Collaborative Rubric Adaptation

Engaging Multiple Perspectives to Define Quality

2014 Assessment Leadership Summer Institute

Workshop Learning Outcome

Participants will be able to:

Utilize strategies to **facilitate** collaborative adaptation of rubrics

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Strategies

1. Prepare an agenda and a script

Agenda

1. *Discuss the rubric*
2. *Score Sample A*
3. *Score Sample B*
4. *Summary + next steps*

Facilitation Activity: Collaborative Rubric Adaptation

Activity outcome: Pilot test a rubric in order to verify usefulness and/or revise the rubric.

Process: Open, full-group discussion

Materials needed:
– Copies of the targeted program student learning outcome(s)
– Copies of the (draft) rubric for the SLO(s)
– 2-3 samples of student work (different levels of quality, if possible). Copies or available on Laulima or other secure site.
– Copies of a score sheet with blank space for notes

Time in minutes

Prior to the session, faculty members read the targeted SLO(s), the rubric, and the samples of student work.

5   Step 1. Welcome participants and describe the activity.

"Thank you for coming today. In our last meeting, we decided to measure one program learning outcome 4 in the BA program next semester. That is: critical analysis through effective writing. This semester, the Curriculum Committee is developing a scoring rubric related to this outcome. We found a rubric that we think can be used as a starting point. That is the written communication rubric from AAC&U's Valid Assessment of Learning in Undergraduate Education rubric set, commonly known as VALUE rubric. Our goal for today is to have you give feedback on this rubric so that we can revise it to align with our program outcome.

Today's agenda: we'll first discuss the rubric in the blue sheet. Then we'll apply the rubric to two student papers (one on a white sheet and one on a yellow sheet). After each paper, we'll discuss the rubric and our scores for that paper. Based on our scoring experience and discussion, we will decide how to modify the rubric.

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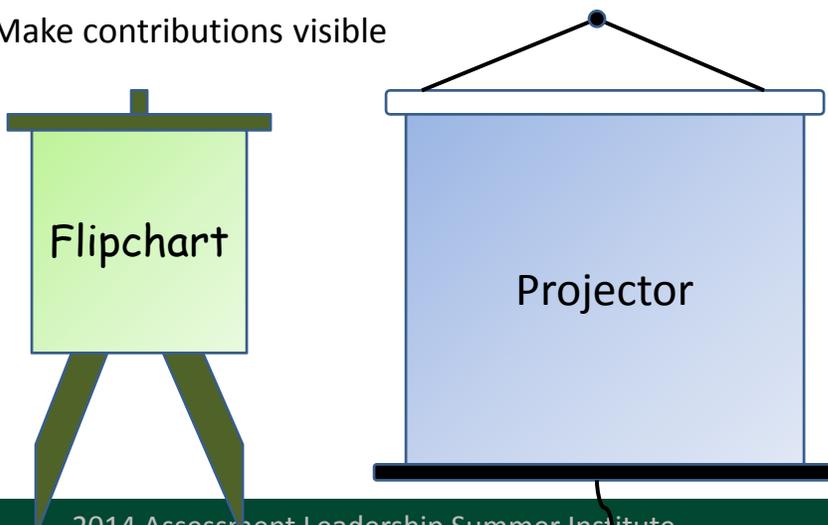
Strategies

2. Have a desired outcome and process

e.g., to *revise the rubric to align with PLO through discussion and evaluation of student papers*

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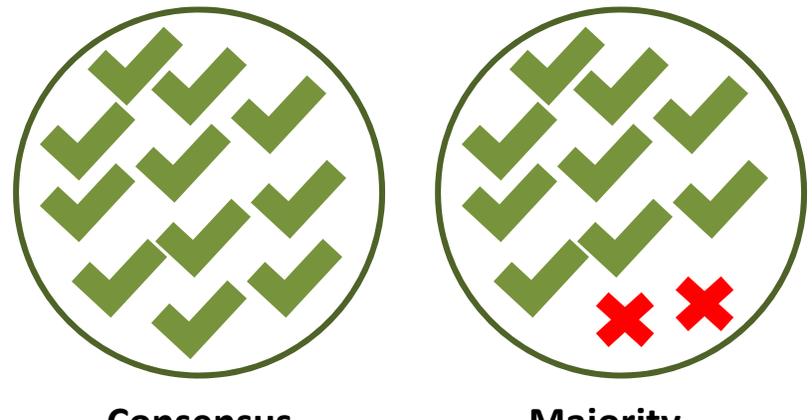
Strategies

3. Make contributions visible

Flipchart

Projector

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Strategies

4. Decide how to decide

Consensus

Majority

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Strategies

5. Save 10-20 minutes at the end to summarize and point out next steps.

Introduction

Summary

Rubric Discussion

Score B

Score A
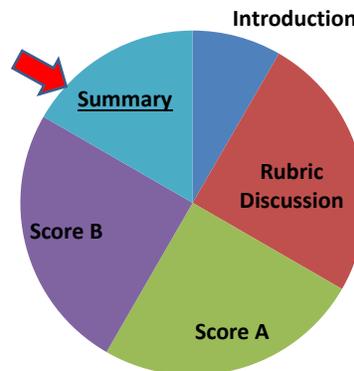
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Understand the role of the facilitator

- Neutral but provides guidance
- Sets the ground rules
- Prepares the materials for the participants
- Have someone else take notes
- Summarizes input and disseminate

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COLLABORATIVE RUBRIC ADAPTATION SIMULATION

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Instructions

- Divide into two groups
- Each group selects a facilitator and a note-taker
- Follow the agenda and go

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Rubric Adaptation

Rubric Sources

1. AAC&U VALUE Rubrics: http://www.aacu.org/value/rubrics (Need to enter email to download)

   a. Intellectual and Practical Skills (Inquiry and analysis, Critical thinking, Creative thinking, Written communication, Oral communication, Reading, Quantitative literacy, Information literacy, Teamwork, Problem solving)

   b. Personal and Social Responsibility (Civic knowledge and engagement—local and global, Intercultural knowledge and competence, Ethical reasoning, Foundations and skills for lifelong learning)

   c. Integrative and Applied Learning

2. Rubrics for evaluating dissertations: Lovitts, B. E. (2007). *Making the Implicit Explicit: Creating Performance Expectations for the Dissertation*. Stylus Publishing, LLC.

3. University of Hawaii at Manoa

   a. Rubric Banks: http://manoa.hawaii.edu/assessment/resources/rubricbank.htm

   b. Assessment How-to: Creating and Using Rubrics: http://manoa.hawaii.edu/assessment/howto/rubrics.htm

4. Opened Practices: http://openedpractices.org/resources (Need to register and log in to add own content and get detailed instructions.)

5. Rcampus iRubric: http://www.rcampus.com/indexrubric.cfm (Need to register and log in to search rubrics and build one's own rubric)

6. National Institute for Learning Outcomes Assessment: Making Learning Outcomes Usable & Transparent Tool Kit – Rubrics: http://www.learningoutcomeassessment.org/Rubrics.htm Describe the benefits, list related articles and books, list sample rubrics and development resources

7. Rubric samples for higher education by Dr. Dorothy I. Mitstifer from Kappa Omicron Nu Honor Society http://rubrics.kappaomicronnu.org/index.html

8. Using Rubrics by Cornell University Center for Teaching Excellence: http://www.cte.cornell.edu/teaching-ideas/assessing-student-learning/using-rubrics.html

Rubric Adaptation

Sample Rubric
Learning Outcome: Students can communicate effectively in writing

Written Communication Outcome Draft Rubric

	3	2	1
FOCUS	Sharp, distinct controlling point made about a single topic with evident awareness of task.	Apparent point made about a single topic with sufficient awareness of task.	No apparent point but evidence of a specific topic.
CONTENT	Substantial, specific, and/or illustrative content demonstrating strong development and sophisticated ideas.	Sufficiently developed content with adequate elaboration or explanation.	Limited content with inadequate elaboration or explanation.
ORGANIZATION	Sophisticated arrangement of content with evident and/or subtle transitions.	Functional arrangement of content that sustains a logical order with some evidence of transitions.	Confused or inconsistent arrangement of content with or without attempts at transition.
STYLE	Precise, illustrative use of a variety of words and sentence structures to create consistent writer's voice and tone appropriate to audience.	Generic use of a variety of words and sentence structures that may or may not create writer's voice and tone appropriate to audience.	Limited word choice and control of sentence structures that inhibit voice and tone.
CONVENTIONS	Evident control of grammar, mechanics, spelling, usage and sentence formation.	Sufficient control of grammar, mechanics, spelling, usage and sentence formation.	Limited control of grammar, mechanics, spelling, usage and sentence formation.

Rubric Adaptation: Facilitation Activity and Script

Activity outcome: Pilot test a rubric in order to verify usefulness and/or revise the rubric.

Process: Open, full-group discussion

Materials needed:
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- Copies of a score sheet with blank space for notes

Time in minutes

Prior to the session, faculty members read the targeted SLO(s), the rubric, and the samples of student work.

5	**Step 1. Welcome participants and describe the activity.**

"Thank you for coming today. As you know from our presentation at the department meeting, the BA program has selected three student outcomes to investigate next semester: writing, critical thinking, and ethical reasoning. This semester, the Curriculum Committee is developing a scoring rubric related to those three outcomes. We found a rubric that we think can be used as a starting point. The rubric comes from [the language program at UW]. Our goal for today is to have you give feedback on the rubric so that we can revise and be ready for next semester.

Today's agenda: we'll first discuss the rubric. Then we'll apply the rubric to two student papers and after each paper, we'll discuss the rubric and our scores for that paper. Based on our scoring experience and discussion, we will decide how to modify the rubric.

First let's spend several minutes to read the rubric. On your handout, you can see the program learning outcome is listed on the top and the draft rubric below that. When reading the rubric, think about whether the rubric is aligned with the outcome and writing-related major instructional activities in our curriculum. Write on the handout anything to be added, modified, or deleted. Let's use five minutes to do this on our own."

5	**Step 2. Faculty silently review the rubric and write suggested additions, modifications, and deletions.**

10	**Step 3a. The facilitator starts the discussion with a general question and a recorder writes/types responses.**

"How well does the rubric relate to the outcome(s) being measured?" [If "not at all," expect to use the session overhauling the rubric. If "yes," expect minor changes to the rubric.]

Step 3b. Follow-up questions:

"Is anything unclear?" "Is anything missing?" "Is anything extraneous?" (The features listed should be important and support what we emphasize in the classroom. Trivial features and unrelated features should be left out.)

The recorder creates lists: possible additions, modifications, and deletions.

Continued

Step 3c. After 10 minutes, inform the participants,

"*These are good suggestions. Please keep them in mind as we apply the rubric to the student [papers]. After we've reviewed several [papers], we'll come back to these lists and decide how to modify the rubric.*"

5   Step 4. Faculty review and score student work samples. Describe ethical use of student work.

"*Now, let's use the rubric to score student work sample A. I want to emphasize that the purpose of this activity is to assess the program, not individual students or faculty. If you happen to recognize the students or their instructors from the writing samples, please do not disclose their identities in respect of his/her confidentiality and privacy.*"

10   Step 5. Record the number of participants for each score for all to see. Example:

Student	Score=3	Score=2	Score=1
A	8	1	0
B			

The facilitator leads a discussion, asking faculty to explain their scores by using language and concepts from rubric. The facilitator carefully listens, paying attention to how the participants are interpreting the rubric and to whether they are basing their scores on things other than what's in the rubric—these may need to be added or a stipulation to *not* take something into consideration may need to be added as an explanatory note to the rubric.

"*Can you give me a show of hands if you scored '3' for Sample A? Who scored '2'? Who gave it a '1'? [Count the show of hands and record on paper or screen]. We can see that majority of us gave the paper a 3, and a few gave it a 2. Can I have a volunteer to explain why you gave the paper a 2 or 3? In your explanation, use language and concepts from the rubric as much as possible.*"

After reaching *saturation*—when no new explanations/justifications are given—the facilitator asks the participants to re-score and then records the results. Example:

"*Now that we've discussed the [paper] and you've had a chance to hear how others applied the rubric, I'd like you to re-score the [paper] in light of what you've heard. . . . Does anyone want to change their initial score?*"

The revised scores are recorded:

Student	Score=3	Score=2	Score=1
A	~~8~~ 9	~~1~~ 0	0
B			

15   Step 6. Repeat process for student work sample B

This process of score + share + discuss + re-score continues until there is about 20 minutes left in the session.

20   Step 7. The final 20 minutes are spent doing the following:

a) reviewing the initial list of additions, modifications, and deletions and making appropriate changes to the rubric. E.g., "When you read the initial list we generated, do you think we should take action and revise the rubric?"

continued

> *Facilitation Tip*: Get agreement on how decisions will be made regarding changes to the rubric, e.g., consensus, majority rule, simple majority. (I recommend consensus.) Example:
>
> *"Now that we've had a chance to discuss the rubric and score and discuss pieces of student work, we're going to take the last part of our time together to see if the rubric needs modifications, if we think it can be effectively and accurately used, and finally, talk about next steps."*
>
> *"I suggest we use a consensus method when we decide if the rubric needs changes which means we will listen to each other's proposals to change the rubric, then discuss, and then see if we are willing to live with the proposal or not. It doesn't mean we're seeking the majority or 100% agreement. Instead, it means we use everyone's expertise to develop a rubric that everyone is willing to support. It may be, but is not necessarily the rubric most preferred each person. Can we use consensus decision making or would you prefer a different method like 85% majority vote needed?"*

b) answering the question, "Will faculty members be able to reach an acceptable level of agreement, that is, will two faculty members give the same sample the same score or be only one level apart?

> Note: Acceptable level of simple agreement with a 3-point scale= in 95-100% of the cases, the scorers give the same score or are one level apart.

c) summarizing the session's accomplishments and setting next steps.

(Additional) guiding questions for the facilitator

1) How well does the rubric relate to the outcome(s) being measured?
2) Is anything missing? Is anything extraneous?
3) Do we need that number of quality levels? More needed? Fewer needed? Rubrics typically have 3-6 levels of quality.
4) Does the top end reflect excellence and the bottom end reflect entry-level competence?
   Good practice: the lowest category describes entry-level competence instead of only listing what is missing, e.g., try to avoid statements such as "thesis is missing," "no evidence." Work that falls below the lowest level of quality is scored "0."
5) Do any of the descriptions or dimensions overlap? Each "box" on the rubric should be mutually exclusive.
6) What terms will the students need help with, if any? Should those terms be simplified?
7) Feasible, manageable, practical for program assessment? For use in a course?
8) Is it possible to use this rubric and have two faculty members independently agree or be one level different from each other after training and/or examples of how to apply the rubric?
9) Can the rubric be applied across different kinds of assignments?
10) Will the results be meaningful and help guide program improvement?

Rubric Adaptation Activity: Score Sheet

Reader Initials: _____

Writing Outcome Score Sheet

	SCORE (1-3)	Notes/Explanations
Sample A		
Sample B		

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