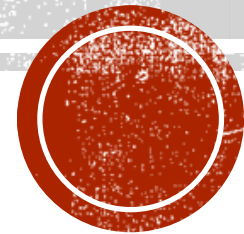


DEVELOPING STRONG RUBRICS

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LEARNING OBJECTIVES

- Identify benefits of developing and using strong rubrics
- Become familiar with rubric components
- Identify strategies to develop rubrics
- Reflect and identify ways to improve your rubrics



Learning Objectives



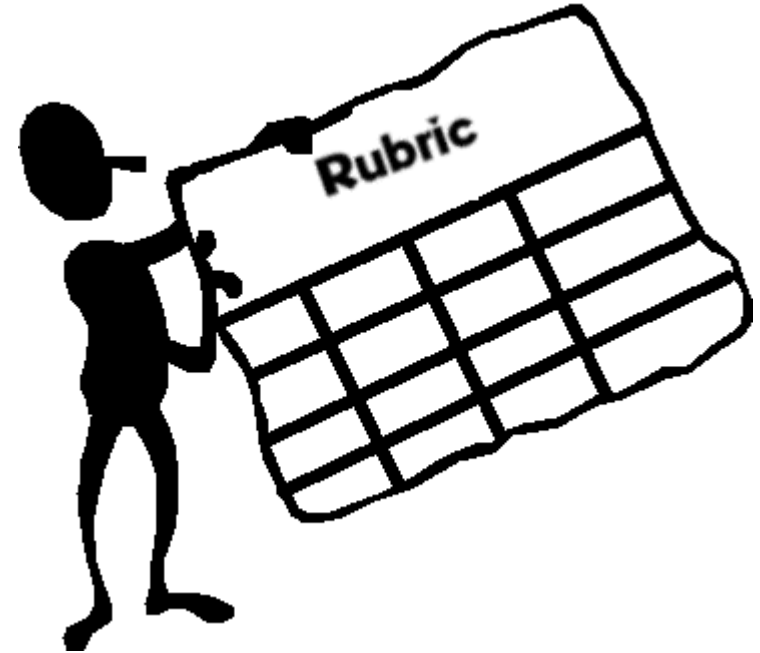
FOCUS ACTIVITY

- Reflect on the following questions:
 - What was the least effective rubric that one of your teachers used?
 - What was the most effective rubric?



WHAT IS A THREE-TO-FIVE LEVEL RUBRIC?

- Scoring tool that includes four components:
 - Task description
 - Scale
 - Dimensions
 - Description of dimensions



WHAT IS A SCORING GUIDE RUBRIC?

Scoring Guide Rubric

	Criteria	Comments	Score
Introduction (20 points/20%)	Introduction tells the audience about the importance of topic as well as the purpose of the current study.		
Method (30 points/30%)	Method lays out information about participant selection, data collection, data analysis, and procedures.		
Implications for Practice (30 points/30%)	Implications provide clear guidelines for counselors, researchers, and students to implement.		
APA and Writing (20 points/20%)	Student used APA format and writing without any errors.		



WHY USE STRONG RUBRICS?

- Pedagogical tool
- Guidelines for success
- Feedback
- Time
- **Helps us refine our teaching methods**

Daddy,
do you like
my picture?



Honey,
if you'd like me
to be objective,
I'll have to create
a rubric.



freshspectrum.com



HOW CAN RUBRICS BE USED?

- Participation or engagement
- Writing assignments
- Reflection papers
- Peer review
- Syllabi
- Teaching philosophy
- **Awards**
- **Annual review, tenure, and promotion**



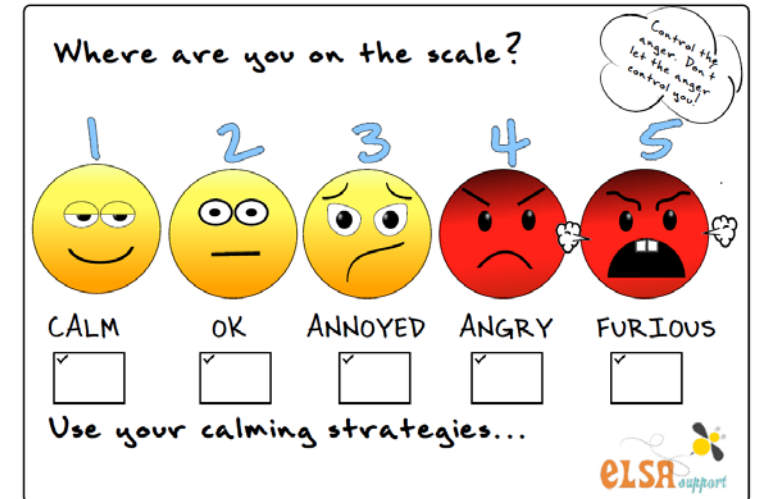
COMPONENT 1: TASK DESCRIPTION

- Helpful reflective questions include:
 - What is the purpose?
 - What steps do students need to complete?



COMPONENT 2: SCALE

- 3-5 levels with action verbs
 - Exemplary, Competent, Developing
 - Exemplary, Proficient, Marginal, Unacceptable
 - Exceeds expectations, meets expectations, needs some improvement, and needs substantial improvement



COMPONENT 3: DIMENSIONS

- Research Paper
 - Introduction
 - Problem Statement
 - **Critical Thinking Skills**
 - Method Section
 - **Writing skills**
- Class Participation
 - Preparation
 - Psychological engagement
 - Quality of participation
 - Frequency of participation



RUBRIC WITHOUT CLEAR DESCRIPTION OF DIMENSIONS

Research Award

	4	3	2	1
Publications				
Conference Presentations				
External Funding				
Mentoring				
Innovative Research Methods				



COMPONENT 4: DESCRIPTION OF DIMENSIONS

- Description between and among different dimensions
- Guidelines for improvement
- Examples of success

	Effective (3)	Emerging (2)	Beginning (1)
Teaching Strategies	Connects teaching strategies to theory toward teaching and learning and provides examples and evidence to support beliefs and practices	Describes teaching strategies but fails to provide personal examples or evidence to support strategies	Little or vague description of teaching strategies



FOCUS ACTIVITY

- Take **3-minutes** to use “Evaluating Rubrics” to evaluate the “Personal Beliefs Statement Rubric.”
- Address the following questions:
 - How did you rate task description?
 - How did you rate the scale?
 - How did you rate the dimensions?
 - How did you rate the description of dimensions?
 - How would you improve the rubric?



BEST PRACTICES IN TEACHING

- Provide students with rubrics in advance
- **Consider** including students in rubric development
- Use rubric dimensions or organize notes taken while grading
- Use an “expanded grade book”



ORGANIZED NOTES WHILE GRADING

Assignment Dimensions	How did students perform on various parts of the assignment/task	How can I make changes to instruction to make improvements
Introduction		
Method		
Implications		
Writing and APA		



RUBRICS AND AGGREGATED DATA

Student	Final Grade
1	18
2	19
3	17
4	18
5	19
6	17
7	16
8	15
9	20
10	17
11	15
12	17

Average = 17.3 or 85



RUBRICS AND DISAGGREGATED DATA

Student	Introduction	Method	Implications	Writing and APA
1	5	5	4	4
2	5	5	5	5
3	5	5	3	4
4	5	5	3	4
5	5	3	4	4
6	5	5	5	4
7	5	4	4	4
8	5	4	4	2
9	5	4	5	5
Average	5	4.4	4.11	4



FINAL REFLECTIONS

- What did you learn today?
- How will apply what you learned to your teaching and learning?



Learning Objectives



REFERENCES AND HELPFUL RESOURCES

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