



# RUBRIC DESIGN

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# Objectives

- In this presentation, the learner will:
  - Define rubric
  - Identify the difference between rote Learning and multidimensional learning
  - Identify the necessary components in a rubric
    - Evaluation Criteria
    - Proficiency Levels
  - Review a sample rubric
  - Outline the six steps in making an instructional rubric

# Think Pair Share # 1

- **Familiarity, view and experiences**
  - How familiar are you with rubrics?
  - What is your current view of rubrics?
  - Have you ever written original rubrics?
    - Describe your experience and what you learned from writing the rubrics.

# Definition of a Rubric

- A rubric is an assessment device that uses clearly specified evaluation criteria and proficiency levels that measure student achievement of those criteria.
  - Products, process, or progress may be evaluated by using rubrics.
- *“A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.”* (Association for Supervision and Curriculum Development, 2017)

# Multidimensional Learning vs. Rote Learning

- Rote Learning

- The memorization of information that is based on repetition
  - Examples include multiplication, spelling words, the elements and their chemical numbers
  - Since rubrics assess multidimensional tasks, there is no reason to use rubrics for rote learning.
  - In fact, it would amount to a one-criterion rubric.

- Multidimensional Learning

- Performance-based, authentic learning often has three elements (content knowledge, acquisition of skills, development of work habits)
  - *“In the act of learning, people obtain content knowledge, acquire skills, and develop work habits—and practice the application of all three to “real world” situations. Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students.” (ASCD, 2017)*
  - Rubrics are appropriate for assessing multidimensional learning, as they

# Advantages of Rubrics

- Help students learn
  - Rubrics help clarify for students the qualities their work should have.
    - Students understand the learning target and criteria for success
    - The criteria and performance level descriptions in rubrics help students understand what the desired performance is and what it looks like.
- Help teachers teach
  - Allow performance assessment to be more objective
    - Focus on what teachers intend students to learn rather than what teachers intend to teach
    - Rubrics help keep teachers focused on criteria and not tasks
      - It becomes very easy for teachers to focus on task completion rather than criteria and learning
- Help coordinate instruction and assessment
  - Provide useful feedback on both student achievement and the effectiveness of instruction
  - Most rubrics should be designed for repeated use, over time, on several tasks.

# Defining Characteristics of Rubrics

- The two defining characteristics of rubrics are the following:
  - *coherent sets of **evaluation criteria***
    - *What “counts” in a project or assignment*
  - *descriptions of **proficiency levels** (levels of performance) for these criteria*
    - *Gradations of quality*

# Defining Characteristic #1: Evaluation Criteria

- *What “counts” in a project or assignment*
  - Evaluation criteria should
    - match the task that the student is asked to do
    - be known in advance by the student
    - be distinct from one another
    - be specific and reflective of exactly what it takes to succeed on the task
    - be specific and understandable to students



# Defining Characteristic #2: Proficiency Levels

- Levels of performance for the criteria
- Proficiency levels should be
  - Descriptive
  - Clear
  - Cover the whole range of performance
  - Distinguish among levels
  - Center the target performance (acceptable, mastery, passing) at the appropriate level
  - Feature parallel descriptions from level to level

# Think Pair Share #2

- **Application of a Rubric for a Learning Goal or Outcome**
  - Describe a particular learning goal or outcome in the content area you teach for which using a rubric for giving feedback would be particularly appropriate.
    - **What** rubric would you use?
    - How would you use it to **give students feedback**?
    - How would students **use the feedback**?
    - What would you expect to be the **result**?

# How to Make an Instructional Rubric

1. Look at models
2. List evaluation criteria
3. Pack and unpack criteria
4. Articulate proficiency levels (levels of quality)
5. Create a draft rubric
6. Revise the draft

Avoid designing rubrics that are long, cumbersome to use and have little to no inter-rater reliability.

# Think Pair Share #3

- **Evidence of Enhanced Learning and Improved Learning Skills**

- What evidence would it take to convince you that using rubrics with learning-based criteria in your classroom would enhance learning of content outcomes and improve students' learning skills as well?
  - How can you get that evidence in your own classroom?

# Summary

- Rubrics help teachers teach as well as evaluate student work.
- Rubrics are most appropriate for evaluating multidimensional learning rather than rote learning tasks.
- The two necessary components of a rubric are evaluation criteria and proficiency levels.
  - Evaluation criteria provide specific descriptions of each level of performance in terms of what students are able to do
  - Proficiency levels of performance are present and make sense
- Making an instructional rubric involves looking at models, listing the criteria, packing and unpacking the criteria, articulating proficiency levels, creating a draft rubric, and revising the draft.