

Scoring Rubrics in the Classroom: Using Performance Criteria for Assessing and Improving Student Performance

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Goals of Presentation

- **Determine how rubrics can support instruction and improve student achievement**
- **Define performance standards and levels**
- **View/create different types of rubrics**

An Important Lesson from the Farm

A pig doesn't get
any fatter merely
by weighing it.

Big Picture



Assessment is the ongoing,
systematic examination of student
learning and the learning
environment.

An Assessment Question: How Do You Know...

...that students walk out your door looking like you want them to? What behaviors have they exhibited or products have they produced? What are the indicators for your goals?

What do you do in your classes to assess student learning?

Assessment

- Selected Response (multiple choice, true-false, and matching)
 - answers right or wrong (objective)
 - assesses knowledge in isolation
- Constructed Response (essay tests, create tangible product, perform demonstration)
 - demonstrates application (subjective)
 - assesses learning in authentic manner

Performance Criteria

- Guidelines
- Rules
- Principles
- Words

Makes a subjective process as clear, consistent, and defensible as possible.

Checklists “It’s a Start”

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none">• Components of Skill Identified• Yes/No Response –• Present/Not Present• No Judgment of Quality | <ul style="list-style-type: none">• Checklist for a letter<ul style="list-style-type: none">– Date flush at top– Address– Greeting– Body– Salutation– Signature |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Performance List

• Graph Assignment

- Type of graph 5 pts
- Title appropriate 5 pts
- Axes are clear 10pts
- A key for data is understandable 5pts
- Graph is neat 10pts
- Graph interpret 5pts

• Components of Skill Identified

- Components Scored
- Choices for Quality
- Choices for Weighting
- Lack of Detailed Description of Performance Level

Critical Thinking in a Writing Environment: Grading and Assessing

<u>Traits:</u>	3	2	1
<i>Critical Thinking</i> (after Wolcott & Lynch)			
1. Identifying	—	—	—
2. Exploring	—	—	—
3. Prioritizing	—	—	—
4. Revisioning	—	—	—
<i>Writing</i>			
5. Consistent focus on topic or issue	—	—	—
6. Claims founded upon evidence	—	—	—
7. Language appropriate for the audience	—	—	—
8. Appropriate writing mechanics	—	—	—
9. Scholarly bibliographic support	—	—	—

Scoring:

27-23	Exceeds expectations
22-16	Meets expectations
15- 9	Does not meet expectations

Critical Thinking in a Writing Environment: Grading and Assessing

<u>Traits:</u>	3	2	1
<i>Critical Thinking</i> (after Wolcott & Lynch)			
1. Identifying	—x—	—	—
2. Exploring	—	x—	—
3. Prioritizing	—	x—	—
4. Revisioning	—	—	x—
<i>Writing</i>			
5. Consistent focus on topic or issue	—x—	—	—
6. Claims founded upon evidence	—	—	x—
7. Language appropriate for the audience	—	x—	—
8. Appropriate writing mechanics	—	x—	—
9. Scholarly bibliographic support	—x—	—	—

Score = 19

Scoring:

27-23	Exceeds expectations
22-16	Meets expectations
15- 9	Does not meet expectations

Critical Thinking in a Writing Environment: Grading and Assessing

<u>Traits:</u>	3	2	1
<i>Critical Thinking</i> (after Wolcott & Lynch)			
1. Identifying	12	13	5
2. Exploring	11	15	4
3. Prioritizing	8	16	6
4. Revisioning	3	12	15
<i>Writing</i>			
5. Consistent focus on topic or issue	22	5	3
6. Claims founded upon evidence	14	12	4
7. Language appropriate for the audience	16	9	5
8. Appropriate writing mechanics	4	15	11
9. Scholarly bibliographic support	6	16	8

QUESTION: What part(s) of the curriculum deserves special attention?

Rubrics

“The essence of what we look for in judging quality and reflects best thinking as to what constitutes good performance.”

Rubrics

- Components Identified
- Performance Scale
 - All levels defined and described
 - May describe examples of actual performance

Unsatisfactory	Satisfactory	Exemplary
Inconsistent in performance and little to no understanding of concepts	Demonstrates general understanding of concepts and performs consistently with success.	Demonstrates detailed understanding of concepts and performs almost flawlessly.

Rubric Benefits

- **Accuracy/Consistency in Scoring**
- **Improved Instruction**
 - Sets/clarifies expectations/standards
 - Provides feedback clues
 - Areas of learning/instructional weakness/effectiveness
- **Student Control**
 - Less guessing
 - Self assessing
 - Less blaming

Types of Rubrics

- **Holistic**
 - Single Score/Rating overall impression of work
 - Best for judging simple performance
 - Quick snapshot (large groups)
- **Trait**
 - Components identified/separated out
 - Scoring for each component
 - Feedback wanted on individual components

Group Interaction Rubric "Holistic"

- **High** - The student....
 - Invites contributions from others
- **Middle** - The student....
 - Responds to opinions or ideas of others but does not volunteer them
- **Low** – The student....
 - Monopolizes conversation or completely uninvolved

Information Processing "Trait"

Area	Unsatisfactory	Basic	Satisfactory	Exemplary
Interprets Information	Grossly misinterprets info. gathered	Makes some errors in interpretation of info.	Accurately interprets info. gathered	Interprets info. In accurate and highly insightful ways
Assesses Value of Information	Makes little or no attempt to determine info. Credibility	Makes some errors in determining if info. Is credible	Accurately determines whether info. Is credible	Analyzes info. In detail, accurately and insightfully

Area	Unsatisfactory	Basic	Satisfactory	Exemplary
Information Gathering Techniques & Resources	Fails to use most important info-gathering techniques or resources	Fails to use some info-gathering techniques and resources	Uses important info-gathering techniques and resources	Uses important info-gathering techniques and resources. Identifies little known resources or unique techniques

What We're *Really* Looking for is:

**Way Better than Good Enough
Good Enough
Not Good Enough**

That's Enough!



Closing Thought

“The enemy of the good
is the perfect.”