

Rubrics

What is a Rubric?

- A descriptive scoring tool used to grade students on their effort, performance and ability
- A working guide for teachers AND students
- Handed out in advance of assignments
- There must be clear, consistent and transparent alignment between the course outcomes, the assignments and the rubric details
- Flexible, adaptable
- Can contain general tasks (holistic) or specific tasks (analytic) or a combination of both

Why do I / Should I care about rubrics?

- A grade is just a number without a rationale behind its assignment
- When is it Appropriate?
- Tells the student the extent to which criteria has been met
- Provides feedback about how to improve performance

How do I create Rubrics?

- Start with the learning 'outcome'
 - TIP: Assignments 'flow out of' your course outcomes (i.e. "Bake chocolate chip cookies")
- Work backwards: Describe what you expect the end product to look like
- List some elements or criteria that you'll use as a basis for 'judging' the product
- (criteria for assessing cooking baking: taste, chewiness, number of chips, preparation method, appearance)
- Plot the elements / criteria down the left side of the rubric template
- Plot the various skill levels across the top (even # preferred)
- Provide descriptions for skill level of performance that objectively as possible identify the indicators that the skill has been achieved
 - Use descriptions rather than judgements of the work - Eg: "contains no errors" instead of "it is good".
- Set points / grades for each level

Types of Rubrics	
Holistic Rubric	Analytic Rubric
<ul style="list-style-type: none"> • Focus on overall process or product scored as a whole • Allows for tolerance of some errors in overall part of the quality of the project • Often where there is no definitive response • Can be quicker to score than analytic 	<ul style="list-style-type: none"> • Focus on scoring of the individual parts of the product or performance first with a summation of each individual score • Degree and amount of feedback may be much more substantial

Tips for Creating Rubrics	
<ul style="list-style-type: none"> • Consider rubrics as part of your planning time, not additional time commitment! • Prepare as guides, to support students' in building on knowledge and competency • Standards remain constant, while competence changes over time • Include section for comments • Use words efficiently but so the expectation is clear and easy to understand • Create a marking scheme that's easy to compute • Test it out on a real product beforehand (see sample on back) 	<ul style="list-style-type: none"> • Build in authenticity • Encourage use of intrinsic vs extrinsic rewards • Encourages "deep" rather than "surface" learning via expectations • Include criterion such as creativity, critical reflection, supporting documentation, clarity of expression • Request ongoing student feedback to ensure reliability • Encourage risk taking via expectations • Clearly communicate expectations around the rubric

Rubric Template

Level Criteria					Score

Discussion Posting Rubric

Criteria	Exemplary (5)	Good (4)	Satisfactory (3)	Poor (2)	Unsatisfactory (0)	Score
KNOWLEDGE OF SUBJECT MATTER	Discussion posting clearly indicates command and application of terms, concepts, theories and use of own examples	Discussion posting indicates good command and application of terms, concepts, theories but lacks application of same using examples	Explains sociological concepts/terms and theories but without elaboration	Displays only minimal reference to the concepts covered and does not expand on central concepts	Explanations indicate lack of clarity around concepts/terms and theories	
SOPHISTICATION OF THOUGHT	Brings forth expanded ideas that reflect high-level critical thinking on the topic and demonstrates practical application; applies sociological imagination	Presents new or expanded ideas and makes a practical application	Post illustrates basic knowledge of topic without applying or expanding idea	Post is overly simple indicating underdeveloped thought around the idea; regurgitates others' ideas	Post is uninformed with little indication of expanding upon ideas, concepts or theories	
ADDRESSES ASSIGNED TOPIC	Directly answers the question asked and provides additional insights to further expand upon the topic	Directly answers the question asked	Indirectly answers the assigned question	References question but does not address it	Does not address the assigned question	
ORIGINALITY	Evidence of original thought throughout; synthesizes learned material; applies vs. repeats ideas.	Evidence of original thought apparent throughout with a reference to topic or concept	Allusion to an original idea but with no clear connection to the assigned topic or concept	Random original thoughts; no cohesion among ideas presented	No evidence of original thought	
GRAMMAR AND PUNCTUATION	Absence of errors. Uses compound and complex sentence structure; response is coherent and flows	Minimal errors. Varied sentence structure	Minimal errors in grammar, punctuation and spelling. Sentence structure correct but basic	Substantial errors with weak sentence structure	Substantial errors with significant structural problems	
Total:						

Evaluating and Assessing Experiential Learning

Experiential learning for the purposes of our discussions today encompasses:
Evaluation / Assessment of field placement and cooperative placements

What is it?

- A planned period of learning, normally outside of the institution at which the student is enrolled, where the learning outcomes are an intended part of a programme of study.

Field Placement

- Graded by the college instructor
- Non-paid work
- P/ F or grade
- No cross college standard schedule

Coop

- Typically the coop term is not graded by the college
- Grading may encompass input from the student, placement representative, the coop advisor
- In the college environment, is paid work

Considerations and Questions to pose when designing experiential learning experiences

- What can we do in planning and delivering teaching and learning experiences that purposefully and intentionally integrate the link between work and college?
- Create co-requisite courses where practice (the placement) and theory (the in class learning) co-exist
- Use the practical experiences as basis for theoretical learning, and vice versa
- What is the employer's role in determining outcomes, providing support, learning experiences, etc. aligned with the program outcomes?
- What do we hope to have students gain from their experiential activities?
- How does learning in experience contribute to program outcomes?

Fell and Kuit (2003) suggest the following guidelines:

- Ensure responsibilities for placement learning are clearly defined, that the intended learning outcomes contribute to the overall aims of the program, and that assessment of placement learning is part of a coherent assessment strategy.
- Both policies and procedures need to be in place that clarify and state responsibilities for placement learning are and opportunities appropriate.
- Incorporate provisions to check that placement providers know their responsibilities
- Students need to be made aware of their responsibilities and rights before the placement, and are provided with appropriate guidance and support in preparation for, during, and after their placement.
- Instructors and staff involved in placement learning are competent to fulfil their role
- Procedures exist to address complaints that arise
- Ongoing monitoring and assessment practices need to be in place

Placement Learning and the Code of Practice: Rhetoric or Reality? *Active Learning in Higher Education* (November 2003), 4 (3), pg. 214-225