



Rubrics: Isn't that a Multi-colored Cube?!?

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Student Life Studies

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Learning Outcomes

- Following this presentation, staff will be able to:
 - Articulate the purpose of a rubric
 - Develop a simple rubric

What is a Rubric?

- “A scoring tool that lays out the specific expectations for an assignment.”
- “A description of what constitutes acceptable or unacceptable levels of performance of component parts.”

(Stevens & Levi [2005], p. 3)

Why Use a Rubric?

- Provides detailed data/map
- Clearly communicates performance expectations
- Provides consistency in evaluation

Using a Rubric for Feedback

- Can be used as a self assessment
- Can be completed by supervisor, advisor, peers
- Provides (tangible) description of behavior goals

Rubric Development

- Identify the learning outcome(s) you want students to achieve
- Determine how you will obtain evidence
- Develop the tool
- Test the rubric
- If applicable, train evaluators
- Collect and analyze data

What are the parts?

- Task description (the assignment, outcome)
- Scale
- Dimensions of the assignment
- Description of what constitutes each level of performance

What does it look like?

Task description....What you want people to do, accomplish, perform, etc.

	Scale level 1	Scale level 2	Scale level 3
Dimension 1	Description	Description	Description
Dimension 2	Description	Description	Description
Dimension 3	Description	Description	Description
Dimension 4	Description	Description	Description

What does it look like? *Task*

Interpersonal Communication: Students will be able to communicate with another person or small group using appropriate speaking, listening, and conflict resolution skills.

	Scale level 1	Scale level 2	Scale level 3
Dimension 1	Description	Description	Description
Dimension 2	Description	Description	Description
Dimension 3	Description	Description	Description
Dimension 4	Description	Description	Description

What does it look like? *Scale*

Interpersonal Communication: Students will be able to communicate with another person or small group using appropriate talking, listening, and conflict resolution skills.

	Beginning	Intermediate	Advanced
Dimension 1	Description	Description	Description
Dimension 2	Description	Description	Description
Dimension 3	Description	Description	Description
Dimension 4	Description	Description	Description

What does it look like? *Dimension*

Interpersonal Communication: Students will be able to communicate with another person or small group using appropriate talking, listening, and conflict resolution skills.

	Beginning	Intermediate	Advanced
Listening	Description	Description	Description
Context	Description	Description	Description
Eye Contact	Description	Description	Description
Clarity	Description	Description	Description

What does it look like? Description

Interpersonal Communication: Students will be able to communicate with another person or small group using appropriate talking, listening, and conflict resolution skills.

	Beginning	Intermediate	Advanced
Listening	Consistently inattentive when others speak	Occasionally inattentive; makes effort; may distract others' listening	Always attentive to others and is not distracting; engaged with others
Context	Unaware of audience and makes no adjustments in language, demeanor	May be aware of different individuals; makes some effort to adjust	Fully aware of audience and makes changes in language, etc. to match
Eye Contact	Does not face or maintain eye contact with other person	Usually faces the other person; occasionally gets distracted/is distracting	Faces and maintains appropriate eye contact without distracting
Clarity	Uses confusing terms or examples that listener does not understand	Sometimes uses confusing words and examples, but tries to clarify	Always uses terms and examples that others clearly understand; adapts

AAC&U VALUE Rubric Example

Oral communication is a prepared, purposeful presentation designed to increase knowledge, to foster understanding, or to promote change in the listeners' attitudes, values, beliefs, or behaviors.

	Capstone 4	3	Milestones 2	Benchmark 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis that minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Practice

- Develop a rubric based on what you want students to accomplish.

Resources

AAC&U Rubrics: Excerpted with permission from *Assessing Outcomes and Improving Achievement: Tips and tools for Using Rubrics*, edited by Terrel L. Rhodes. Copyright 2010 by the Association of American Colleges and Universities.

Retrieved from:

http://www.aacu.org/value/rubrics/index_p.cfm?CFID=33707610&CFTOKEN=72921917

Stevens, D. D., & Levi, A. J. (2005). Introduction to rubrics: An assessment tool to save grading time, convey effective feedback and promote student learning. Sterling, VA: Stylus.

Student Leader Learning Outcomes Project: <http://sllo.tamu.edu/>



Questions?

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