How to Use a Rubric for Program Assessment

Facilitated by the Assessment Office

What Are We Doing Today?

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

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

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
Why Do Program Assessment?

• It provides direction for program *improvement and evolution*

Program Assessment ≠ Individual Evaluation

RUBRICS & PROGRAM ASSESSMENT

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

Program Assessment Overview

Assessment Cycle

Learning Outcomes

Improvement Plan

Learning Opportunities
(curriculum map)

Assessment Results

Collection & Analysis of Evidence

Rubric

• Handout: Oral Communication Rubric
Potential People in the Equation

• Students
• Course instructors
• Faculty team
• External—people outside the program

Scenario

Learning Outcome

Improvement Plan

Assessment Results

Collection & Analysis of Evidence

Students can effectively communicate.

Students practice OC skills in two courses.

1. Professors record oral presentations.
2. Faculty team evaluates using a rubric.

When scorers disagree...

[insert cartoon]

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.
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

Good Practice

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

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

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
Good Practice

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

4. Tabulate Results

• Calculate Total Score
• Use spreadsheet software

<table>
<thead>
<tr>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3 (as needed)</th>
<th>Total Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>St. A</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>NA</td>
<td>2+3</td>
</tr>
<tr>
<td>St. B</td>
<td>2</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>((2+4+3)/3)*2</td>
</tr>
<tr>
<td>St. C</td>
<td>2</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2</td>
<td>2+2, discard outlier (4)</td>
</tr>
</tbody>
</table>

3. Handle discrepancies

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

<table>
<thead>
<tr>
<th>Score 1</th>
<th>Score 2</th>
<th>Score 3 (as needed)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student A</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Student B</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>Student C</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Single score</th>
<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>APPROACHING</th>
<th>NOT MEETING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication Rubric: Levels of Performance</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Score</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>5</td>
</tr>
</tbody>
</table>
What Does the Total Score Mean?

Total Score: Percent of Students

<table>
<thead>
<tr>
<th>Score</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>7%</td>
</tr>
<tr>
<td>7</td>
<td>19%</td>
</tr>
<tr>
<td>6</td>
<td>23%</td>
</tr>
<tr>
<td>5</td>
<td>28%</td>
</tr>
<tr>
<td>4</td>
<td>14%</td>
</tr>
<tr>
<td>3</td>
<td>6%</td>
</tr>
<tr>
<td>2</td>
<td>3%</td>
</tr>
</tbody>
</table>

Percent of Students

4. Tabulate results

Oral Communication Results

<table>
<thead>
<tr>
<th>Category</th>
<th>Percent of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Expectations</td>
<td>7%</td>
</tr>
<tr>
<td>Meets Expectations</td>
<td>42%</td>
</tr>
<tr>
<td>Approaching</td>
<td>42%</td>
</tr>
<tr>
<td>Not Meeting</td>
<td>9%</td>
</tr>
</tbody>
</table>

Percent of students

5. Report and discuss results

Learning Outcome: Students can effectively communicate.

Improvement Plan

Learning Opportunity: Students practice OC skills in two courses.

Assessment Results

Collection & Analysis of Evidence

• Professors record oral presentations.
• Faculty team evaluates using a rubric.

Meet or exceeds expectations = 49%
Approaching or not meeting= 51%

Please do not duplicate or distribute without permission. Thank you.
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)

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

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)

Q&A Time

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

[insert Bachman Hall mural]

Thank You for Your Time

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<table>
<thead>
<tr>
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<th>EXCEEDS EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>APPROACHING</th>
<th>NOT MEETING</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>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.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is clearly and consistently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is intermittently observable within the presentation.</td>
<td>Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is not observable within the presentation.</td>
</tr>
<tr>
<td><strong>Language</strong></td>
<td>Language choices are imaginative, memorable and compelling and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are mundane and commonplace and partially support the effectiveness of the presentation. Language in presentation is appropriate to audience.</td>
<td>Language choices are unclear and minimally support the effectiveness of the presentation. Language in presentation is not appropriate to audience.</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and speaker appears comfortable.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative.</td>
<td>Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable.</td>
</tr>
<tr>
<td><strong>Supporting Material</strong></td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Central Message</strong></td>
<td>Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported.)</td>
<td>Central message is clear and consistent with the supporting material.</td>
<td>Central message is basically understandable but is not often repeated and is not memorable.</td>
<td>Central message can be deduced, but is not explicitly stated in the presentation.</td>
</tr>
</tbody>
</table>
## Foundations Written Communication Scoring Sheet

<table>
<thead>
<tr>
<th></th>
<th>Makes Use of Source Material</th>
<th>Relevancy of Sources</th>
<th>Credibility of Sources</th>
<th>Style Integration</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reader #1</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reader #2</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Reader #3</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Sample Paper:
Improving the First-Year Experience

Sandy Student
CRS 370
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