

Assessment and feedback symposium, 04-05 March 2020



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Learning and
Teaching Academy
Acadamaidh Ionnsachaidh
is Teagaisg

Workshop: Rubrics for assessment

Heather Fotheringham, Learning and Teaching Academy

Carolin Radtke, Educational Development Unit

What are rubrics?

A couple of decades ago, rubric began to take on a new meaning among educators. Measurement specialists who scored students' written compositions began to use the term to describe the rules that guided their scoring. They could have easily employed a more readily comprehensible descriptor, such as scoring guide, but scoring guide lacked adequate opacity. Rubric was a decisively more opaque, hence technically attractive, descriptor. (Popham, 1997, 72)

Popham, W. J. (1997) 'What's Wrong—and What's Right—with Rubrics', *Educational Leadership*, 55(2): 72–75

'Essential' features

Dawson, P. (2017) 'Assessment rubrics: towards clearer and more replicable design, research and practice', *Assessment & Evaluation in Higher Education*, 42(3): 347-360 DOI: 10.1080/02602938.2015.1111294



Evaluative criteria



Definitions of the criteria at
different quality levels



Scoring strategy

Rubric styles

Analytic

- Specification of individual criteria
- Levels given for each criterion (e.g. Inadequate, adequate, excellent)

Holistic

- No specification of individual criteria
- Levels given for the quality of work overall (e.g. Novice, proficient, expert; Descriptive, empathetic, analytic, metacognitive)

Common to both

- Description of each level
- Indication of grade boundaries for each level/marks available/weighting of marks
- Example of each level

Why use rubrics?

For staff

- Consistency of grades
- Reduce staff uncertainty
- Reduce marking time
- Easier to generate feedback

For students

- Clear expectations
- Feedback more measurable/easy to understand
- Easy to identify specific areas for development



Activity: Example rubric

On your own, take 5 minutes to think about how you might use a rubric within one of your assignments (use the blank rubric worksheet):

- Choose analytic or holistic
- Think about the criteria and/or levels that you might (there need not be a large number of criteria)
- Start to spell out details for one of the levels (holistic) or one level within one of the criteria (analytic)
- We will ask a few people to share their examples



Demonstration

Image by [PublicDomainPictures](#) from [Pixabay](#)

Assessment and feedback symposium, 04-05 March 2020



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Learning and
Teaching Academy
Acadamaidh Ionnsachaidh
is Teagaisg

Closing thoughts



Continuing the conversation

- Keep in touch with colleagues
- Brightspace support portal
- Resources from this event
- Contact LTA for Development Days
- Forthcoming webinars:
 - Student surveys, 19 March
 - Introduction to digital scholarship, 15 April
 - Learning diaries, 30 April
 - Conference presentation, 13 May
 - Communicating to non-specialist audiences, 5 June
 - Flipped classroom, 11 June
- Please feed back!