

Using Rubrics for Assessing Individual and/or Group Participation

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Objectives of this Session

At the end of this session, you will be able to:

- Describe what a rubric is
- Explain why rubrics are useful tools for assessment
- Develop or revise a rubric for assessing either individual or group participation in your class

What does assessment of participation (individual or group) mean to me?

Write your response to these questions on a piece of paper and share at your table

- In my experience, individual and/or participation assessments have been...
- I think participation (individual and/or group) assessments should...

Why do we Assess?

- Determine whether students are learning
- Assist and motivate students in structuring their studying
- Help instructors know if they are successfully teaching
- A means to promote and reinforce learning

What is a Rubric?

- an attempt to communicate expectations of quality around a task.
- used to delineate consistent criteria for grading.
- allows teachers and students alike to evaluate criteria, which can be complex and subjective.
- provide a basis for self-evaluation, reflection, and peer review.

http://en.wikipedia.org/wiki/Rubric_%28academic%29

Rubric Activity Part 1

- Listen to the engine notes and then rate their quality using the scale
 - Poor
 - Good
 - Excellent
- Do you agree with other people?

Rubric Activity Part 2

- In groups, create a scale that includes descriptions for assessing an engine note
- Listen to the engine notes and then rate their quality using your new scale
- Do you agree with other people in your group?

Developing a Rubric

- Share your thoughts with your group, how did the rubric work for you?
 - What would have made it better?
 - What would you consider incorporating into your assessment strategy?

Rubrics for Assessment

- Checklists – yes or no related to the process
- Holistic rubrics – assess the outcome or product
- Evaluative or analytical rubrics – multi-rating assessment of the process and product

Sample Rubric Scales

3 Levels	4 Levels	5 Levels	6 Levels
Weak	Unacceptable	Unacceptable	Unacceptable
Average	Marginal	Poor	Emerging
Excellent	Proficient	Satisfactory	Minimally Acceptable
	Distinguished	Good	Acceptable
		Excellent	Accomplished
			Exemplary

Participation Rubrics

- Review the participation rubrics in the handouts.
Consider:
 - Holistic vs. Analytic approach – advantages and disadvantages
 - Size of the scale – advantages and disadvantages

Create Your Own Rubric

- Work on your own or in groups to create a rubric for assessing individual or group participation to use in your course

Review

- What is a rubric?
- Why are rubrics useful tools for assessment?

More Information

Brown University

[http://www.brown.edu/about/administration/
sheridan-center/teaching-learning/assessing-student-
learning/rubrics-scales](http://www.brown.edu/about/administration/sheridan-center/teaching-learning/assessing-student-learning/rubrics-scales)

Carnegie Mellon

[https://www.cmu.edu/teaching/designteach/teach/
rubrics.html](https://www.cmu.edu/teaching/designteach/teach/rubrics.html)