

Rubik's Cube

Where everyone wins!

Presented by
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Not really Rubik, but rubric

- Skepticism?
- Pain scale? On a scale from 0 (no pain) to 10 (run over by a Mac truck and left for dead), give me a number.
- A rubric for pain assessment is born.
- What's the point?
- Reassessment to determine if outcome of pain reduction has been met.



OUTCOMES, eh? SLOs?

- Why we teach?
- How do we measure student learning?
- How can measurement be performed as objectively as possible?
- How can assessment be consistent among all teaching the same content?

- RUBRICS!

What is a rubric? Per Heidi Andrade

- A means of communicating expectations for an assignment, providing focused feedback on works in progress, and grading final products
- A document articulating the expectations for an assignment by listing the criteria, or what counts, and describing levels of quality from excellent to poor
- Rubrics can
 - Help teachers grade student work
 - Can teach as well as evaluate
 - Help students develop understanding and skill, as well as make dependable self-judgments about the quality of their own work.
 - Clarify the standards for students towards a quality performance
 - Guide students through ongoing feedback about progress toward the standards

Rubrics can...

- **Uniformly** alert students to instructor expectations for an assignment's learning outcomes (when delivered to the student BEFORE they begin the assignment)
- Specifically identify instructor-expected inclusions in each assignment
- Provide students a choice of grades – **grocery list**
- Clearly communicate the instructor's thinking about which parts of an assignment are important through point weighting
- Provide **more objective assessments** of assignments in that numbers cannot not be argued as easily as commentary and indiscriminate assignment of points
- **Eliminate** the "all-or-nothing" grading mentality.
- **Lock** the instructor into such expectations in writing such that there may be fewer grade appeals
- Last, but not least, assist adjuncts in clear assessment

Rubrics will...

- Save faculty time in grading papers
- Help students understand the grading process
- Improved understanding = improved retention

(Banta, Griffin, Flateby, & Kahn, 2009, p. 6)

Rubrics will need to be...

- Developed
- Refined
- Appropriate to the subject matter

Rubrics are...

ALIVE!



Rubric Resources



Create Rubrics for your Project-Based Learning Activities

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Creating a rubric that will be saved

- | | |
|----------------|---|
| Step 1 | Registering as a new user |
| Step 2 | Returning user log in |
| Step 3 | Choosing a customizable rubric |
| Step 4 | Entering rubric information |
| Step 5 | Selecting rubric content |
| Step 6 | Modifying the rubric |
| Step 7 | Saving the rubric |
| Step 8 | Printing your rubric |
| Step 9 | Choosing your next step |
| Step 10 | Exploring the teacher home: viewing, editing, analyzing, and deleting |
| Step 11 | Editing your personal information |

Create a Rubric

Choose a Topic below to create a new rubric based on a template:

[Oral Projects](#)

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Rubric Resources

● **VALUE: Valid Assessment of Learning in Undergraduate Education**

- A set of rubrics for fifteen essential learning outcomes that reflect broadly **shared** criteria and performance levels for assessing student learning
- **Commissioned reports and/or articles** about the outcomes, standards, and assessments, especially for learning outcome areas not covered by standardized tests
- A **recommended framework**, disseminated throughout higher education, for how to **measure, assess, and archive evidence of student learning** for multiple purposes and audiences

Rhodes, 2010, para. 1

Constructing rubrics

- Stated mission for all rubrics created – start with the end in mind
- Definition
- Framing Language
- Glossary (optional, but assists in all users' understanding and developed to clarify terms and concepts used in a specific rubric).

CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact value@aaacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Framing Language

Preparing graduates for their public lives as citizens, members of communities, and professionals in society has historically been a responsibility of higher education. Yet the outcome of a civic-minded graduate is a complex concept. Civic learning outcomes are framed by personal identity and commitments, disciplinary frameworks and traditions, pre-professional norms and practice, and the mission and values of colleges and universities. This rubric is designed to make the civic learning outcomes more explicit. Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community. Multiple types of work samples or collections of work may be utilized to assess this, such as:

- ⑩ The student creates and manages a service program that engages others (such as youth or members of a neighborhood) in learning about and taking action on an issue they care about. In the process, the student also teaches and models processes that engage others in deliberative democracy, in having a voice, participating in democratic processes, and taking specific actions to affect an issue.
- ⑩ The student researches, organizes, and carries out a deliberative democracy forum on a particular issue, one that includes multiple perspectives on that issue and how best to make positive change through various courses of public action. As a result, other students, faculty, and community members are engaged to take action on an issue.
- ⑩ The student works on and takes a leadership role in a complex campaign to bring about tangible changes in the public's awareness or education on a particular issue, or even a change in public policy. Through this process, the student demonstrates multiple types of civic action and skills.
- ⑩ The student integrates their academic work with community engagement, producing a tangible product (piece of legislation or policy, a business, building or civic infrastructure, water quality or scientific assessment, needs survey, research paper, service program, or organization) that has engaged community constituents and responded to community needs and assets through the process.

In addition, the nature of this work lends itself to opening up the review process to include community constituents that may be a part of the work, such as teammates, colleagues, community/agency members, and those served or collaborating in the process.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- Civic identity: When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes.
- Service-learning class: A course-based educational experience in which students participate in an organized service activity and reflect on the experience in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of personal values and civic responsibility.
- Communication skills: Listening, deliberation, negotiation, consensus building, and productive use of conflict.
- Civic life: The public life of the citizen concerned with the affairs of the community and nation as contrasted with private or personal life, which is devoted to the pursuit of private and personal interests.
- Politics: A process by which a group of people, whose opinions or interests might be divergent, reach collective decisions that are generally regarded as binding on the group and enforced as common policy. Political life enables people to accomplish goals they could not realize as individuals. Politics necessarily arises whenever groups of people live together, since they must always reach collective decisions of one kind or another.
- Government: "The formal institutions of a society with the authority to make and implement binding decisions about such matters as the distribution of resources, allocation of benefits and burdens, and the management of conflicts." (Retrieved from the Center for Civic Engagement Web site, May 5, 2009.)
- Civic/community contexts: Organizations, movements, campaigns, a place or locus where people and/or living creatures inhabit, which may be defined by a locality (school, national park, non-profit organization, town, state, nation) or defined by shared identity (i.e., African-Americans, North Carolinians, Americans, the Republican or Democratic Party, refugees, etc.). In addition, contexts for civic engagement may be defined by a variety of approaches intended to benefit a person, group, or community, including community service or volunteer work, academic work.

CIVIC ENGAGEMENT VALUE RUBRIC

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Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	Milestones 2	Benchmark 1
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen, and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experimented with some civic activities but shows little internalized understanding of their aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.

Rubrics for ANYTHING!

o Intellectual and Practical Skills

- o Inquiry and analysis
- o Critical thinking
- o Creative thinking
- o Written communication
- o Oral communication
- o Reading
- o Quantitative literacy
- o Information literacy
- o Teamwork
- o Problem solving

o Personal and Social Responsibility -

- o Civic knowledge and engagement—local and global
- o Intercultural knowledge and competence
- o Ethical reasoning
- o Foundations and skills for lifelong learning

o Integrative and Applied Learning

- o Integrative and applied learning

The utility of the VALUE rubrics is to position learning at all postsecondary levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

W. E. SUCCEED?

Down and dirty rubrics

- Created from measurable assignment objectives – starting with the end in mind
- Areas assessed
 - **Content (60-80%)**
 - Use of conceptual language of course
 - Application of language
 - **Organization (20-10%)**
 - Title page
 - Introduction
 - Smooth transition of thoughts in body
 - Conclusion
 - In-text citations and reference page
 - **Mechanics (20-10%)**
 - Word counts
 - Spelling
 - Grammar

An Assignment's Objectives

- Straight from the curriculum
- Straight from the syllabus

- Example
 1. *Write 700 to 1,050 words describing a time when you had to test a theory. This theory may be something you have tested at work, school, or home.*
 2. *Answer the following questions in your summary*
 - *What type of informal research method did you use?*
 - *How was your research method similar to research methods used by psychologists?*
 - *If given another opportunity, what would you have done differently?*
 3. *Submit your answers as a Microsoft® Word attachment (.doc or .docx) in the appropriate Dropbox*

Specifically speaking...

Content / Development 70 points	Possible Points 70
All key elements below are covered in a substantive way. You have <input type="checkbox"/> Answered the following questions in your summary <ul style="list-style-type: none"> • What type of informal research method did you use (use language about research from your textbook [Chapter 1: Module 3] to indicate your understanding)? Describe in detail. • How was your research method similar to research methods used by psychologists? • If given another opportunity, what would you have done differently? Describe in detail. 	40
The introduction provides sufficient background on the topic and previews major points.	5
The conclusion is logical, flows from the body of the paper, and reviews the major points.	5
The content is comprehensive, accurate, and /or persuasive.	5
The paper develops a central theme or idea, directed toward the appropriate audience.	5
The paper links theory to relevant examples of current experience and industry practice and uses the vocabulary of the theory correctly.	5
Major points are stated clearly; are supported by specific details, examples, or analysis; and are organized logically.	5
Readability and Style 15 Points	Possible Points 15
The paper is 700- to 1,050-words in length.	5
The introduction provides sufficient background on the topic and previews major points	3
The conclusion is logical, flows, and reviews the major points.	3
At least four research sources are cited.	4
Mechanics 15 points	Possible Points 15
The paper - including the title page, reference page, tables, and any appendices - is consistent with APA guidelines as directed by the instructor.	5
The paper is laid out with effective use of headings, font styles, and white space.	4
Rules of grammar, usage, and punctuation are followed; spelling is correct.	6
Total 100 Points	100

Highlighting for effect

NS 249 2009

GRADING RUBRIC FOR NURSING PROCESS AND MOTHER/BABY DYAD

Points→ Area assessed↓	Max. points possible: 11 Min. points possible: 9	Max. points possible: 8 Min. points possible: 6	Max. points possible: 5 Min. points possible: 3	Max. points possible: 2 Min. points possible: 0	
Assessment: (½ of possible points for maternal and ½ of possible points for newborn) 8	All relevant data collected; data led to appropriate nursing diagnosis	Holes in both mother and newborn data sets	Copious data missing from both mother and newborn	No relevant data collected	
Diagnosis 7	Diagnostic statement very appropriate to data set <u>AND</u> formatted with label and etiology	Diagnostic statement somewhat appropriate to data set (there exists some dx. that are a better fit <u>AND</u> formatting appropriate	Diagnostic statement unrelated to data set <u>AND</u> formatting clearly creative writing missing one component	Diagnostic statement does not relate to clients in any possible area	
Outcome 7	Statement appropriate to diagnosis; formatted appropriately (measurable with time frame)	Statement somewhat appropriate to diagnosis <u>AND</u> formatting appropriate	Statement unrelated to diagnosis <u>AND</u> formatting missing one component	Statement totally unrelated to diagnosis <u>AND</u> formatting absent	
Intervention 8.5	Teaching plan well prepared; relevant to outcome; supported by relevant teaching methodologies; rationale solid	Teaching plan prepared; somewhat relevant to outcome; teaching methodologies exist; able to provide rationales with prompting questions	Teaching plan not prepared prior to clinical experience <u>OR</u> no relevant teaching methods planned <u>OR</u> cannot suggest rationales	Teaching plan unrelated to client needs	
Evaluation 11	Honestly reflects accomplishments and self-reflects improvements	Reflects achievement level of outcome; sketchy self-reflection	Inadequate reflection of outcome achievement level; shallow self-reflection	Inadequate reflection of outcome achievement level; no self-reflection about improvements	
Points → Area assessed↓	0	-1	-2	-3	-5
Spelling/grammar	No errors	1-2 errors	3-4 errors	5-6 errors	≥7 errors

Total possible points for assignment: 39.5/55 (72%) Good work. I loved watching you work with this mother/baby dyad. Watch the details in documenting that great care. AS

Short or Informal Assignments

<i>Content and Development</i> <i>5 points</i>	<i>Points Earned</i> <i>X/5</i>
You have <ul style="list-style-type: none">• Completed all 10 elements.• Covered one fear of returning to school in detail.• Covered an obstacle for academic communication in detail.• Stated your top five expectations for attending Chattanooga State.	
<i>Mechanics</i> <i>1 Point</i>	<i>Points Earned</i> <i>X/1</i>
You have <ul style="list-style-type: none">• Used an academic tone instead of a casual tone.• Written complete and clear sentences.• Applied correct rules of grammar and spelling.	
<i>Total</i> <i>6 Points</i>	<i>Points Earned</i> <i>X/6</i>
<i>Overall Comments:</i> Add enhancing points or questions to encourage student reflection.	

End of semester student nurse evaluation

Performance Evaluation – NS 238

Name	Student X
Semester	Fall, 2011

Unit	CTSU	Dates	9/7-9/28	Instructor	JD
Unit	JM	Dates	10/4-11/1	Instructor	JM
Unit	MB	Dates	11/7-11/30	Instructor	hg

NS238 Absences	0
NS238 Tardies	0

Program Absences	0
Program Tardies	0

Rev 6.11

*Critical behaviors	4 = Excellent 3 = Effective	2 = Marginal 1 = Unsafe	N/O = Not observed		
Knowledge	4	3	2	1	N/O
Integrates knowledge and skills acquired from general education foundation and nursing course content to assist diverse individuals across the lifespan to promote, maintain and restore optimum health.					
A. Uses terminology correctly		Jd hg JM			
B. Uses concepts & principles from general education courses					
1. Growth & development		Jd hg JM			
2. Nutrition		Jd hg JM			
3. Anatomy & physiology		Jd hg JM			
4. General Psychology		Jd hg JM			
5. Microbiology		Jd hg JM			
C. Applies concepts and principles from NS 119		Jd hg JM			

"Glossary" of terms

Rating Categories	
4 Excellent *Demonstrates skills beyond required expectations *Consistent in prioritizing *Meets expected outcomes consistently *Rarely requires cues	2 Marginal *Inconsistent demonstration of skills *Inconsistent in prioritizing *Only meets expected outcomes with direction *Requires frequent cues
3 Effective *Demonstrates required skills *Consistent in prioritizing *Meets expected outcomes with minimal direction the majority of time *Requires occasional cues	1 Unsafe *Unable to demonstrate skills *Unable to prioritize *Unable to meet expected outcomes *Requires continuous cues
N/O Not Observed	

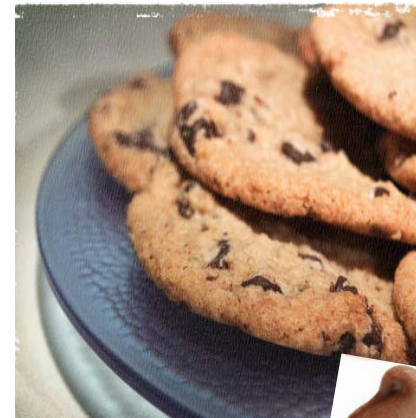
Critical behaviors:

* Consequences defined in *Program Handbook*

Caring Behaviors	4	3	2	1	N/O
Implements caring interventions to assist clients to meet identified outcomes					
A. Integrates influences of diverse cultures, values and beliefs when planning and prioritizing caring interventions		JdJM			
B.* Protects and promotes client dignity		Jd hg JM			
C.* Implements interventions to promote and maintain a safe physical and psychosocial care environment		JdJM			
D.* Applies principles of infection control when implementing basic caring interventions		JdJM			
E. Performs nursing skills in a safe and accurate manner					
1.* Measurements		JdJM			
2. Nutrition/Metabolism					
a. Enteral tubes		JdJM			
b. Blood glucose monitoring		JM			
c. TPN					
3. Protective					
a. Skin care		JdJM			
b. Restraints					
c. Bandages/dressings		Id IM			

Your Turn

- Chocolate chip cookie (CCC) rubric
 - What elements would you use to judge the worthiness of the CCCs to be served at your table?



CCC rubric –

Do yours (cookies that is) match up?

	100% or 4 or Delicious	75% or 3 or Good	50% or 2 or Needs Improvement	25% or 1 or Poor
Number of Chips	Chocolate chip in every bite	Chips in about 75% of bites	Chocolate in 50% of bites	Too few or too many chips
Texture	Chewy	Chewy in middle, crisp on edges	Texture either crispy/crunchy or 50% uncooked	Texture resembles a dog biscuit
Color	Golden brown	Either light from overcooking or light from being 25% raw	Either dark brown from overcooking or light from undercooking	Burned
Taste	Home-baked taste	Quality store-bought taste	Tasteless	Store-bought flavor, preservative aftertaste – stale, hard, chalky
Richness	Rich, creamy, high-fat flavor	Medium fat contents	Low-fat contents	Nonfat contents

References

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