

Dear Rubrics,

"I hate you, and then
I love you.

It's like I want to throw
you off a cliff,
then rush to the bottom
to catch you."

Rubrics: Beyond the Basics

Employing rubrics to support Authentic Assessment

“One of the most powerful things we can do as instructors is help students develop a framework by which they can judge the quality of their own performance.”

Heidi Andrade

If this session could help you to:

- a) overcome ONE challenge you're experiencing with rubrics, what would that be? OR
- b) improve your rubrics in ONE way, what would that be?

Discuss in your small group.
Be prepared to share your answers with the larger group.

OUTCOMES

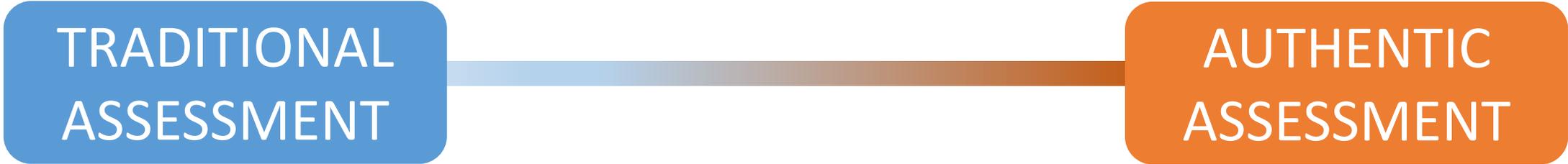
- Discuss strategies for effectively capturing complex and challenging competencies such as creativity, and collaboration in rubrics.
- Develop or refine a rubric for an authentic assessment (i.e. simulation, field work, group work, creative products).
- Identify tech-tools that can facilitate rubric use on the fly.
- Address other pressing rubric concerns.

Authentic Assessment

“A form of assessment in which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills.”

Jon Mueller

(Retrieved from <http://jfmuller.faculty.noctrl.edu/toolbox/whatisit.htm>)



TRADITIONAL
ASSESSMENT

A horizontal line with a blue-to-orange gradient connects the two boxes. The line starts as a light blue gradient on the left and transitions to a solid orange on the right.

AUTHENTIC
ASSESSMENT

TRADITIONAL
ASSESSMENT

AUTHENTIC
ASSESSMENT

Selecting a Response	-----	Performing a Task
Contrived	-----	Real-life
Recall/Recognition	-----	Construction/Application
Teacher-structured	-----	Student-structured
Indirect Evidence	-----	Direct Evidence

Mueller, J. (2014). What is Authentic Assessment? *Authentic Assessment Toolbox*. Retrieved from <http://jfmuller.faculty.noctrl.edu/toolbox/whatisit.htm>



Authentic Assessments are... Complex
Transient
Multi-faceted
Process-focused

[more foggy road](#) by [Sarah Olmstead](#) is licensed under [CC BY 2.0](#)

TRUE or FALSE

A well crafted rubric helps to improve the objectivity of grading

sub·jec·tive

/səbˈdʒektɪv/ 

adjective

1. based on or influenced by personal feelings, tastes, or opinions.

"his views are highly subjective"

synonyms: personal, individual, emotional, instinctive, intuitive

"a subjective analysis"

Your rubric helps to clarify your professional opinions, feelings and perspectives.

What YOU define as important, critical to professional success, essential to the assignment is the core of an effective rubric.

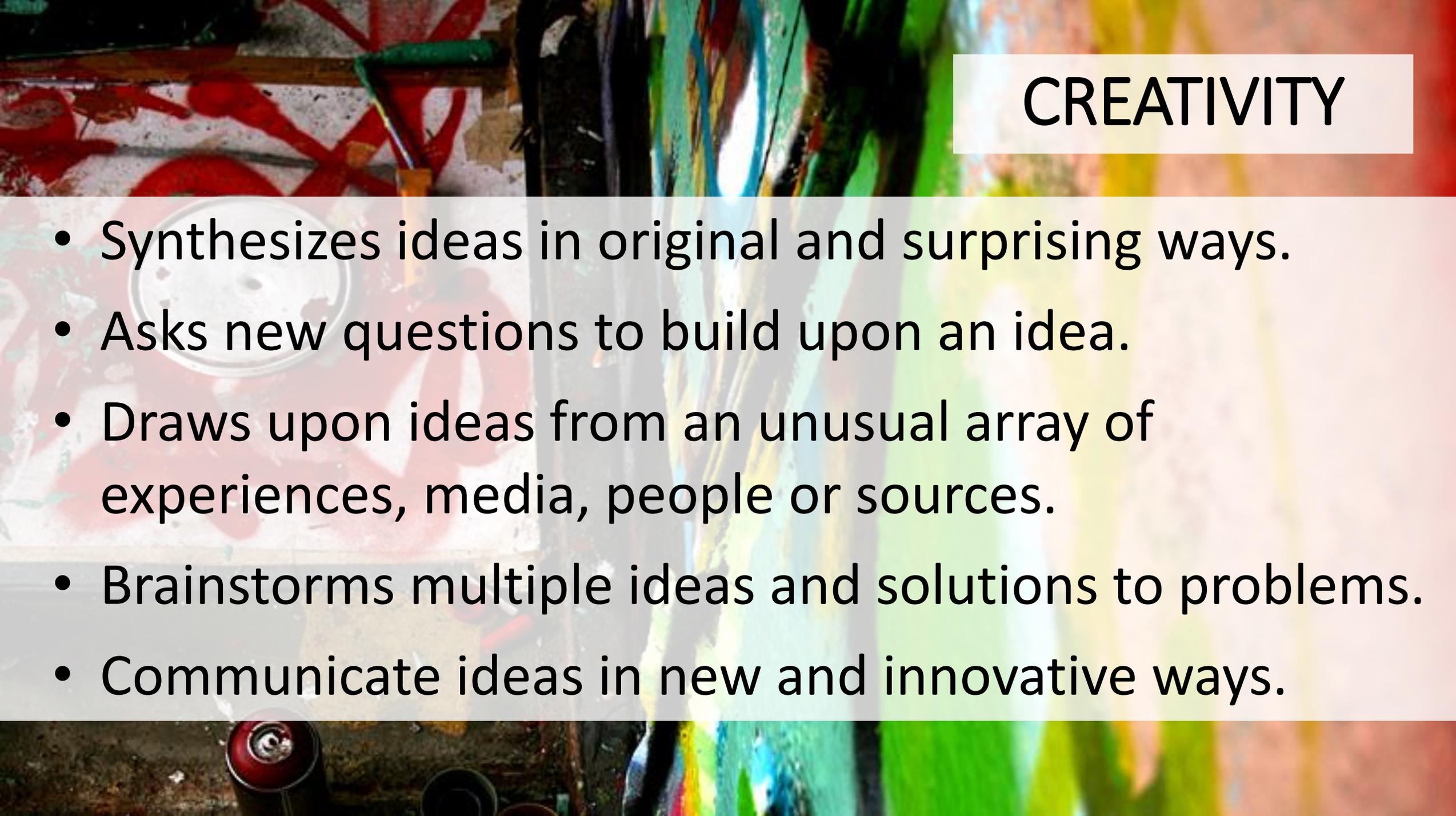


The key lies in the **DEFINITION**

Creative means "original and of high quality"

Brookhart, S. (2013). Assessing Creativity. *Creativity Now!* 70 (5), 28-34.

[On creativity](#) by [Linus Bohman](#) is licensed under [CC BY 2.0](#)



CREATIVITY

- Synthesizes ideas in original and surprising ways.
- Asks new questions to build upon an idea.
- Draws upon ideas from an unusual array of experiences, media, people or sources.
- Brainstorms multiple ideas and solutions to problems.
- Communicate ideas in new and innovative ways.

I'd like to create/improve a rubric for...

1. Assessment of creative products
2. Assessment of simulations/role playing
3. Assessment of reflection
4. Assessment of psychomotor skills
5. Assessment of group work/collaboration
6. Other?

LET'S WORK

- Gather into groups at your table of interest
- Review the available rubrics
- Consider the specific assignment for which you would like to develop/refine a rubric
- Create rubric according to the steps outlined in the next slide

Creating a Rubric – How?

- **Step 1:** *Consider the learning objectives aligned with assignment.*
- **Step 2:** *Brainstorm specific observable attributes that you want to see your students demonstrate in their product, process, or performance.* Categorize these into 3-6 main criteria by which the assignment will be graded.
- **Step 3:** Brainstorm the qualities that will differentiate above average, average, and below average performance for each attribute (Might think about this as YES! Yes, but; Okay..., and NO!)

Remember to define and breakdown fuzzy concepts like creativity, empathy, collaboration, etc...

Creating a Rubric – How?

- **Step 4:** *Write thorough narrative descriptions that describe the levels on the continuum from excellent to poor work for each attribute.*

Share your rubric with your colleagues. What insights did this process inspire?

How do you plan to use this rubric?

[Back to assessments](#)

Creativity Rubric

Print

Copy

Edit

Creativity Rubric

May 1, 2015

Source: From *How to Create and Use Rubrics for Formative Assessment and Grading* (p. 54), by Susan M. Brookhart, 2013, Alexandria, VA: ASCD. Copyright 2013 by ASCD. Adapted with permission.

Criteria	Level 1	Level 2	Level 3	Level 4	Comment
Variety of ideas and contexts	Ideas do not represent important concepts	Ideas represent important concepts from the same or similar contexts or disciplines.	Ideas represent important concepts from different contexts or disciplines.	Ideas represent a startling variety of important concepts from different contexts or disciplines.	
Variety of sources	Created product draws on only one source or on sources that are not trustworthy or appropriate.	Created product draws on a limited set of sources and media.	Created product draws on a variety of sources, including different texts, media, resource persons, or personal experiences.	Created product draws on a wide variety of sources, including different texts, media, resource persons, or personal experiences.	
Combining ideas	Ideas are copied or restated from the sources consulted.	Ideas are combined in ways that are derived from the thinking of	Ideas are combined in original ways to solve a problem, address an issue,	Ideas are combined in original and surprising ways to solve a problem,	

View

Assess

Report

Share



Show desktop

Resources

Visit the following websites for more information about and examples of rubrics in authentic assessment situations:

Rubrics and Authentic Assessment

<http://www.fctl.ucf.edu/teachingandlearningresources/coursedesign/assessment/assessmenttoolsresources/rubrics.php>

<http://www.oakland.edu/upload/docs/cetl/workshoppts2014/authenticassessrubrics.pdf>

Rubrics and Reflective Journals

<http://www.tnstate.edu/servicelearning/documents/reflectionrubric-1.pdf>

http://ar.cetl.hku.hk/am_rj.htm

Rubrics and Creativity

<http://www.ascd.org/publications/educational-leadership/feb13/vol70/num05/Assessing-Creativity.aspx>

<http://www.edutopia.org/blog/you-can-teach-assess-creativity-andrew-miller>

<https://grantwiggins.files.wordpress.com/2012/02/creative.pdf>

<https://grantwiggins.wordpress.com/2012/02/03/on-assessing-for-creativity-yes-you-can-and-yes-you-should/>

Rubrics and Field Work

http://www.louisianavoices.org/Unit2/edu_unit2_fieldworkrubric.html

http://apa.fiu.edu/documents_rubrics/Robert%20Stempel%20College%20of%20Public%20Health%20and%20Social%20Work%20-%20Rubrics/Social%20Work%20Rubric%20-%20Widener%20University.pdf

Rubrics and Simulations

<https://www.pcc.edu/resources/academic/learning-assessment/documents/nursing.pdf>