


How to Use a Rubric for Program Assessment


Facilitated by the Assessment Office



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What Are We Doing Today?


1. Program Assessment Overview
2. Rubrics in Program Assessment
 - How-to
 - Techniques for consistency across multiple scorers



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Who Are We?


- Assessment Office
 - Faculty managed
 - Mission: improve student learning through program assessment
 - Collaborate with faculty, staff, and administrators
 - Workshops, consultations, events, website
 - How-to>Create Rubrics



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What Will You Leave Knowing?

1. How to use a rubric for program-level assessment
2. How to help multiple scorers consistently apply a rubric



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Why Do Program Assessment?

- It provides direction for program **improvement and evolution**

Program Assessment \neq Individual Evaluation

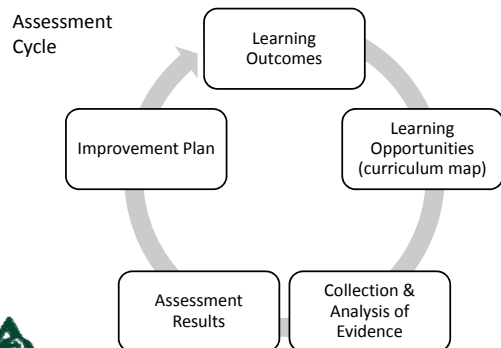
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RUBRICS & PROGRAM ASSESSMENT

- How to use a rubric for program assessment
- Techniques to promote consistency across multiple scorers

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Program Assessment Overview



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Rubric

- Handout: Oral Communication Rubric

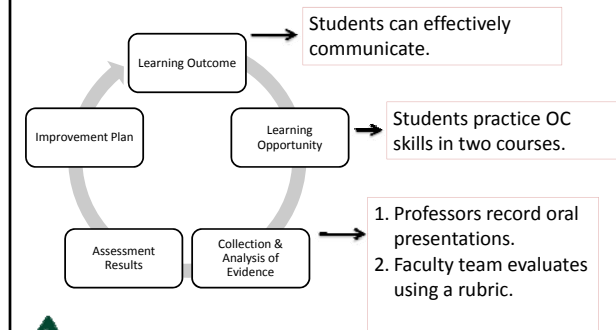
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Potential People in the Equation

- Students
- Course instructors
- Faculty team
- External--people outside the program

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Scenario



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When scorers disagree...

[insert cartoon]

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Your Turn . . .

1. Read Oral Communication rubric
2. Give the presentation an overall score
3. With a partner, discuss & calibrate
 - Can you agree on a score?
 - Can you agree on the reasons to give that score?

Tip: First decide if the presentation is high (score 3 or 4) or low (score 1 or 2). Then decide on the score.

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How-to: The Steps

After collecting the items to be scored,

1. Calibrate (“norm”)
2. Score alone or alongside others
3. Handle discrepancies
4. Tabulate results
5. Report and discuss results
6. Use results to improve



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Good Practice

- Scorers are
 - open-minded
 - willing to learn
 - flexible



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1. Calibrate (“norm”)

GOAL: all scorers apply the rubric in the same way

- Read & score & discuss “anchors”
 - Can take 2 hours
- Practice and discussion increases reliability & consistency
- Re-calibrate after 3 hours of scoring or a long break



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2. Score alone? Alongside others?

- Recommendation for groups: score alongside others, in the same room
 - Allows for re-calibration and discussion as needed
 - Can be more enjoyable & lead to more learning



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Good Practice

- At least 2 people independently score each piece of student work
 - Sum each student’s scores for a total score



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4. Tabulate Results

- Calculate Total Score
- Use spreadsheet software

	Score 1	Score 2	Score 3 (as needed)	Total Score
St. A	2	3	NA	5 2+3
St. B	2	4	3	6 $((2+4+3)/3)*2$
St. C	2	4	2	4 2+2, discard outlier (4)

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3. Handle discrepancies

- If 2 scorers are more than 1 point apart...
- Most common method: 3rd scorer

	Score 1	Score 2	Score 3 (as needed)
Student A	2	3	NA
Student B	2	4	3
Student C	2	4	2

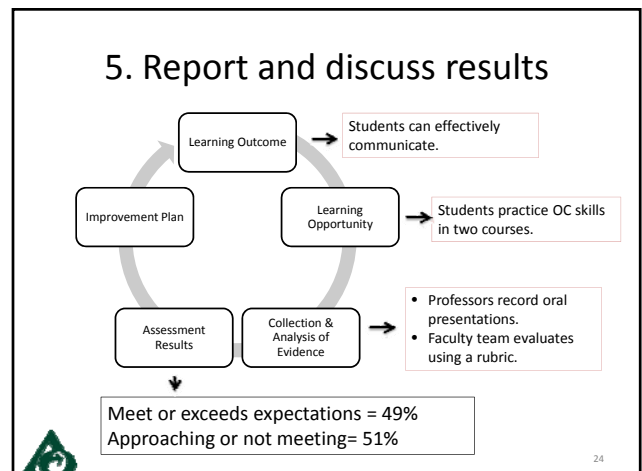
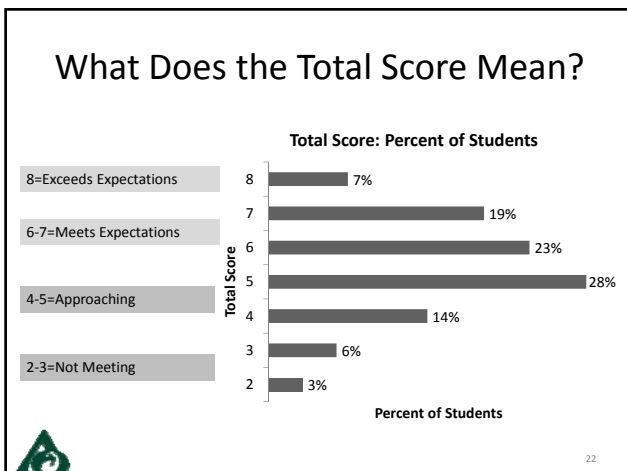
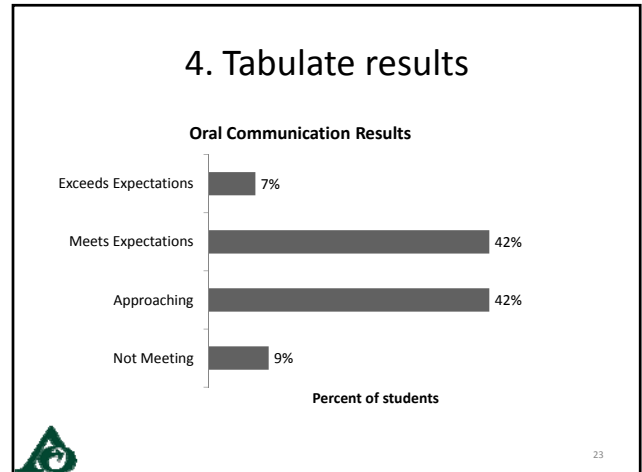
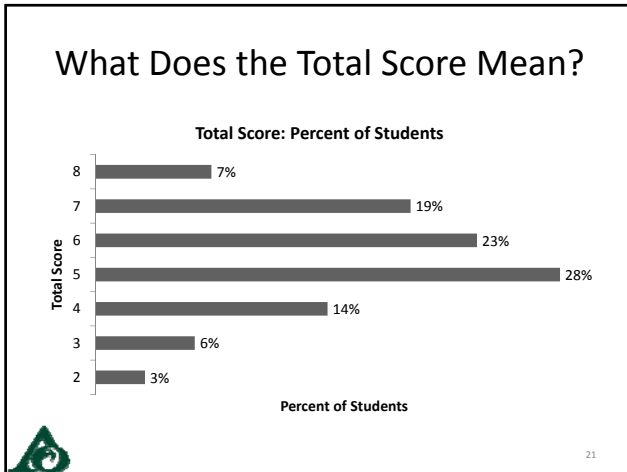
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What does the total score mean?

- 2 scorers per piece, 4-point rubric, and scores were summed for a total score per student
 - Minimum possible total score=2
 - Maximum possible total score=8

Oral Communication Rubric: Levels of Performance							
	EXCEEDS EXPECTATIONS	MEETS EXPECTATIONS	APPROACHING	NOT MEETING			
Single score	4	3	2	1			
Total Score	8	7	6	5	4	3	2

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6. Use results to improve

- How can the program decrease the # of “not meeting” and “approaching”?
 - Course content
 - Program requirements
 - Pre-requisites
 - Out-of-course activities (club, workshop)



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Techniques for Consistency, cont.

- Practice again
 - after 3 hours of scoring
 - after a long break
- Monitor scores & take action when a scorer is repeatedly an outlier



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Techniques for Consistency Across Multiple People

- Select representative anchors
 - 2 examples for each score
- Practice using anchors
- Create explanatory notes
- Limit the range of responses/tasks (if possible)



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Q&A Time

- Do you know
- how to use a rubric for program-level assessment?
 - how to help multiple scorers consistently apply a rubric?



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Workshop Evaluation Time!

[insert Bachman Hall mural]



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Thank You for Your Time

Assessment Office

airo@hawaii.edu

<http://manoa.hawaii.edu/assessment>

Marlene Lowe, 956-4283

mplowe@hawaii.edu

Monica Stitt-Bergh, 956-6669

bergh@hawaii.edu



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ORAL COMMUNICATION RUBRIC

Adapted from the VALUE Project, Association of American Colleges and Universities

	EXCEEDS EXPECTATIONS 4	MEETS EXPECTATIONS 3	APPROACHING 2	NOT MEETING 1
Organization	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable and is skillful and makes the content of the presentation cohesive.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.	Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.
Language	Language choices are imaginative, memorable and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.
Delivery	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.	Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.
Supporting Material	A variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which significantly supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which generally supports the presentation or establishes the presenter's credibility/authority on the topic.	Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis which partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Insufficient supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make reference to information or analysis which minimally supports the presentation or establishes the presenter's credibility/authority on the topic.
Central Message	Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)	Central message is clear and consistent with the supporting material.	Central message is basically understandable but is not often repeated and is not memorable.	Central message can be deduced, but is not explicitly stated in the presentation.

Foundations Written Communication Scoring Sheet

Reader's Initials: _____ Student ID: _____

	Makes Use of Source Material	Relevancy of Sources	Credibility of Sources	Style Integration
Reader #1				
Reader #2				
Reader #3				

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Reader #3				

[scorer initials go here]

**Sample Paper:
Improving the First-Year Experience**

Sandy Student
CRS 370
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