

Rubrics

What are Rubrics?

A rubric is a list (or a summary) of observable characteristics that will be used to assess the quality of a student's work or performance. In a rubric, levels of achievement or quality for each criterion are defined. Rubrics provide a more structured and detailed assessment report than letter or number or percentage grades. Rubrics (either holistic or analytic) are scoring guides (or criterion-referenced scoring tools) that allows for more transparency and student confidence in assessment procedures.

"A tool used to assess or guide a student's performance on a given task in a given context given certain standards."¹

Educational Value

Rubrics enables faculty to	Rubrics provide students with a
<ul style="list-style-type: none"> • Give student explicit expectations for performance on a task • Provide formative and summative feedback • match assessment criteria to assessment tasks more closely • Share the assessment criteria with students • Assess objectively and impartially • Compare student performances across time or classes • Provide consistency in marking/grading • Consult with peers on assessments or grading • Maintain assessment reliability between multiple assessors 	<ul style="list-style-type: none"> • Guide to assessments • Mechanism for self assessment • Tool for deciphering how performance/product is graded • Mechanism to guide discussion of a performance or product • Guide for self study or self monitoring of performance • Rationale for assessments • Revision tool/guide • Confidence builder

Examples of Classroom Application

School of Language Studies – VCC CLB Writing Rubrics

¹ Virgil E. Varvel Jr. Pointer and Clicker Article - Rubrics

university of Illinois http://www.ion.illinois.edu/resources/pointersclickers/2004_03/rubrics.asp

Getting Started

Developing rubrics is a challenging task. There are several websites to get you started but if you wish to develop a rubric to meet a specific assessment in your program or course here are a few tips courtesy of CSU California State University Institute of Teaching and Learning:

- Identify what you are assessing (e.g. critical thinking).
- Identify the characteristics of what you are assessing (e.g. appropriate use of evidence, recognition of logical fallacies).
- Describe the best work you could expect using these characteristics. This describes the top acceptable category.
- Describe an unacceptable product. This describes the lowest category.
- Develop descriptions of intermediate – level products and assign them to intermediate categories. You might develop a scale that runs 1 to 5 (unacceptable, marginal, acceptable, good, outstanding), 1 to 3 (novice, competent, exemplary) or any other set that is meaningful.
- As colleagues who were not involved in the rubric's development to apply it to some products or behaviours and revise as needed to eliminate ambiguities.

Contact the CID at cid@vcc.ca. An IA can help you develop Rubrics for your course

More Information

Educational:

- Kathy Chrick's Guide for Educators
<http://school.discoveryeducation.com/schrockguide/assess.html>
- Teacher Vision: Creating Rubrics <http://www.teachervision.fen.com/teaching-methods-and-management/rubrics/4521.html>
- Teaching and Learning Centre. University of Calgary. ITBL Inquiry Through Blended Learning. Creating and Using Rubrics for Student Assignments.
<http://tlc.ucalgary.ca/resources/library/itbl/rubrics-for-student-assignments/rubrics-for-student-assignments.pdf>

References:

- Mueller, John. (Nov./Dec. 2008). Assessing Skill Development. Library Media Connection (Vol. 27 Issue 3, p18-20, 3p, 4 charts).