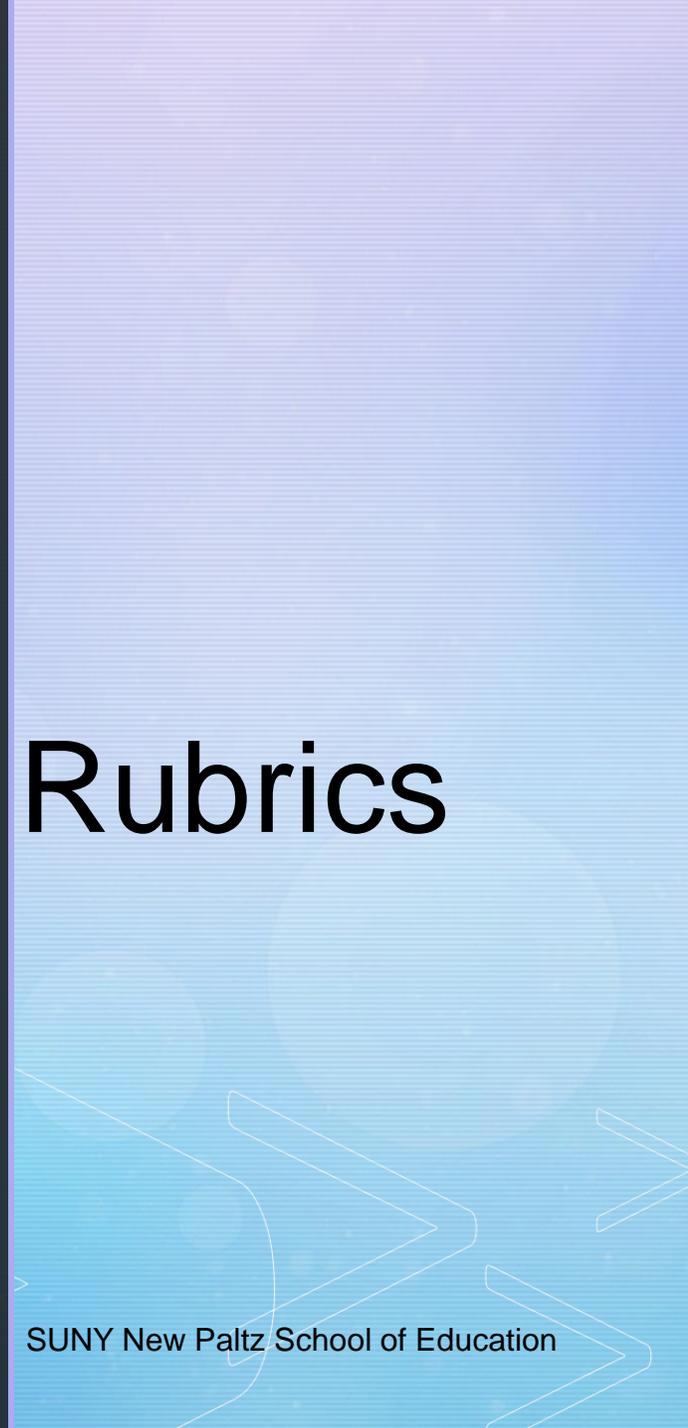




Designing Effective Rubrics

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Advanced Organizer

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 - Types of Assessments
 - What is a Rubric
 - Why Rubrics?
 - Characteristics of Good Rubrics
 - Important Questions
 - Things to Avoid
 - 3 Approaches to Effective Rubric Design
 - Activity Time!
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	Unacceptable	Meets Expectations	Exceeds Expectations
1. Intellectually curious	Rarely exhibits intellectual curiosity	Usually exhibits intellectual curiosity	Actively and consistently exhibits intellectual curiosity
2. Engaged in own learning; A self-directed learner	Rarely exhibits engagement in own learning and self-directed learning	Usually exhibits engagement in own learning and self-directed learning	Actively and consistently exhibits engagement in own learning and self-directed learning
3. Self-reflective; Actively uses feedback from others	Unwilling or unable to be a thoughtful, intelligent observer of the classroom and teaching. Does not seek or is unwilling or unable to use feedback on teaching	Usually is a thoughtful, intelligent observer of the classroom and teaching. Usually welcomes and uses feedback on teaching	Consistently is a thoughtful, intelligent observer of the classroom and teaching. Consistently seeks and uses feedback on teaching
4. Demonstrates the need to develop professionally and makes plans to improve accordingly	Rarely cognizant of need to adjust professional attitudes; unable or unwilling to make plans accordingly	Usually cognizant of need to adjust professional attitudes and makes plans accordingly	Consistently cognizant of need to adjust professional attitudes and makes plans accordingly
5. Exhibits professional, caring, and collegial interactions	Rarely offers or provides feedback on the work of colleagues and professional community members	Usually supports work of colleagues and professional community members	Consistently supports work of colleagues and professional community members
6. Reflective of personal biases regarding diversity; Welcomes alternative perspectives	Exhibits behavior that doubts the capacity and desire of all students to learn; unable or unwilling to see the value of reflecting on his/her own personal biases	Exhibits behavior that believes in the capacity and desire of all students to learn; usually sees the value of reflecting on his/her own personal biases	Holds as a core belief the capacity and desire of all students to learn; seeks opportunities to reflect on his/her own personal biases
7. Committed to educational equity and social justice practices	Demonstrates a disregard for the practice of educational equity and social justice for students	Usually exhibits commitment to and practice of educational equity and social justice for students	Actively and consistently exhibits commitment to and practice of educational equity and social justice for students

	Minimal	Meet Expectations	Exceed Expectations
1. Intellectually curious	Rarely exhibits intellectual curiosity	Usually exhibits intellectual curiosity	Actively and consistently exhibits intellectual curiosity
2. Engaged in own learning & self-directed learner	Rarely exhibits engagement in own learning and self-directed learning	Usually exhibits engagement in own learning and self-directed learning	Actively and consistently exhibits engagement in own learning and self-directed learning
3. Self-reflective; Actively uses feedback from others	Unwilling or unable to be a thoughtful, intelligent observer of the classroom and teaching. Does not seek or is unwilling or unable to use feedback on teaching	Usually is a thoughtful, intelligent observer of the classroom and teaching. Usually welcomes and uses feedback on teaching	Consistently is a thoughtful, intelligent observer of the classroom and teaching. Consistently seeks and uses feedback on teaching
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Key Assumptions in Assessment

1. Assessments are linked to meaningful and observable performance goals.
2. Students are shown criteria and models in advance.
3. Feedback to students is important.
4. Assessment data do not have to be considered in calculating grades.
5. Not everything has to be measured.

Types of Assessments

Direct Assessments

- Anything that can be counted (e.g., N Students Seen; N Staff Trained)
- Attendance
- Performance-based (e.g., rubric evaluations; test scores; grade improvement)

Indirect Assessments

- Surveys
- Focus Groups & Interviews
- Evaluations

What is a Rubric?

Criteria	Performance Levels		
	Unacceptable	Developing	Proficient
Criterion 1	Text clearly articulating unacceptable-level performance for Criteria 1	Text clearly articulating developing-level performance for Criteria 1	Text clearly articulating proficient-level performance for Criteria 1
Criterion 2	Text clearly articulating unacceptable-level performance for Criteria 2	Text clearly articulating developing-level performance for Criteria 2	Text clearly articulating proficient-level performance for Criteria 2
Criteria	Performance Indicators		

Why Rubrics?

- Help students understand performance expectations
- Help align instruction with outcomes, as opposed to tasks
- Help instructors focus on what needs to be learned, instead of what I need to teach
- Help align instruction and assessment
- Provide feedback to students

Characteristics of Good Rubrics

- Based on target learning outcomes
- Designed to measure observable behaviors
- Provides clear documentation of alignment between desired learning outcomes, assignment/task, assessment, and applicable standards
- Consist of criteria that are considered most essential (see Lawshe, 1975 – Content Validity Ratio)

Questions in Rubric Design

- How many performance levels?
 - Too few – lack specificity in feedback to students, reduces the variability in the resulting data

Criteria	Unacceptable	Acceptable
Spelling	Paper contains spelling errors.	Paper contains no spelling errors.
(N Students)	28	3

Questions in Rubric Design

- How many performance levels?
 - Too many – can reduce reliability of the instrument

Criteria	Unacceptable	Developing	Developing More	Acceptable	Exceptional
Spelling	Paper contains an unacceptable number of spelling errors.	Paper contains fewer than an unacceptable number of spelling errors	Paper contains more than a minimal number of spelling errors.	Paper contains a minimal number of spelling errors.	Paper contains no spelling errors.
(N Students)	0	Some Number > 0	Some Other Number > 0	Yet Another Number > 0	0 (maybe 1)

Questions in Rubric Design

- How many performance levels?
 - Too many – can reduce reliability of the instrument

Criteria	Unacceptable	Developing	Developing More	Acceptable	Exceptional
Spelling	Paper contains an unacceptable number of spelling errors.	Paper contains fewer than an unacceptable number of spelling errors	Paper contains more than a minimal number of spelling errors.	Paper contains a minimal number of spelling errors.	Paper contains no spelling errors.
Grade	F	D	C	B	A

Questions in Rubric Design

- How many performance levels?
 - Too many – can reduce reliability of the instrument

Criteria	Unacceptable	Developing	Developing More	Acceptable	Exceptional
Spelling	Paper contains an unacceptable number of spelling errors.	Paper contains fewer than an unacceptable number of spelling errors	Paper contains more than a minimal number of spelling errors.	Paper contains a minimal number of spelling errors.	Paper contains no spelling errors.
Grade	F	D	C	B	A
(N Students)	0	2	6	18	12

Questions in Rubric Design

- How many performance levels?
 - Enough that you are able to sufficiently differentiate performance without sacrificing reliability

Criteria	Unacceptable	Developing	Acceptable	Exceptional
Spelling	Paper contains more than 5 spelling errors.	Paper contains more than 2 but no more than 5 spelling errors.	Paper contains no more than 2 spelling errors.	Paper contains no spelling errors.
(N Students)	6	9	10	6

Questions in Rubric Design

- What should the performance levels be called?

Option 1	Unacceptable	Developing	Acceptable	Exceptional
Option 2	Unacceptable	Developing	Proficient	Mastery
Option 3	Below Expectations	Approaching Expectations	Meets Expectations	Exceeds Expectations
Option 4	Level 1	Level 2	Level 3	Level 4
Option 5	Ineffective	Developing	Effective	Advanced

Questions in Rubric Design

- How many criteria?
 - Enough that you are measuring the “most important” constructs
 - Not so many that the rubric is cumbersome or unusable
- How to name the criteria?
 - Shorter is better
 - Avoid using entire sentences

Common Errors in Performance Indicators

- Use of frequency language in performance indicators
- Subjective performance indicators (i.e., not observable)
- Performance indicators are restatements of the performance levels
- Double-Barreled performance indicators
- Overlapping performance indicators
- Rubric does not have performance indicators that clearly articulate the differences between performance levels (e.g., checklists)

	Unacceptable	Developing	Proficient
Integrity of criteria	The adequacy of the criteria is questionable	The criteria approach adequate integrity	The criteria have adequate integrity
Rubric alignment to assignment or task	Subjective Indicators		
	unacceptable	developing level	proficiency
Comprehensiveness of criteria	Restated Performance Levels		
		rubric	
Quality of performance descriptors	Frequency Language		
	exclusive). Performance descriptors do not include all possible learning outcomes.	(mutually exclusive). Performance descriptors collectively include most of the possible learning outcomes.	Performance descriptors collectively include all possible learning outcomes.
	Overlapping Performance Indicators		
Actionability	The rubric does not lead to actionable information	The rubric can lead to actionable information	The rubric leads to actionable information



Effective Rubric Design

- Each criterion has a number of progressive levels
 - Beginning at Unacceptable (or similar)
 - Ending at Acceptable (or similar)
- Each level is qualitatively different from other levels
- Final level is considered the target or goal
 - Mastery
 - Target
 - Acceptable
 - Proficient

Criterion	Unacceptable	Developing	Acceptable
Engagement	Candidate is noticeably disengaged during class and rarely participates in discussions even when prompted by the instructor.	Candidate must be prompted to engage in class discussions and conversations.	Candidate voluntarily participates productively in class conversations, initiates participation in discussions, and responds substantively to others' contributions.
Communication	Verbal and/or written communication is often unclear, inappropriate, and/or unprofessional. For example, this can manifest as consistent errors in writing conventions (spelling, punctuation, grammar), or in the tone of email communication (e.g., starting an email with "Hey", or failing to use conventions in email communication).	Candidate's verbal and/or written communication skills are underdeveloped and/or at times unprofessional, but the candidate has shown improvement or an effort to improve.	Candidate demonstrates verbal and written communication skills that are situationally appropriate for professional contexts and correspondence, characterized by clear verbal communication and the execution of clear, error-free writing.
Flexibility/Tenacity	When faced with new, unexpected, or challenging situations, the candidate is unable to adjust or adapt. As an example, this could manifest as active resistance, immobility, extreme confusion, or strong negative emotional response to tasks.	Candidate falters when faced with new and/or unexpected situations, but is able to quickly recover with prompting and/or support.	Candidate demonstrates the ability to quickly adapt to new and/or unexpected situations while maintaining professional poise.
Preparedness	Candidate is disorganized and unprepared for class or activities, exhibits poor time management, and/or requires significant support to be prepared.	With prompting and a minimal amount of support, candidate is organized and prepared for all class activities, and manages her or his time well.	Independent of prompting or support, candidate is prepared for active participation in all activities related to class, is well organized, and exhibits good time management.
Self-Reflection	Candidate rejects the need for self-reflection, demonstrating an unwillingness or inability to examine and evaluate personal qualities including (but not limited to) assumptions, experiences, performances, interactions, behaviors, biases, and/or beliefs.	Candidate examines and reflects on assumptions, experiences, performances, interactions, behaviors, biases, and beliefs.	Candidate reflects on his or her own assumptions, experiences, performances, interactions, behaviors, biases, and beliefs, and identifies and acts on areas needed for personal growth and/or change.

Designing an Effective Rubric (Option A)

- Option A – Ordinal levels from low to high
 - Populate the highest level of performance and work down
- Option B – Desired performance is the center, with levels above and below
 - Populate the targeted level of performance in the center, fill in above and below
- Option C – Levels designed to measure quantifiable performance
 - Populate the lowest level of performance but list all possible indicators for the criterion; fill in progressively inclusive values as you move through performance levels

Designing an Effective Rubric (Option A)

	Unacceptable	Developing	Proficient
Integrity of criteria			

Designing an Effective Rubric (Option A)

	Unacceptable	Developing	Proficient
Integrity of criteria			Each criterion consists of a single construct

Designing an Effective Rubric (Option A)

	Unacceptable	Developing	Proficient
Integrity of criteria		One criterion contains multiple, independent constructs; all other criteria each consist of a single construct	Each criterion consists of a single construct

Designing an Effective Rubric (Option A)

	Unacceptable	Developing	Proficient
Integrity of criteria	More than one criterion contains multiple, independent constructs	One criterion contains multiple, independent constructs; all other criteria each consist of a single construct	Each criterion consists of a single construct

Designing an Effective Rubric (Option B)

	Unacceptable	Acceptable	Exemplary
Integrity of criteria			

Designing an Effective Rubric (Option B)

	Unacceptable	Acceptable	Exemplary
Integrity of criteria		Double-barreled criteria are appropriately formatted	

Designing an Effective Rubric (Option B)

	Unacceptable	Acceptable	Exemplary
Integrity of criteria	– More than one criterion contains multiple, independent constructs	Double-barreled criteria are appropriately formatted	

Designing an Effective Rubric (Option B)

	Unacceptable	Acceptable	Exemplary
Integrity of criteria	– More than one criterion contains multiple, independent constructs	Double-barreled criteria are appropriately formatted	+ Each criterion consists of a single construct

Designing an Effective Rubric (Option C)

	Unacceptable	Developing	Acceptable
Quality of performance descriptors			

Designing an Effective Rubric (Option C)

	Unacceptable	Developing	Acceptable
Quality of performance descriptors	<p>Performance descriptors have none of the following qualities:</p> <ul style="list-style-type: none">▪ Distinct (mutually exclusive)▪ Avoid frequency language▪ Clear articulation▪ Target observable behaviors		

Designing an Effective Rubric (Option C)

	Unacceptable	Developing	Acceptable
Quality of performance descriptors	<p>Performance descriptors have none of the following qualities:</p> <ul style="list-style-type: none">▪ Distinct (mutually exclusive)▪ Avoid frequency language▪ Clear articulation▪ Target observable behaviors	<p>Performance descriptors have fewer than three of the following qualities:</p> <ul style="list-style-type: none">▪ Distinct (mutually exclusive)▪ Avoid frequency language▪ Clear articulation▪ Target observable behaviors	

Designing an Effective Rubric (Option C)

	Unacceptable	Developing	Acceptable
Quality of performance descriptors	<p>Performance descriptors have none of the following qualities:</p> <ul style="list-style-type: none">▪ Distinct (mutually exclusive)▪ Avoid frequency language▪ Clear articulation▪ Target observable behaviors	<p>Performance descriptors have fewer than three of the following qualities:</p> <ul style="list-style-type: none">▪ Distinct (mutually exclusive)▪ Avoid frequency language▪ Clear articulation▪ Target observable behaviors	<p>Performance descriptors have all four of the following qualities:</p> <ul style="list-style-type: none">▪ Distinct (mutually exclusive)▪ Avoid frequency language▪ Clear articulation▪ Target observable behaviors



Closing Thoughts

- Purpose for Assessment
 - Less is More
 - Student Involvement
 - Benchmarking, Reliability, and Validity
 - Data Analysis Considerations

 - Advanced Thought: Program-long Portfolios
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Activity Time

1. Identify one class or program based task or assignment to use as the basis for a rubric
2. Identify and clearly articulate the learning objective or outcome for that rubric
3. Think of the levels you want to use
 - a. Justify why you chose that number of levels
 - b. Justify your choice in naming for the levels
4. Identify one critical criterion to use for the rubric
 - a. Decide how you're going to populate the cells of the rubric
 - b. Pick one cell and define the performance for that cell
 - c. Repeat step b) until all cells are filled
5. Identify another critical criterion to use for the rubric (repeat until done)