

# GRADING MADE EASIER WITH RUBRICS

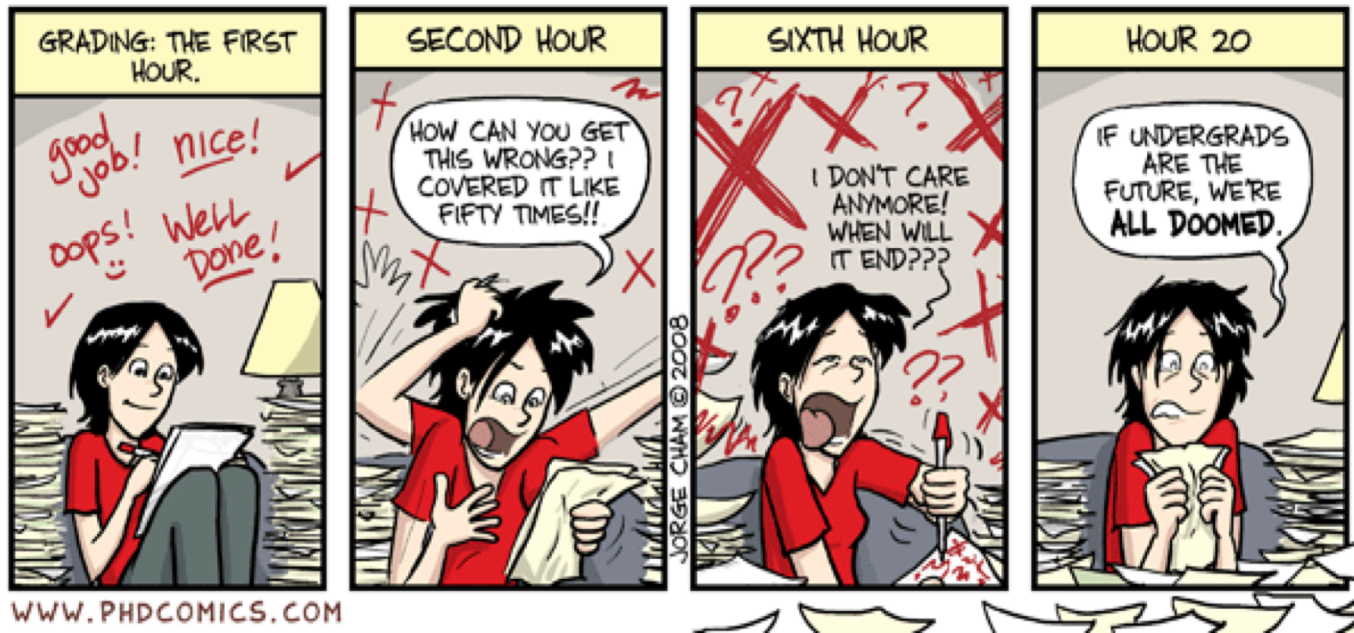
Carolyn Comiskey, PhD

Executive Director of Assessment

Office of Institutional Research & Effectiveness

The FIT logo consists of a dark blue circle containing the letters "FIT" in white, bold, sans-serif font.

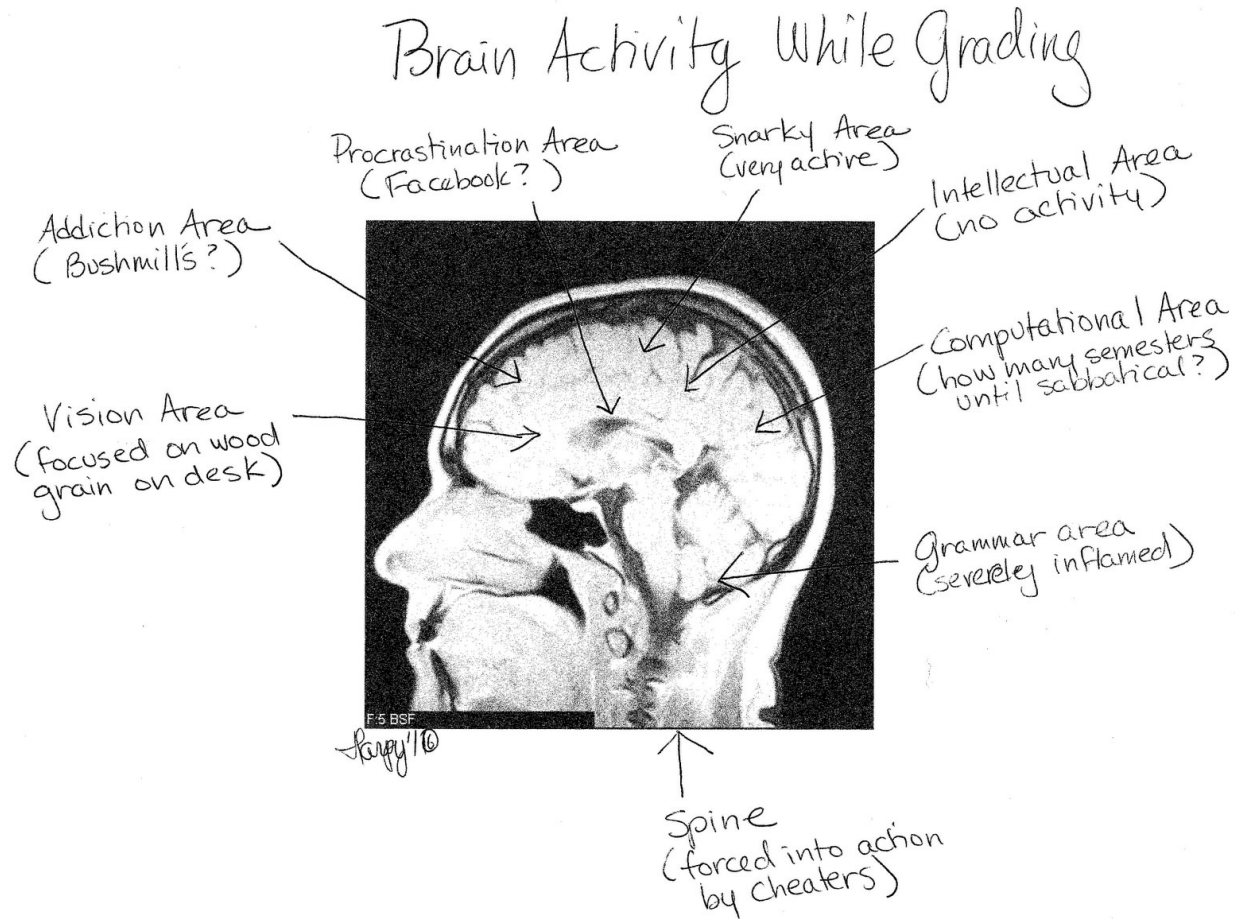
**FIT**



# GRADING

- WHY DO BOTH FACULTY DISLIKE GRADING AND STUDENT DISLIKE BEING GRADED?
  - Student concerns
  - Faculty concerns

# ONE GRADER'S PERSPECTIVE



# RUBRICS: THE SOLUTION TO (ALMOST) ALL YOUR GRADING PROBLEMS

## WHAT IS A RUBRIC?

- “A rubric is a scoring tool that lays out specific expectations for an assignment” (Stevens & Levi, p.3)
- “A rubric is a scoring tool that lists the criteria for a piece of work, or ‘what counts’ (for example, purpose, organization, details, voice, and mechanics are often what count in a piece of writing); it also articulates gradations of quality for each criterion, from excellent to poor.”(Heidi Goodrich Andrade)
- Relationship to grade can be flexible



# FACULTY TESTIMONY

In this workshop, three FIT faculty will discuss their experiences using rubrics for grading:

Michael Hyde, English and Communications Studies

- General rubric: FIT's Standardized Responses to Student Writing
- Project-specific rubric, EN 336 From Gothic to Horror



# RUBRICS HAVE NO RULES: TYPES OF RUBRICS AND GRADING GUIDES

## **HOLISTIC SCORING GUIDE**

From the Derek Bok Center for Teaching and Learning, Harvard (excerpt)

### **The C Paper.**

The C paper has a thesis, but it is vague and broad, or else it is uninteresting or obvious. It does not advance an argument that anyone might care to debate. "Henry James wrote some interesting novels." "Modern cities are interesting places."

The thesis in the C paper often hangs on some personal opinion. If the writer is a recognized authority, such an expression of personal taste may be noteworthy, but writers gain authority not merely by expressing their tastes but by justifying them. Personal opinion is often the engine that drives an argument, but opinion by itself is never sufficient. It must be defended.

The C paper rarely uses evidence well; sometimes it does not use evidence at all. Even if it has a clear and interesting thesis, a paper with insufficient supporting evidence is a C paper.

The C paper often has mechanical faults, errors in grammar and spelling, but please note: a paper without such flaws may still be a C paper.

# STRUCTURED OBSERVATION GUIDE

Using a Scoring Guide or Rubric

147

## Exhibit 9.8. A Structured Observation Guide for a One-Act Play

*The effectiveness of each of the following in conveying the production's meaning or theme:*

*Notes*

Pace and rhythm

Characterizations

Stage presence and business

# More Faculty Feedback

Amy Werbel, History of Art

Excerpt of  
completed rubric:

Docent Presentation Component:	Comments: (Student name)- Alberto Burri exhibition
<p>ORGANIZATION:</p> <ul style="list-style-type: none"><li>The student presents information in a logical order and sums up important points in a conclusion</li></ul>	<p>Good introduction to the Museum – could be a bit more overview of Burri’s life and the purpose of the show – is this a retrospective? Work from a specific phase of his career?</p> <p>Needs a conclusion.</p>
<p>CONTENT:</p> <ul style="list-style-type: none"><li>General information about the exhibition is provided about the subject, organization, and significance of the exhibition</li><li>Student demonstrates excellent comprehension of the exhibition presented, including information derived from wall text, pamphlets, websites, and/or other information provided to explain the work on display.</li></ul>	<p>Nice job describing the concepts underlying this abstract work, and showing us examples you were able to get off the Internet.</p> <p>This work is very abstract to be tied to such narrative themes (the passion of Christ, imperialism, etc). Thoughts about that?</p>



## Another excerpt:

### PRESENTATION:

- Slides are clear, professional in style, and spelling and grammar are correct in text – students should NOT use distracting themes, sounds, or effects
- Images presented are of high quality and have captions below stating artist, title, and date
- The presentation is fully-prepared and well rehearsed
- Speech is clear, with moderate pace and good volume
- The student looks out at the audience in an engaging and confident manner. Do NOT face the screen or include long passages of text in your slides
- Time is well used and appropriate to the assignment (app. 10 minutes)

2:25-2:35 - perfect amount of time

Slides look very nice – nice, clean and modern format

Your voice is a bit soft. Try to speak out towards the audience more, and project your voice louder to the back of the room.

This is nicely-prepared.

# Creating a Rubric In Blackboard

## Online Self-Guided Tutorials – Includes “How to Create a Rubric in Blackboard”

All faculty have access to the **Blackboard Faculty Resource**, located on your Blackboard Home page under **My Organizations** once you login to [fitnyc.open.suny.edu/](http://fitnyc.open.suny.edu/) This resource contains numerous self guided tutorials including one on rubrics.

Name	All-Class Discussion Forum Rubric
Description	For weeks when you are contributing to an all-class discussion forum.
Rubric Detail	

Criteria	Levels of Achievement		
	Novice	Competent	Proficient
Knowledge and Detail Weight 40.00%	0 %	50 %	100 %
Collegial Replies and Contributions Weight 30.00%	0 %	50 %	100 %
Number of Posts Weight 30.00%	0 %	50 %	100 %



# Scoring Guide Rubric

From [http://assessment.uconn.edu/docs/How\\_to\\_Create\\_Rubrics.pdf](http://assessment.uconn.edu/docs/How_to_Create_Rubrics.pdf)

Task: Each student will make a 5-minute presentation on the changes in one community over the past 30 years. The student may focus the presentation in any way he or she wishes, but there needs to be a thesis of some sort, not just a chronological exposition. The presentation should include appropriate photographs, maps, graphs, and other visual aids for the audience.

	Criteria	Comments	Points
Knowledge/understanding 20%	The presentation demonstrates a depth of historical understanding by using relevant and accurate detail. Research is thorough and goes beyond what was presented in class or in the assigned texts.		
Thinking/inquiry 30%	The presentation is centered around a thesis, which shows a highly developed awareness of historiographic or social issues and a high level of conceptual ability.		
Communication 20%	The presentation is imaginative and effective in conveying ideas to the audience. The presenter responds effectively to audience reactions and questions.		
Use of visual aids 20%	The presentation includes appropriate and easily understood visual aids, which the presenter refers to and explains at appropriate moments in the presentation.		
Presentation skills 10%	The presenter speaks clearly and loudly enough to be heard, using eye contact, a lively tone, gestures, and body language to engage the audience.		



# MINIMAL RUBRIC/RATING SCALE RUBRIC

Butler University – Perspectives in the Creative Arts – Rubric for SLO #1 (Idea item #6): Develop Creative Capacities	Reviewer initials
	Paper #
Type of data (pre-post? Essay? Image? Video?)	

## Creative Capacities

	Not Applicable	No/little proficiency	Some proficiency	Proficiency	High Proficiency
	1	2	3	4	
<b>1. Visual Criteria – (Art)</b> Creative work demonstrates proficiency with: Compositional elements (balance, unity, scale/proportion, focal point) Formal elements (line, shape, value, color, space, texture ) Craft/handling of materials (engaging delivery of content through materials) Understanding/Awareness of Process (performative dimension of creativity)					
<b>2. Performance Criteria (Music)</b> demonstrates Effective use of the physical instrument and/or vocal body to communicate Engaging delivery of intellectual and/or emotional content Demonstrates elements of effective musical performance (energy, dynamic, rhythm, tempo, vocal quality, visual effect) Understanding/Awareness of Process (performative dimension of creativity)					
<b>3. Performance Criteria (Theatre/Dance)</b> Demonstrates understanding of performer/audience relationship (space, interaction, intention) Utilizes effective elements of performance (energy, dynamics, vocal quality, physical presence, visual components, pace) Demonstrates understanding of context (historical, social, genre/style, artist, intention ) Self-awareness of development and engagement through technique					

From J. Joesph Hoey IV and Jill L. Ferguson, *Reframing Quality Assurance in Creative Disciplines. Evidence from Practice*. Common Ground Publishing, 2015.



# Faculty Perspective: Checklist Rubric

Jada Schumacher, Communication Design

Learning Outcomes, CD 234

## **LEARNING OUTCOMES:**

Upon completion of this course, students will be able to:

- Identify and mix paint.
- Understand color relativity and interaction.
- Develop color schemes and systems to design projects.
- Experience color using a variety of media.
- Develop skills in identifying, mixing and matching color.
- Demonstrate color and lighting choices to create visual impact.
- Use color as an important part of design.
- Understand reflected and projected light as a crucial influence.
- Understand the general principles, theories, and terminology of color.
- Understand color as a principle of design.
- Become proficient on aspects of digital color management in design.



# ASSIGNMENT TINTS, TONES AND SHADES

## TINTS, TONES, AND SHADES PROJECT BRIEF:

Make a geometric design inspired by one Owen Jones pattern. Paint the exact pattern three times using one color of your choice to create a tint, tone and shade version of your design.

Tints = White to 40%

Tone = 40% to 65%

Shade = 65% to 100%

Assemble paintings and cut Bristol paper to make a set of 3 5x5" matted painted squares for the final project. (See project images uploaded to Blackboard.)

## PROCESS:

1- Research patterns by Owen Jones from his book, *The Grammar of Ornament*. Pick 5 different patterns that are interesting to you. Save images of these patterns. You will create your own geometric designs inspired by these images from Owen Jones' book. You will choose one design to paint for the final project. (As you work, consider what type of design will work best for the required project output. Make sure you will be able to paint your created design.)

2- Make 3 or more quick thumbnail sketches (about 2" x 2" each) based on each of the 5 Owen Jones patterns to brainstorm the geometric design to use in your project. You will have a total of 15 or more thumbnail exploration sketches. Save these sketches.

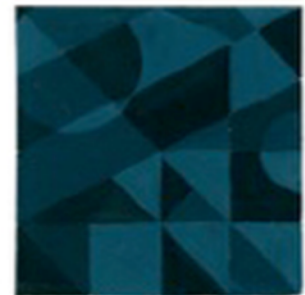
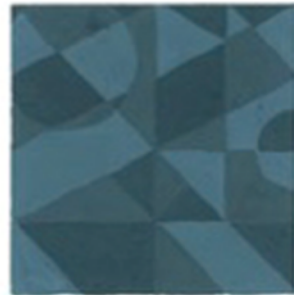
3- Choose any 4 of these thumbnails and refine them as your own 4.25" x 4.25" sketches of geometric designs. Save these sketches.

4- Choose one of these geometric design sketches to use for your final painting project. Refine the sketch into a finished drawing design to paint.

5- Paint the exact geometric design as a 4.25" x 4.25" square (on a 6" x 6" or larger sheet of bristol paper) using tints (White to 40%). You can use a small amount of tones and/or shades to create a more dynamic composition.



# PROJECT EXAMPLE



# Grading Rubric

CD234 Color Studies | Jada Schumacher | Name: \_\_\_\_\_

## **Tints Tones Shades | each category ranked out of 10 (10 = fabulous, 1 = weak)**

*research/ideation/process:* The depth and breadth of the problem definition and analysis and the generation of potential solutions to the design problem

\_\_\_likely needed more iterations to nail end result

*concept:* The creativity, originality, and effectiveness of the solution + the understanding of the principles involved.

\_\_\_great understanding of tints, tones, and shades

\_\_\_good arrangement of values to make the patterns on squares look different from each other

\_\_\_tints are not right in value

\_\_\_tints too saturated

\_\_\_tones are not right in value

\_\_\_tones too saturated

\_\_\_shades are not right in value

\_\_\_shades too saturated

\_\_\_composition of tint and tone squares too similar in the way the resultant pattern is perceived

\_\_\_composition of tint and shade squares too similar in the way the resultant pattern is perceived

\_\_\_composition of tone and shade squares too similar in the way the resultant pattern is perceived

\_\_\_composition of tint and shade squares too similar in the way the resultant pattern is perceived

Concept and process grade (50% of grade): \_\_\_\_\_



# HOW TO CREATE A DESCRIPTIVE RUBRIC

- A well-designed rubric begins with a well-designed assignment; first step is reflecting on assignment
- Activity: Drafting a rubric
- Brainstorm list of criteria/dimensions and group together
- Think about how each criteria should be evaluated (e.g. quality? quantity? frequency? Impact or consequence?)
- Fill in top category – what would your dream paper (or other student work) look like?
- Select intermediate level(s), including one that is “satisfactory” – all basic standards are met (“meets expectations” )
- Bottom category – what characterizes unacceptable work?
- Check your rubric: Is it written in student language? Are criteria positively stated when possible? Are the differences in categories observable?

# SUGGESTIONS

- Provide to students when assignment is given out
- Consider having students create rubrics with you
- Consider having students use rubrics for self- and peer-assessment and then allowing them to review
- Use rubrics while grading.
- Revise, revise, revise

# Making Feedback Easy

	Exemplary	Competent	Developing
Individual organization 20%	The individual presentation was well organized in itself with an introduction body and conclusion. That organization was emphasized and made clear to the audience through the use of appropriately captioned PowerPoints, overheads, or handouts.	The individual presentation was mostly well organized but there were problems with the introduction, body, or conclusion. The presenter used PowerPoints overheads, or handouts, but these were too wordy or too vague to help the audience follow the organization.	The presentation was mostly well organized but there were problems with the introduction, body, or conclusion. The presenter used PowerPoints, overheads, or handouts, but these were too wordy or too vague to help the audience follow the organization.
Individual content 20%	Facts and examples were detailed, accurate, and appropriate. Theories referenced were accurately described and appropriately used. Analyses, discussions, and conclusions were explicitly linked to examples, facts, and theories.	Facts and examples were mostly detailed, accurate, and appropriate, but there were lapses. Theories were referenced, but they were either not accurately described or not appropriately used. The connection between analyses, discussions, and conclusions is evident or implied but not explicitly linked to examples, facts, and theories.	Facts and examples were mostly detailed, accurate, and appropriate, but there were lapses. Theories were referenced, but they were either not accurately described or not appropriately used. The connection between analyses, discussions, and conclusions is evident or implied but not explicitly linked to examples, facts, and theories.

From Danielle Stevens and Antonia J. Levi, *Introduction to Rubrics. An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning*. Stylus, 2005.



# PROVIDING INDIVIDUALIZED FEEDBACK

Individualized comments can be provided in box on side of each row

And/or in a box or space at the bottom of the rubric!

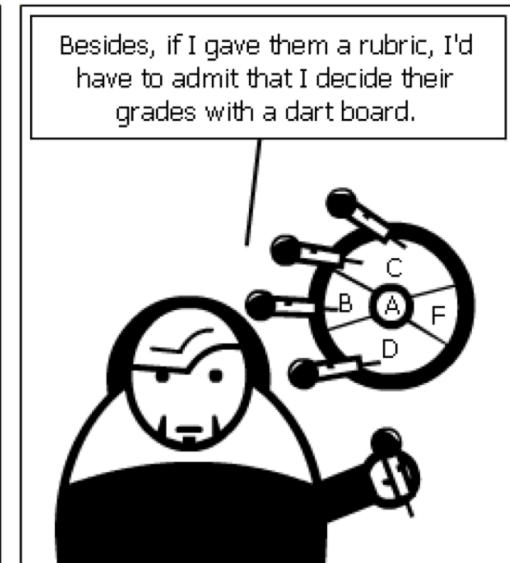
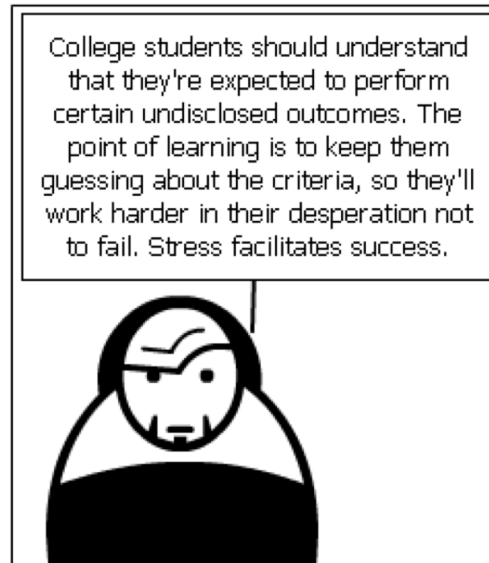
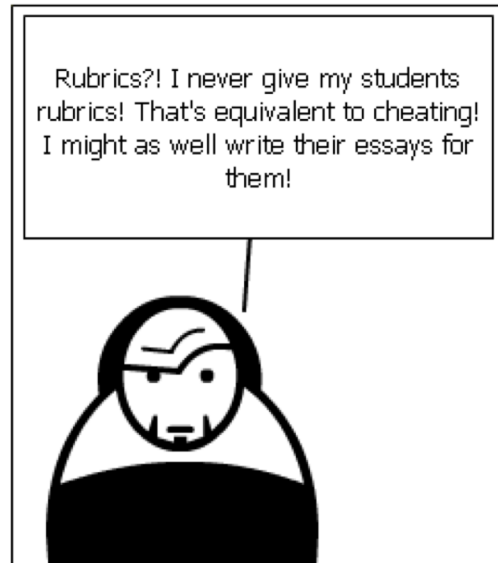
	<b>Exemplary</b>	<b>Competent</b>	<b>Needs Work</b>	<b>Comments</b>
<b>Data analysis</b>	Data are presented in ways (charts, tables, graphs) that best facilitate understanding and interpretation. Error analysis is included.	Data are presented in ways (charts, tables, graphs) that can be understood and interpreted, although not as clearly as they might be. Error analysis is included.	Data are presented in ways (charts, tables, graphs) that are very unclear. Error analysis is not included.	<i>The chart on p. 2 helps readers see the relative percentages, but the table on p. 4 is confusing and difficult to read.</i>  (From Colorado State)



# REVIEW OF BENEFITS

- Makes learning goals and instructor expectations clearer and more transparent
- Provides students with more timely and detailed feedback
- Saves faculty time
- Enhances student learning
- Increase in transparency means that grades feel less subjective to students – fewer grading complaints

## Rubrics & the Secret to Grading



www.stripgenerator.com

# RUBRICS AND THE A WORD (ASSESSMENT)

By aggregating data, faculty can find out how an entire class is doing in the different areas.

Made up scores for a class of 25 students, FIT Writing Rubric:

Student Writing	Excellent	Good	Approaching Standards	Needs Improvement
Purpose	10	12	2	1
Organization	5	10	5	5
Content	8	8	6	4
Language	3	10	6	6
Mechanics	15	7	3	0



In Blackboard, faculty can run a “Rubric Evaluation Report” that provides average scores for each criterion and shows the frequency distribution. Instructions are in the Blackboard Help section on rubrics.



# DIGGING INTO THE DATA

## LOOKING AT THE SAME INFORMATION IN OTHER WAYS

Student Writing	Excellent (4)	Good (3)	Approaching Standards (2)	Needs Improvement (1)	AVERAGE
Purpose	10	12	2	1	3.24
Organization	5	10	5	5	2.6
Content	8	8	6	3	2.84
Language	3	10	6	6	2.4
Mechanics	15	7	3	0	3.48

Student Writing	Excellent/Good	% of class meeting expectations	Approaching Standards/Needs Improvement	% of class below expectations
Purpose	22	88%	3	12%
Organization	15	60%	10	40%
Content	16	64%	9	36%
Language	13	52%	12	48%
Mechanics	22	88%	3	12%



# RESOURCES

Faculty can find rubrics on nearly any topic through web searches. Many institutions provide information on creating rubrics

University of Connecticut has a good handout on creating rubrics:

[http://www.assessment.uconn.edu/docs/How to Create Rubrics.pdf](http://www.assessment.uconn.edu/docs/How_to_Create_Rubrics.pdf)

AAC&U Value Rubrics: 17 rubrics used at institutions across the U.S.

<https://www.aacu.org/value>

Rubistar: Online tool for creating rubrics; library of rubrics created by others. <http://rubistar.4teachers.org/index.php>

iRubric: Rubric development, assessment and sharing tool.

<http://www.rcampus.com/indexrubric.cfm>

