Using Rubrics in Student Life Assessments

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Outcomes

- Participants will be able to define rubric.
- Participants will be able to state the components of a rubric.
- Participants will be able to explain how rubrics are used to measure student learning or program outcomes.
- Participants will be able to describe how data from rubrics can be used to make decisions.

Rubrics

- Definition: A scoring tool that lays out the specific expectations for an assignment. (Stevens & Levi)
- A way of organizing criteria to systematically determine if the outcome is met based on data gathered through papers, observation, document analysis, or some other appropriate method. (Zelna & Elling)
- Can help identify quality and level of success.
- Defining the scales and dimensions are helpful for continuity of expectations and scoring.

Components of a Rubric

- 1) Determined which student learning outcome(s) to measure and which assessment method you will measure.
- 2) Defining dimensions
- 3) Defining scales
- 4) Describe each dimension in some detail

Rubric Dimensions

- The dimensions are the criteria for your outcome.
- Example dimensions:
  - Leadership: communication, decision making, motivation, etc.
  - Problem Solving Skills: Identifies the problem, identifies the available options, able to recognize the consequences for each option, etc.

Example Rubric	Scale 1	Scale 2	Scale 3
Dimension 1			
Dimension 2			
Dimension 3			

Rubric Scales

- The scales are ratings/levels of proficiency.
- Example scales:
  - Yes, No
  - Beginner, Intermediate, Advanced
  - Exemplary, Accomplished, Developing, Beginning

Example Rubric	Scale 1	Scale 2	Scale 3
Dimension 1			
Dimension 2			
Dimension 3			

Rubric Dimensions Descriptions

- Describe each dimension in some detail.
- What should each cell look like based on the scale level?
- Helpful for continuity of expectations and scoring

Example Rubric	Scale 1	Scale 2	Scale 3
Dimension 1			
Dimension 2			
Dimension 3			

Example Rubric

Scales

Dimensions

Student Conduct Rubric	Insufficient	Developing	Achieve
Acknowledge Role (Minimize role/behavior/impact)	No objectivity – taking elements very personally – minimizes their role	Moderate objectivity – may still minimize aspects of their involvement	Show objectivity – Acknowledges and does not minimize role in the situation
Dissonance (behavior is wrong/ violation/ peer choice)	Does not acknowledge the problem	Acknowledges many aspects of the problem	Acknowledges all of the significant problem(s), including violation of policies/law

Examples for Practical Use

- Fictitious example #1 (Campus Recreation)

  - **Goal:** To demonstrate exemplary customer service to the campus community.
  - **Student Learning Outcome:** Student lifeguards will be able to effectively communicate during emergency scenarios.
  - **Action Strategy:** Lifeguard in-service training sessions
  - **Method:** Skills demonstration with rubrics
  - **Results:** The lifeguards were introduced to the communication rubric during the first in-service training. Specifics were discussed in a classroom setting, with demonstration given by the Head Lifeguard, and all lifeguards broke into groups to practice skills. Lifeguards were informed that skills testing would begin the following month using the rubric that was reviewed. Lifeguards need scores of "Satisfactory" or "Excellent" on each skill, or will have to complete the rescue again after having received feedback on their performance.
  - **Use of Results:** We are pleased with the overall scores of each students, though there were two areas of hand signals that gave students difficulty. We will modify the workshop next term to give more emphasis and practice to those areas.

Example Rubric Campus Recreation	Excellent 3	Satisfactory 2	Needs Work 1
Inter-Lifeguard Hand Signals			
Whistle and Flag Signals			
Two-way Radio Communication			

*Rubric shown without dimension descriptions.

Use of dimension descriptions can be helpful. How do you know what an 'Excellent' means compared to a 'Satisfactory' and 'Needs Work'?

Example Rubric Campus Recreation	Excellent 3	Satisfactory 2	Needs Work 1
Inter-Lifeguard Hand Signals	Demonstrates hand signals with a high degree of clarity and accuracy.	Demonstrates hand signals with some clarity and accuracy.	Demonstrate hand signals with limited clarity and accuracy.
Whistle and Flag Signals	Used proper flag and whistle procedures.	Followed portions of proper flag and whistle procedures.	Did not follow proper flag and whistle procedures
Emergency Action Plan Communication	Immediate activation of Emergency Action Plan. Including: A. blew whistle B. Cleared pool C. Phoned EMS personal	Activated Emergency Action Plan after prompt.	Failed to activate Emergency Action Plan

*Rubric shown with dimension descriptions.

Examples for Practical Use

- Fictitious Example #2 (Leadership)

  - **Goal:** To educate students in understanding and demonstrating an ethic of leadership.
  - **Student Learning Outcome:** Leadership Program (LP) student leaders will identify leadership tenets and demonstrate skills.
  - **Action Strategy:** Leadership one-on-one meetings (Phase II students)
  - **Method:** LP students will meet with the Director and Assistant Director of Leadership to review their Leadership Development Plan, which includes evidence of leadership work on and off campus. A rubric will be used to score the level of competency of each student.
  - **Results:** Analysis of student leadership developments plans, with defined rubrics, revealed a need for more emphasis on facilitating a productive team climate, specifically work on listening skills.
  - **Use of Results:** Follow-up conversations with first-year LP to include any weak areas and areas of concern. An additional workshop/session was created to address an area of consistent weakness.

Example Rubric Leadership	Steps to Competency	Competent	Distinguished
Facilitate a Productive Team Climate	Supports a productive team climate in one of the following ways: listening, interacting, or delegating. Attempts are made to convince teammates to believe in the importance of their objective(s) and their own ability as a team to achieve it.	Works toward productive team climate in more than one of the following ways: skillfully listening and interacting, delegating, and enabling others to take ownership. Teammates are somewhat motivated and have some belief in their own ability as a team to achieve the team's objective(s).	Enables a productive team climate by skillfully listening and interacting, delegating, and enabling others to take ownership. Teammates are motivated and believe in the importance of their objective(s) and their own ability as a team to achieve it.
Strategic Planning Skills	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing view-points; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); outcomes (consequences and implications) are identified clearly.

http://www.wagner.edu/campus_life/sites/wagner.edu.campus_life/files/CCCP/L.pdf

Rubric Analysis

- Individual scores vs. aggregate scores
- Averages by dimension and averages by total
  - Dimension: used to look for patterns or gaps
  - Total Score: used to get the big picture
- Set your benchmarks.
- Have confidence in your data – not all in population need to be assessed, so remember to keep data gathering manageable.
- Data should be used to inform program improvement, budgeting, planning, decision-making, or policies.

Rubric Analysis

Individual Analysis Example Rubric	Poor 1	Good 2	Excellent 3	Score
Dimension 1		✓		2
Dimension 2			✓	3
Dimension 3		✓		2
TOTAL SCORE				7

*Rubric analysis shown for an individual with their total score.

Rubric Analysis

Group Analysis Example Rubric	Poor 1	Good 2	Excellent 3	Average Score
Dimension 1	2	4	4	2.2
Dimension 2	-	2	8	2.8
Dimension 3	8	2	-	1.2
TOTAL SCORE AVERAGE				**6.2**

* Rubric analysis shown for a group with the average total score .

Example Rubric Service Learning	Excellent 4	Very Good 3	Satisfactory 2	Needs Work 1	Un-satisfactory 0
Insights and Under-standing	Definite insights into issues and implications of events for self and students; Aware of increased complexity of issues and situations.	Some insights into situations, issues and personal change/growth; Making connections with implications for self or students . Some sense of complexity.	Positive experience at an intuitive or emotive level. Gains affectively from the 'experience' but insights based on conscious reflection are few or simplistic.	Doing the assignment. Neutral experience without personal resonance or impact.	Rigid attitude; Resistant to change in established point of view.
Commitment and Challenge	Creates a personal plan of action or per-sonal challenge based on commitment to class or insights into teaching.	Creates a 'next step' based on previous events or progress in teaching.	Committed to class through rapport or personal caring; Notes class' progress.	Somewhat committed to class and/or teaching; Unchallenged	Not committed to the class or teaching; Definitely not exerting self to a level of Commitment.

https://www.vcu.edu/ocp/programs/servicelearning/faculty/documents/usingrubrics.pdf
Service Learning rubric by David Burton

Example Rubric Critical Thinking Skills	4	3	2	1
Identifies and summarizes the problem/ question at issue.	Accurately identifies the problem/question and provides a well-developed summary.	Accurately identifies the problem/ question and provides a brief summary.	Identifies the problem/ question and provides a poor summary or identifies an inappropriate problem/question	Does not identify or summarize the problem/ question accurately if at all.
Identifies and assesses the quality of supporting data/evidence	Provides a well-developed examination of the evidence and questions its accuracy, relevance, and completeness. Clearly distinguishes between fact and opinion.	Examines evidence and questions the quality. Distinguishes between fact and opinion.	Merely repeats information provided. Does not justify position or distinguish between fact and opinion.	Does not identify or assess the quality of supporting evidence.
Identifies and considers the influence of the context* on the issue	Accurately identifies and provides a well-developed explanation of contextual issues with a clear sense of scope.	Accurately identifies and provides an explanation of potential contextual issues.	Does not explain contextual issues; provides inaccurate information; or merely provides a list.	Does not identify or consider any contextual issues.

http://academic.pgcc.edu/~wpeirce/MCCCTR/Designingrubricsassessingthinking.html
Critical Thinking Skills rubric by William Peirce

Example Rubric Problem Solving	Poor 1	Fair 2	Good 3	Excellent 4	Score
Understanding the Problem	Need a complete explanation of the problem before getting started	Needs some clarification from others to understand the problem	Understands (can explain) the problem and proceeds to the next step	Understands the problem and relates it to other situations in the working world	
Research & Gather Information	Does not collect any information that relates to the topic	Collects very little information, some relates to the topic	Collects some basic information, most relates to the topic	Collects a great deal of information, all relates to the topic	
Planning to Solve the Problem	Designs only one strategy, required assistance to evaluate strategy	Brainstorms a few strategies and requires assistance to select an appropriate strategy	Brainstorms several strategies, decides on an appropriate solution	Brainstorms many strategies, decides on appropriate solution to each strategy	

http://cte.jhu.edu/techacademy/web/2000/roberson/Problem.html
Problem Solving rubric by Antoinette Roberson.

Reference Resources

- Suskie, L. (2009). <u>Assessing Student Learning: A common sense guide.</u>

- Stevens, D.D. & Levi, A.J. (2005). <u>Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning.</u>

- Bresciani, M. J., Zelna, C. L., & Anderson, J. A. (2004). *Assessing student learning and development*. National Association of Student Personnel Administrators.

- Zelna, C.L., & Elling, T.W. (2009). *Rubrics in Student Affairs*. Atlantic Assessment Conference.

Thank you!

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