PLEASE JOIN A TABLE ACCORDING TO THE NATURE OF YOUR TARGETED ASSIGNMENTS

- **Group work**
- **Literature Review**
- **Laboratory Report, Problem, Case, etc.**
- **Presentation, etc**

What are the main goals/objectives of the assignments?

Jot them on index card

CREATING RUBRICS TO HELP STUDENTS LEARN AND SAVE YOU TIME!

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Sessional Lecturer, FNH 200

Summer Institute 2019

INTRODUCTION

1. Name
2. Role at UBC
3. Tell us a bit about your assignments

    * and/or your rubrics, if you are already using rubrics
4. Burning questions you have about rubrics

IN THIS WORKSHOP, WITH EACH OTHER, WE WILL:

- Review learning goals of the targeted assignment
- Determine what evidences are needed to demonstrate learning
- Review and revise existing rubrics
- Develop strategies to promote communication among instructors, TAs, and students
- Develop strategies to help students learn how to learn using the rubrics
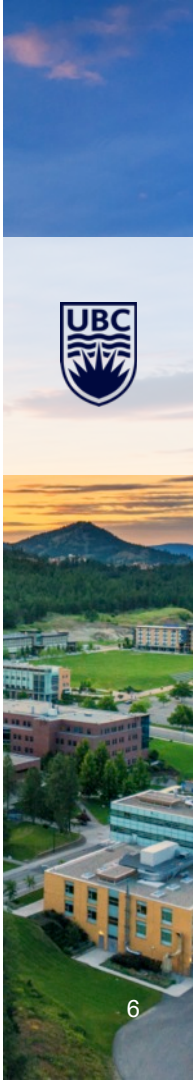
**YOU MAY KNOW THIS ALREADY,
BUT LET'S REVIEW WHY WE SHOULD USE RUBRICS:**

- You find yourself explaining to your students how to get an "A" multiple times.

- Students repeatedly question you about the assignment requirements, even after you've handed back the marked the assignment.

- You find yourself re-writing the same comments on several different students' assignments.

- You have multiple markers and want to standardize marks.

EFFECTIVE RUBRICS:

- You find yourself explaining to your students how to get an "A" multiple times.

- Students repeatedly question you about the assignment requirements, even after you've handed back the marked the assignment.

  - **Help us clarify our specific criteria and expectations**
  - **Provide benchmarks**

- You find yourself re-writing the same comments on several different students' assignments.

  - **Provide targeted feedback on students' progress and performance**

- You have multiple markers and want to standardize marks.
  - **Save everyone time!**
  - **A communication tool!**

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  - **Save everyone time!**

Any other benefits?
Challenges?

WHAT IS YOUR ASSIGNMENT? WHY?

- Let's revisit the assignments again:

On your own (10 minutes):

- What are some learning goals you like the students to achieve?
- What do students need to do to demonstrate their learnings?
- What do you really care?

At your table, with colleagues with similar assignments (20 min):

- Share your expectations
- List them on the flipchart paper
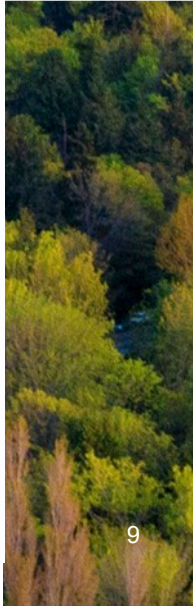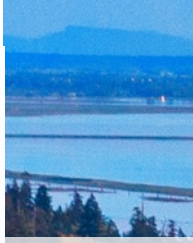
TYPES OF RUBRICS:

Analytic:

A list of Criteria/Evidence of Learning:

    * Content

    * Organization

    * Citation, etc

Levels of Competencies/Performances:

- Scores
- Verbal: Excellent, Acceptable, etc
- Do not need equal number of levels across all criteria

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Sentence Structure (Sentence Fluency)	All sentences are well-constructed with varied structure.	Most sentences are well-constructed with varied structure.	Most sentences are well-constructed but have a similar structure.	Sentences lack structure and appear incomplete or rambling.
Capitalization & Punctuation (Conventions)	Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.	Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.	Writer makes a few errors in capitalization and/or punctuation that catch the reader's attention and interrupt the flow.	Writer makes several errors in capitalization and/or punctuation that catch the reader's attention and greatly interrupt the flow.
Grammar & Spelling (Conventions)	Writer makes no errors in grammar or spelling that distract the reader from the content.	Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.	Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.	Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.

TYPES OF RUBRICS:

Holistic:

* Assess by evaluating across multiple criteria as a whole

Holistic grading

Holistic grading methods assume that an essay is other than a sum of particular parts so we read the essay as a whole. the holistic scoring guide describes the characteristics of excellent, good and not-so-good essays.

Samples of Holistic Scoring Rubrics

Excellent writer 6	The essay clearly states a position, provides support for the position, raises a counter argument or objection, and refutes it. The evidence, both in support of the position and in refutation of counterpositions, is persuasive and original (that is, drawn from the student's own observations, not borrowed). The essay tackles a significant objection or counterargument, not a trivial one. The relationships between position, evidence, counterargument, and refutation are clear, and the essay does not contain extraneous or irrelevant information.
Good writer 5	The essay states a position, supports it, raises an objection or counterargument, and refutes it. The essay may, however, contain one or more of the following ragged edges: evidence is not uniformly persuasive or original; the counter-argument is not a very serious threat to the position; one has to read between the lines to see relationships between ideas and some ideas seem out of place or irrelevant.
Average Writer 4	The essay states a position and raises a counterargument, but their is well developed. The objection or counterargument considered may lean toward the trivial. The essay may also seem disorganised. Nonetheless, the essay should receive a 4 in acknowledgement of the cognitive complexity of the task. It is more difficult to address arguments and counterarguments than it is simply to support one line of argument.
Fair writer 3	The essay states a position, provides strong and original evidence supporting the position, and is well organised. However, the essay does not address possible objections or counterarguments. Thus, even though the support seems stronger and the essay may be more well organised than the 4 essay, it should not receive more than a 3.
Weak writer 2	The essay states a position and provides some support, but it doesn't do it very well. Evidence is scanty, general, trivial or not original. The essay achieves its length largely through repetition of ideas and inclusion of irrelevant information. The overall impression is that the essay has been dashed off at the last minute.
Very weak writer 1	The essay does not state the student's position on the issue. Instead, it restates the position presented in the assignment and summarizes the evidence discussed in the text or in class. The essay may include an occasional I agree with, but it provides nothing beyond what was said in class or in the readings. The essay receives a 1 rather than a 0 because there may be some merit to being able to summarise what the author of the text said.

Source : Gibbs, G., Habeshaw, S. and Habeshaw, T, (1986). 53 Interesting Ways to Assess Your Students. *Technical and Educational Services:Bristo*, pp. 11-26.

TYPES OF RUBRICS:

Single-Point:

- Allows targeted feedback
- Particularly useful when students will indeed have a chance to improve their work

Cult of Pedagogy

The Single-Point Rubric

Breakfast in Bed

Concerns *Areas that Need Work*	Criteria *Standards for This Performance*	Advanced *Evidence of Exceeding Standards*
	Food: All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	
	Presentation: Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	
	Comfort: Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	

notes on what needs improvement

criteria for proficient performance

notes on how the work exceeds expectations

CULT OF PEDAGOGY

CREATING AN ANALYTIC RUBRIC:

- Recall your learning objective and evidences of learning
- Determine criteria and weighing
- Outline expectations
  - 'Good' level evidences - B
  - 'Minimum' expectations - Pass
- Fill in descriptors

YOUR TURN! ON YOUR OWN...

Review rubrics available on tables or on this page

- www.wiki.ubc.ca/Documentation:CTLT_programs/CTLT_Institute/ 2019_Summer

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4 Institute Schedule & Curated Resources

Overview   [edit | wikitext]

The Summer Institute 2019 (August 19-23, August 27-29, and September 4-6) is an opportunity to network with UBC colleagues and to share

CREATING A RUBRIC:

- Determine criteria and weighing
- Outline expectations
  - 'Good' level evidences - B
  - 'Minimum' expectations - Pass
- Fill in descriptors

On your own: explore and begin creating/revising your own rubrics (10 min)

Rubric design	Levels of performance (scale)			
	4	**3**	**2**	**1**
Criterion 1	*(Yes, and more!)*	*(Yes!)*	*(Yes, but..)*	*(No)*
Criterion 2		Performance		
Criterion 3		descriptors		
:				

CREATING A RUBRIC:

- Determine criteria and weighing
- Outline expectations
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- Fill in descriptors

On your own: explore and begin (10 min)

In pair: exchange your drafts and offer feedback as a learner

HOW TO USE RUBRICS TO PROMOTE LEARNING AND SAVE TIME?

Students:

- Novice students: Show them early and frequently

- Senior students: Seek their contribution/feedback

Teaching Team:

- Ask TAs to review as novice learners

- Grading party: mark a few assignments together to calibrate

Other ways?

RUBRICS FOR RUBRICS

Criterion 1: COVERAGE/ORGANIZATION		
A. Covers the Right Content		
5—Strong	*3—Medium*	*1—Weak*
1. The content of the rubric represents the best thinking in the field about what it means to perform well on the skill or product under consideration.	1. Much of the content represents the best thinking in the field, but there are a few places that are questionable.	1. You can't tell what learning target(s) the rubric is intended to assess, or you can guess at the learning targets, but they don't seem important, or content is far removed from current best thinking in the field about what it means to perform well on the skill or product under consideration.
2. The content of the rubric aligns directly with the content standards/ learning targets it is intended to assess.	2. Some features don't align well with the content standards/learning targets it is intended to assess.	2. The rubric doesn't seem to align with the content standards/learning targets it is intended to assess.
3. The content has the "ring of truth"—your experience as a teacher confirms that the content is truly what you do look for when you evaluate the quality of a student performance or product. In fact, the rubric is insightful; it helps you organize your own thinking about what it means to perform well.	3. Much of the content is relevant, but you can easily think of some important things that have been left out or that have been given short shrift, or it contains an irrelevant criterion or descriptor that might lead to an incorrect conclusion about the quality of student performance.	3. You can think of many important dimensions of a quality performance or product that are not in the rubric, or content focuses on irrelevant features. You find yourself asking, "Why assess this?" or "Why should this count?" or "Why should students have to do it this way?"

- May need multiple attempts to get it 'right'
- Listen to your students, TAs, and yourself
- Keep modifying
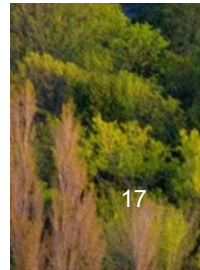
THANK YOU! QUESTIONS?

I HOPE WE HAVE ACHIEVED THESE GOALS:

- Review learning goals of the targeted assignment

- Determine what evidences are needed to demonstrate learning

- Review and revise existing rubrics

- Develop strategies to promote communication among instructors, TAs, and students

- Develop strategies to help students learn how to learn using the rubrics

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