this next 2
Knowledge and Understanding			
Thinking/Inquiry			
Grammar/Writing			
Creativity/Innovation			

Constructing a Rubric

1. Reflect
 - What do you want know, e.g. what is goal of the SoTL project?
2. List
 - The specific objectives
3. Group and Label
 - Group similar objectives
4. Apply
 - Develop the rubric
 - Refine the rubric

Spencer

Stop Talking

Questions Comments



Examples

BSC122 – Student Poster
 GVPT170 - Student Presentation
 Biol106 Lab Report in a larger (>500 students) Course

An Example Use of a Rubric

Title of Your Project

Your names http://www.cfkeep.org/

Abstract 50-150 word summary of the poster Write this last	Epidemiology Rate of incidence Number of deaths Modes of transmission Number of newborns with HIV	Sociological Aspects Community norms and practices Sexual behavior Prevention programs Who are the at risk groups Activist groups Education initiatives
Introduction General background Basic information people need to know to understand the poster Don't duplicate information that is presented elsewhere in the poster	Medical and Legal Aspects Available treatments Types of prevention In country research that might be going on Are the laws with respect to HIV/AIDS? Guidelines for medical personnel Requirement for reporting HIV/AIDS	Summary How much of a problem is it How does this country compare with the US, Maryland? Recommendations, cautions, suggestions
Biology of HIV/AIDS Brief summary of the biology/microbiology of HIV/AIDS What everyone should know		References, Citations and Resources

The project grading rubric

- ❖ Allows rapid consistent grading of the project
- ❖ Is shared with the students
- ❖ Three areas scored
 - Content 24 pts
 - Writing 10 pts
 - Presentation 12 pts

<http://www.carpenterfoundation.org/traic/wmd.html>

Project Group _____

Abstract (0-3)
50-150 word summary of the poster _____

Introduction (0-3)
General background
Basic information people need to know to understand the poster _____

Biology of HIV/AIDS (0-3)
Brief summary of the biology/microbiology of HIV/AIDS
What everyone should know _____

Epidemiology (0-3)
Rate of incidence
Number of deaths
Modes of transmission
Number of newborns with HIV _____

Medical and Legal Aspects (0-3)
Available treatments
Types of prevention
In country research that might be going on
Are the laws with respect to HIV/AIDS?
Guidelines for medical personnel
Requirement for reporting HIV/AIDS _____

Sociological Aspects (0-3)
Community norms and practices
Sexual behavior
Prevention programs
Who are the at risk groups
Education initiatives _____

Summary (0-3)
How much of a problem is it
How does this country compare with the US, Maryland?
Recommendations, cautions, suggestions _____

References, Citations and Resources (0-3)

Writing (0-10)
Readability
Spelling, sentence structure _____

Overall Poster Layout Creativity (0-12)
Creativity _____

Comments _____

Total Score _____

Individual Reporting Rubric for Oral Presentations

	Outstanding	Good	Marginal	Unacceptable
Content	Material related to thesis; all points clearly made; material related to seminar theme	Many good points related to the seminar theme, thesis	Great deal of information not clearly connected to seminar theme, thesis of author	Thesis not clear and the information presented not related to the author's thesis or seminar theme
Coherence and Organization	Examples appropriate; presentation flows well; well-organized; within 3-5 minutes of the allotted time	Mostly logical and organized; need better transitions; within 5-7 minutes of the allotted time	Concepts and ideas loosely connected; choppy; lacks clear transitions; within 8-10 minutes of the allotted time	Quite choppy, disjointed; no correspondence to author's ideas; beyond 10 minutes of the allotted time
Speaking Skills	Poised, clear articulation; enthusiasm for the material; confidence, good volume, eye contact with peers	Clear articulation but not as polished	Some mumbling; little eye contact; little or no expression	Inaudible; no eye contact; disinterested; spoke in a monotone
Audience Response	Involved the audience and maximized their learning with a handout; presentation generated questions	Involved the audience most of the time; handout not as polished	Tended to go off topic; lost the audience at times; no handout or hastily prepared	Incoherent; off topic; audience lost interest; no handout or use of blackboard to guide audience

Things to Consider

- Adapt existing rubrics
- Use the rubric as a short cut to reduce grading time
 - Check boxes
 - Circle the characteristics
- Provide the rubric with the assignment
 - Makes grading more transparent
 - Helps students know what is expected
- Involve students in developing the rubric

Resources

- **The Effects of Instructional Rubrics on Learning to Write**
 - <http://cie.asu.edu/volume4/number4/>
- **Scoring rubrics: what, when and how?**
 - [Scoring rubrics: what, when and how?. Moskal, Barbara M.](#)
- **Create Your Own Rubrics Online**
 - [RubiStar](http://rubistar.4teachers.org/index.php) <http://rubistar.4teachers.org/index.php>
- **Rubrics Generator (free)**
 - http://www.teach-nology.com/web_tools/rubrics/
- **Rubrics for the University Learning Outcomes**
 - <http://folios.bgsu.edu/assessment/Rubrics.htm>
- **CTE web site**
 - http://cte.umd.edu/teaching/workshopseries_Spr05.htm
- **Google Rubrics**
 - 3,34,000 hits for rubrics

Thank You

