



Northeastern University

College *of* Professional Studies



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CREATING & USING EFFECTIVE RUBRICS TO MEASURE STUDENT LEARNING

CPS FACULTY CONFERENCE 2017



Northeastern University

College of Professional Studies



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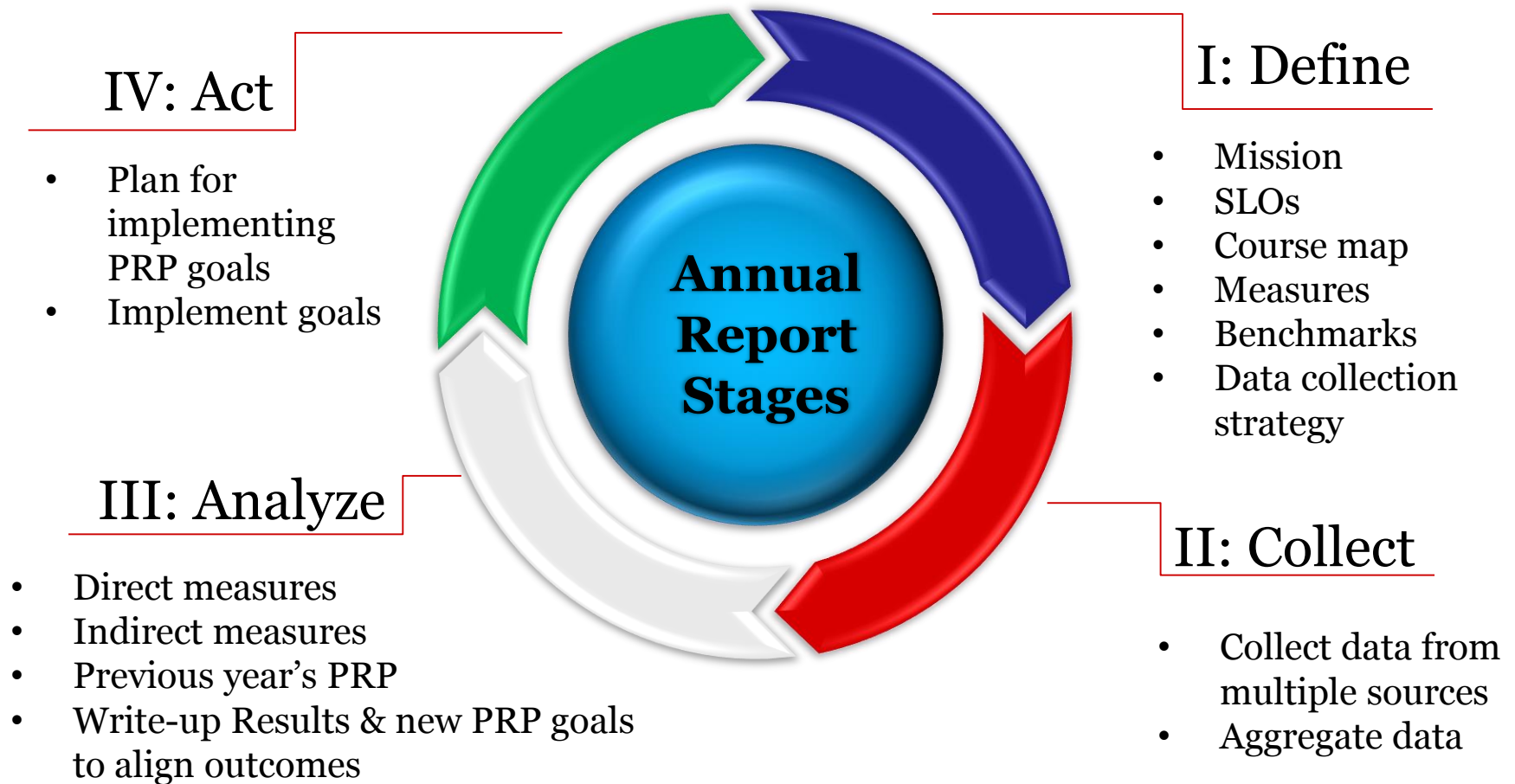
AQA Mission and Goals

- Collect data **about program outcomes** to inform the teaching and learning at the program level
- Promote a **culture of assessment** and inquiry to achieve college and program goals and mission
- Provide a shared understanding of **good assessment practices**





Annual Assessment Cycle





How Can We Help You?

Program Evaluation

Data Collection

AND...

Assessment Cycle

Assessment Support

- Developing Learning Outcomes
- Crafting Assignments
- Capstone Experiences
- Assessment Measurement



Questions - Pause # 1

- How many of you are familiar with rubrics?
- How many of you use or have used rubrics in your class?
- What are some ways you currently use rubrics?
- What were some of the challenges you faced when using rubrics?



Workshop Outcomes

At the end of the workshop, you will be able to:

- Identify the value and role of rubrics in measuring student learning
- List the steps in creating a rubric
- Identify an assignment in your course that could use a rubric and draft the criteria
- Interpret how to involve students in using rubrics
- Connect rubrics with outcomes and learning data



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**“If you don’t know where
you are going, you’ll end up
someplace else”**

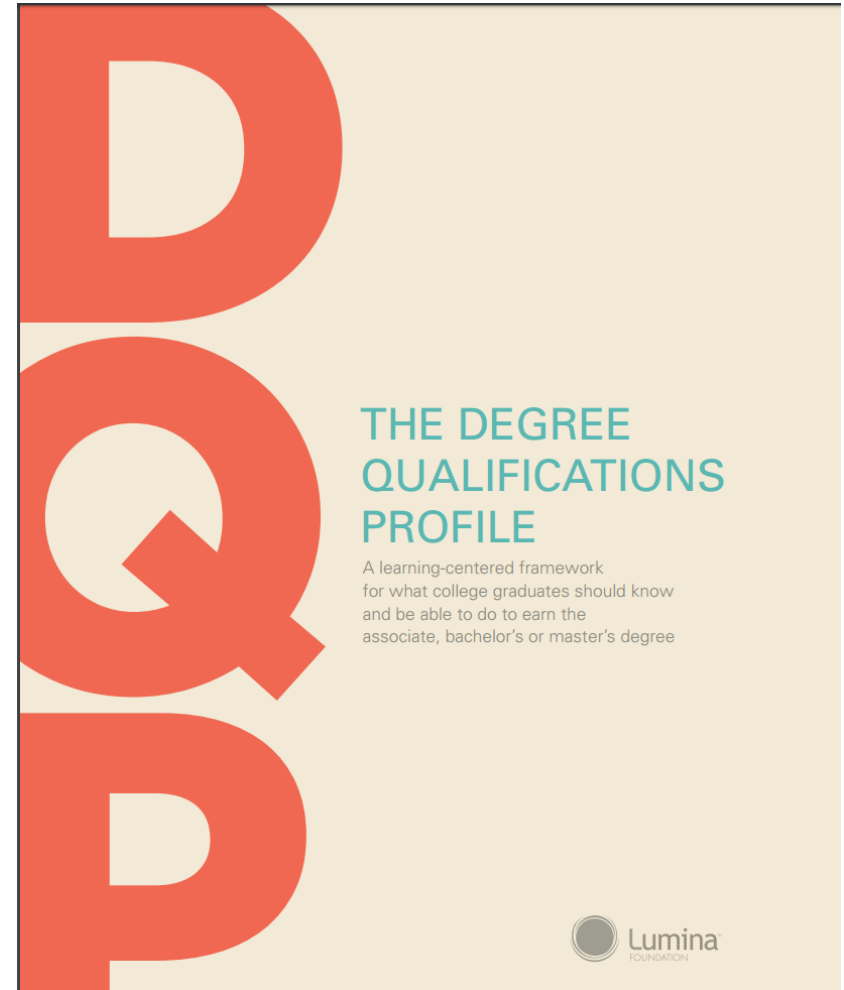
Yogi Berra





CPS Outcomes Framework

- Specialized Knowledge
- Broad and Integrative Knowledge
- Applied and Collaborative Knowledge
- Civic, Global, Intercultural Learning
- Experiential Learning





CPS Rubrics Framework

VALUE Rubrics accessed by:

42,000 individuals

4,200 unique institutions

2,800 colleges and universities.

VALUE Rubrics

Below is a list of the VALUE Rubrics, organized by learning outcome. Click on an outcome to preview, download, and learn more about a particular rubric. For information on acceptable use of the VALUE rubrics, as well as how to reference and cite the rubrics, visit: [How to Cite the VALUE Rubrics](#).

All rubrics are offered at no cost via AAC&U's Shopping Cart: [Obtain All 16 Rubrics \(pdf\)](#).

Intellectual and Practical Skills

- [Inquiry and analysis](#)
- [Critical thinking](#)
- [Creative thinking](#)
- [Written communication](#)
- [Oral communication](#)
- [Reading](#)
- [Quantitative literacy](#)
- [Information literacy](#)
- [Teamwork](#)
- [Problem solving](#)

Personal and Social Responsibility

- [Civic engagement—local and global](#)
- [Intercultural knowledge and competence](#)
- [Ethical reasoning](#)
- [Foundations and skills for lifelong learning](#)
- [Global learning](#)

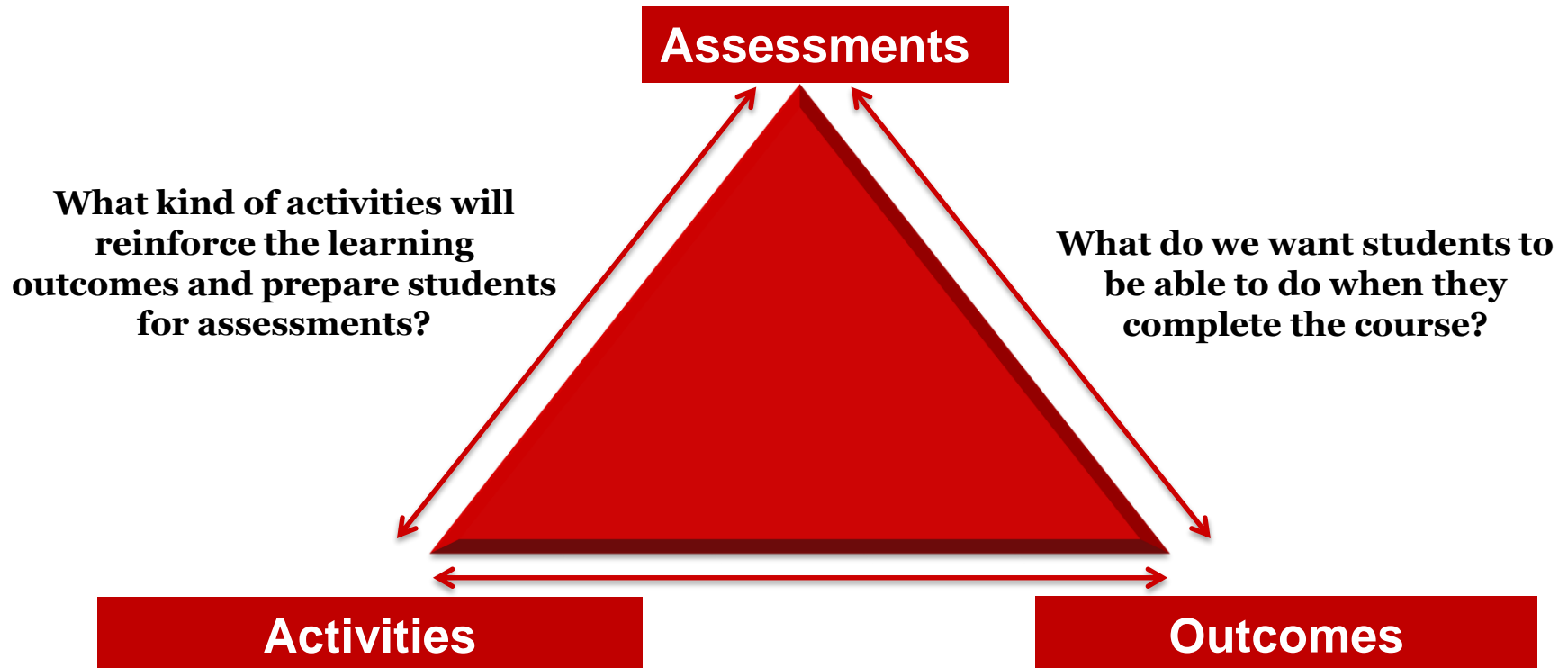
Integrative and Applied Learning

- [Integrative learning](#)



Maintaining Course Alignment

What kind of tasks will show if students have achieved the identified outcomes?





Using Rubrics

A rubric is an assessment tool that uses clearly specified criteria and proficiency levels to measure or judge student achievement or mastery of a given task or skills

Category	4- Above Standards	3- Meets Standards	2- Approaching Standards	1-Below Standards
Comprehension 25%	Explain key concepts and illustrate understanding of material via unique examples and personal perspective	Explain key concepts and illustrate understanding of material via examples and personal perspective	Explain key concepts and illustrate understanding of material via examples	Does not explain key concepts and illustrate understanding of material
Inquiry & Analysis 25%	In-depth exploration and analysis of the key elements, issues, and evidence to make informed conclusions	Moderate exploration and analysis of the key elements, issues, and evidence to make informed conclusions	Minimal exploration and analysis of the key elements, issues, and evidence to make informed conclusions	No exploration and analysis of the key elements, issues, and evidence to make informed conclusions
Connections 25%	Integrate learned concepts by making strong connections to personal experience or previous understanding	Integrate learned concepts by making explicit connections to personal experience or previous understanding	Integrate learned concepts by making implicit connections to personal experience or previous understanding	Does not integrate learned concepts by making connections to personal experience or previous understanding
Writing 25%	Write clearly and concisely with no errors related to organization, grammar, style, and citations	Write clearly and concisely with some errors related to organization, grammar, style, and citations	Write clearly with very few errors related to organization, grammar, style, and citations	Does not write clearly with many errors related to organization, grammar, style, and



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Why Use Rubrics?

Helps
scaffold
learning

Spells out
Expectations

Informs
students on
performance

Reinforces
adherence to
learning

Makes
grading more
consistent

Makes
grading
more
transparent



Elements of a Rubric

Description of Assignment: (1) Task Description					
(2) Scale	Above Standards = 4	Meets Standards = 3	Approaching Standards = 2	Below Standards = 1	Weight: Pts or %
Comprehension	Explains key concepts in one's own words and illustrates understanding of material via unique examples and personal perspective.	Explains key concepts in one's own words and illustrates understanding of material by citing examples.	Able to explain key concepts in one's own words.	Unable to put key concepts in one's own words.	
Engagement	Adds substantive information, asks meaningful questions to peers, and	Adds substantive information to the discussion and asks meaningful questions to peers.	Adds substantive information to the discussion.	Does not add substantive information to the discussion.	
Connections	Integrates learned concepts by making strong connections (explain how or why) to personal experience or previous understanding.	Integrates learned concepts by making explicit connections (define) to personal experience or previous understanding.	Integrates learned concepts by making implicit connections (simply identify) to personal experience or previous understanding.	Does not integrate learned concepts by making connections to personal experience or previous understanding.	
Writing	Writes clearly and concisely with no errors related to organization, grammar, style, and citations.	Writes clearly and concisely with some errors related to organization, grammar, style, and citations.	Writes clearly with very few errors related to organization, grammar, style, and citations.	Does not write clearly with many errors related to organization, grammar, style, and citations.	

(4) Description of Dimensions



Steps to Creating a Rubric

Decide if
you need
one

Add
instruct-
ions

Build
table

Write
critical
elements

Create
Scale

Write
descript-
ions

**Connect
directions
to rubric**

**What's
important?**

**How much
is each
part
worth?**

**What is
needed for
students to
do well?**

Share rubric!



Things to Keep in Mind

- Find and adapt an **existing** rubric
- Look to the assignment description for information.
- Refer to the **LEAP VALUE** Rubrics
- Focus your descriptions on the presence of the **quantity** and **quality** that you expect.
- Use conversational (less academic) tone
- Evaluate the rubric. Ask yourself:
 - Does the rubric relate to the **outcome(s)** being assessed?
 - Does it address anything extraneous? (If yes, delete.)
 - Is the rubric useful, feasible, manageable, and practical?
- **Iterate, iterate, iterate!** Enlist the help of colleagues.



Questions - Pause # 2

- Think of an assignment that could use a rubric.
- How would a rubric enhance the teaching and learning of that assignment and associated knowledge and skills?
- Which criteria would apply to your assignment and associated knowledge and skills?



How to Involve Students in Using Rubrics

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1. Design assessments with rubric criteria and expectations upfront for transparency and clarity.

Course Code Title/Term: Assignment Title

Purpose

Define the learning outcomes, in language and terms that help students recognize how this assignment will benefit their learning. Indicate how these are connected with program learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students' lives beyond the contexts of this assignment, this course, and this college.

Program and Course Outcomes (Mix of Knowledge and Skills)

List the Program SLOs addressed by this assignment.

List the course outcomes that relate directly to the knowledge and skills covered in the assignment.

Task

Describe the main structure, components or questions – this should be a comprehensive list of everything essential to a complete final product. Provide a brief description general and core requirements for students including any specific information List the general format of the assignment, citations requirements, individual and/or group elements, submission type, use of tools such as discussion board, blogs or wikis.

[Draft here]

Criteria for Success

- Provide a brief description of any special preparation or support needed for this course by students.*
- Provide a brief description of any specific resources or cost associated with the program, structure, personnel.*
- Describe briefly the criteria of measurement including rubrics-holistic or analytic. Program competencies, outcomes, and objectives related terminology must be weaved into the measurement criteria. Refer to the [VALUE](#) Initiative, Association of American Colleges and Universities (AAC&U) for a complete list of rubrics.*
 - Checklist (Are you on the right track? How to know you're doing what's expected?)*
 - Annotated examples of successful work (What's good about these examples? Use the checklist to identify the successful parts.)*

[Draft here]

Deliverable Milestones

Milestone	Deliverables Description	Module Due	Resources	Grading
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How to Involve Students in Using Rubrics

2. Scaffold summative assessment expectations by integrating criteria and expectations into formative assessments.

Formative	Summative
<ul style="list-style-type: none">• Low stakes• Identify areas of strengths and weaknesses so faculty can help them by providing immediate feedback.	<ul style="list-style-type: none">• High stakes• Measure mastery at the end of the course or against a standard benchmark.
Examples include quizzes, draft of a proposal, reflection.	Examples include mid-term exam, final exam, a final project, thesis or presentation.



How to Involve Students in Using Rubrics

3. Encourage use of rubrics during peer review, especially in group projects.





How to Involve Students in Using Rubrics

4. Include opportunities for self-assessment using rubrics





How to Involve Students in Using Rubrics

5. Share definitions of skills, knowledge and understandings used in the rubric to educate learners on competencies and skills that they learn within the course and the program.

	Capstone 4				
Explanation of issues	Issue/ problem to be considered clearly and described comprehensively; delivering information necessary for full understanding.				
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from sources enough interpretation/ evaluation a comprehensive analysis or Viewpoints of experts are questioned thoroughly.	Viewpoints of experts are subject to questioning.	Synthesis: Viewpoints of experts are taken as mostly fact, with little questioning.	without question.	
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.	
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.	
Conclusions and related outcomes (implications and consequences)	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 viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.	

Critical Thinking VALUE Rubric



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes.



Questions - Pause # 3

- How would involving students enhance the learning experience in your course?
- What are some of the challenges you face in involving students?
- What are some other ways of involving students in assessment?



Connecting the Rubrics to Outcomes

Each program has outcomes that are tied to **signature assignments**.

Grades and rubric scores on those assignments are collected. Data collection serves two purposes:

- **Accountability**, such as compiled information used for accreditation; and
- **Improvement**, to see if our students are meeting program level outcomes.



Student Learning Outcomes and Goals

Example 1:

Student Learning Outcome

Implement an enterprise level project portfolio management (PPM) program based upon an organization's strategic business goals

S.M.A.R.T Goal

More than 60% of students receive a rating acceptable or above 85% in the rubric categories.

Example 2:

Student Learning Outcome

Students create personalized leadership models, profiles and plans for developing their leadership capabilities.

S.M.A.R.T Goal

All students will obtain at least an 80% based on the rubric utilized for the student selected Personal Portfolios.



Sample Rubric Report

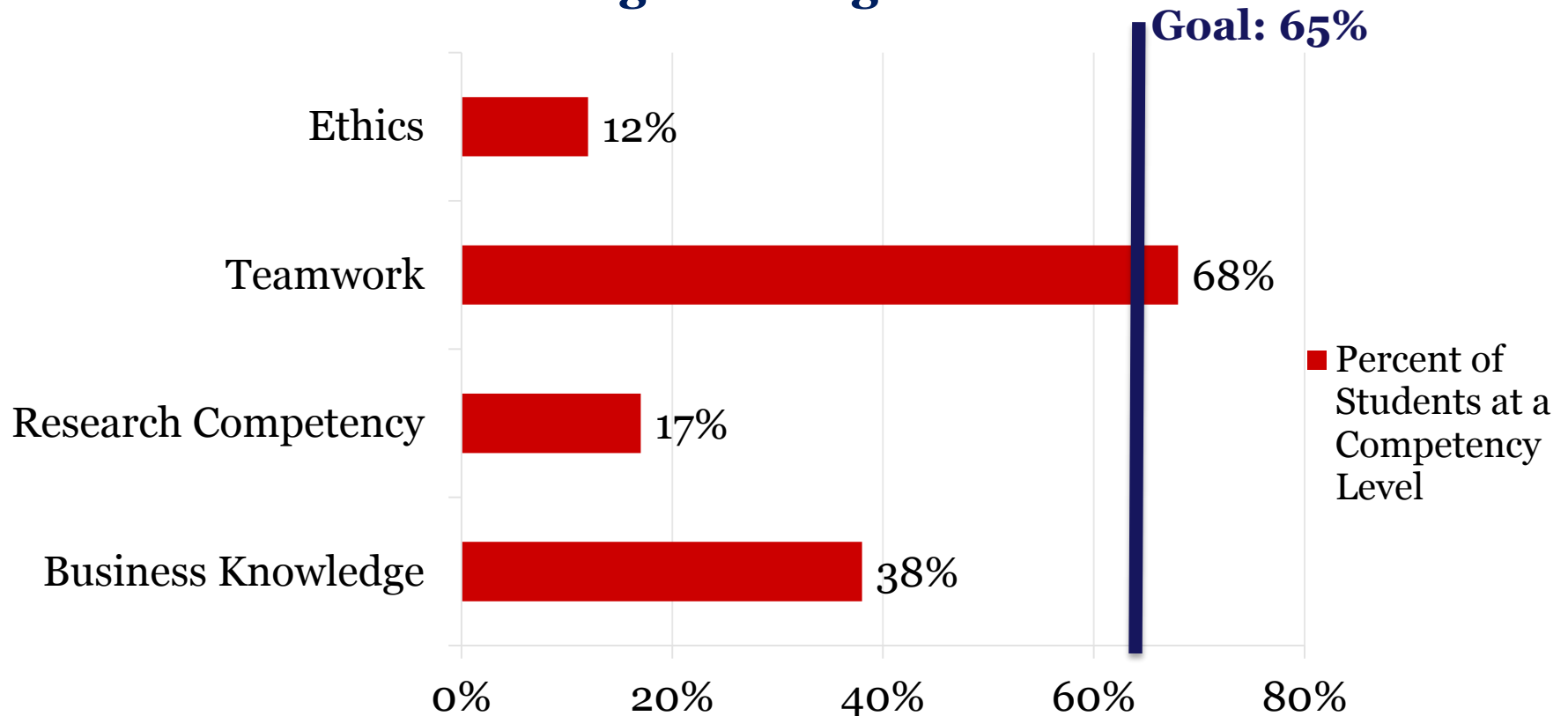
Criteria		Above Standard	Meets Standards	Approaching Standards	Below Standard	Number Evaluation	Average
Thesis Statement	Points	10.00	9.00	7.50	5.00		
		57%	14%	29%	0%	7	9.14
Project Focus	Points	10.00	9.00	7.50	5.00		
		43%	43%	14%	0%	7	9.21
Analysis and Evaluation	Points	10.00	9.00	7.50	5.00		
		29%	43%	14%	14%	7	8.50
Relevant and Current Research							
							5.50
Solutions or Strategies; Recommendations							
		14%	43%	14%	29%	7	7.79
Application and Connections	Points	10.00	9.00	7.50	5.00		
		43%	14%	29%	14%	7	8.43

72% of students exemplified strong analysis and evaluation (meets or above standards).



What We Do With the Data

Meeting Learning Outcomes





Resources & Support

Rubrics Repository: For trainings, please watch the following videos:

[Building and Using Rubrics](#)

[Exporting and Importing Rubrics](#) (From one course to another)

Center for Advancing Teaching and Learning Through Research: [CATLR Workshops](#)

Support:

- Program Manager:
- Instructional Designer:
- Assessment Support: AQA



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Questions/Next Steps



Resolution: 1280x1024 px
Free Photoshop PSD file download:
www.psdgraphics.com



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