



LEARNING & APPLIED RESEARCH and EDUCATION TECHNOLOGY

connecting for learning and innovation



INSIDE THIS BOOKLET

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RUBRICS

WHAT IS A RUBRIC?

What is a rubric?

A rubric is a guide for scoring as part of an assessment process. Rubrics clearly outline the expectations of an assignment and the criteria that will be used to assess the level of competency a student has illustrated, and how marks will be assigned. Rubrics divide an assignment into parts and provide a detailed description of what is required to achieve specific levels of performance or competencies.

Why develop rubrics?

- Communicates to students the standards required to achieve various grading levels.
- Offers a reduction in time used to provide written feedback to students.
- Supports students in developing self-assessment skills.
- Reduces bias in marking and offers more consistency to student feedback.
- Encourages critical thinking and synthesizing information that support students in illustrating their learning.
- Increases validity of grades.
- Supports faculty and instructors in helping refine teaching skills – trends, gaps and student success are more visible.

KEY QUESTIONS?

Key questions to consider prior to and when developing a rubric

- Why do you want students to complete an assignment? What learning do you hope students will illustrate and why – content, skill or a combination of both, and at what competency level?
- How does an assignment relate to the rest of the course and course learning outcomes?
- What knowledge and skills do students require to do the assignment? Where in the course do they acquire that knowledge?
- Why are you developing a rubric?
- How does the rubric align with the learning outcome/s you are trying to measure?
- What are the criteria or essential elements that must be present in an assignment to ensure that it is of the highest quality?
- How many levels of achievement will be included on the rubric and how will each level translate into a grade range to support your grading scheme? What criteria will you use to determine this?
- How will you ensure that each criterion, component or element of quality that will be measured, is described in detail to what is required and what each achievement level must look like?
- What types of additional comments will support students in being successful?

TIPS FOR USING RUBRICS

Tips for Using Rubrics to Support Student Success

- Provide students with all rubrics and assignment descriptions at the beginning of a course. Refer to the assignments and rubrics throughout the course.
- Have students self-assess their assignments and submit their completed rubric with each assignment.
- Highlight the achieved level of performance for each criterion on the rubric. Include any additional comments that are not included on the rubric but are important for students to know.
- If students submit assignments into an electronic drop box, ensure your rubric is created as a fillable form.
- Start your rubric with the highest elements of performance.

SAMPLE RUBRICS

Sample Rubrics

Faculty and Instructors determine how to introduce assignments and rubrics. The more information that is provided to students, the greater their success will be in being able to illustrate their learning to the required expectation.

Forum Posts

Due date: See below length

12-point font

Marks: Forum Post: 5% Forum Comments: 10%

Electronic forums are a way for learners and instructors to share their ideas and reflections on a vast array of topics. As a collaborative space, forums are intended to be an outlet to share ideas and perspectives on related course topics.

Forum Post: You are required to write a short argumentative forum post based on an aspect from one of the course readings or class discussions. Students will sign up for the due date of their forum post at the beginning of the course.

- The forum post must be at least 350 words (28 sentences).

FORUM POSTS

FORUM COMMENTS

- The post must clearly state a position on the issue.

Forum Comments: You are required to comment at least five times on the posts produced by classmates. Comments must raise questions, confirm perspective or bring other positions to the discussion.

- Each post must be at least 150 words (12 sentences). Comments such as “I agree” with the author are not sufficient.
- Forum comments must be spread over the term, i.e. there must be a minimum of four posts prior to Reading Week.

Evaluation: This assignment will be evaluated based on the rubric attached.

EVALUATION

See Samples on following pages ...

Sample 1

EXEMPLARY	SATISFACTORY	UNSATISFACTORY
The forum post perspective is insightful and creates substantial interest among peers.	The forum post perspective is clear and adept, and creates interest among peers.	The forum post perspective is incomplete or lacks elaboration. Limited interest generated among peers.
The organization of the post exhibits a logical progression of ideas with a clear structure.	Two or more parts of the organization of the post require further development.	The organization of the post requires further development.
Punctuation, spelling and capitalization are correct.	Punctuation, spelling and capitalization are generally correct (less than 3 errors).	Punctuation, spelling and capitalization require further development (more than 3 errors).
The forum post meets or exceeds the required word count.	The forum post meets the required word count.	The forum post does not meet the required word count.
The forum questions are insightful and meet or exceed the required number.	The forum questions are clear and meet the required number.	The forum questions are incomplete or irrelevant to the topic. Less than five questions are presented.

Sample 2

EXEMPLARY IDENTIFY POINT RANGE	SATISFACTORY IDENTIFY POINT RANGE	MINIMAL IDENTIFY POINT RANGE	UNSATISFACTORY IDENTIFY POINT RANGE
<p>Critical Analysis</p> <p>Postings illustrate an excellent understanding of readings, concepts presented and how the concepts relate to real world situations. Quotations are documented according to APA standards.</p>	<p>Critical Analysis</p> <p>Discussion postings generally display an understanding of the required readings and how concepts relate to real world situations. Most quotations are documented according to APA standards.</p>	<p>Critical Analysis</p> <p>Discussion postings repeat and summarize basic, correct information. The posts do not link to the readings or identify how the concepts relate to real world situations. Quotations from research are absent and not documented.</p>	<p>Critical Analysis</p> <p>Discussion postings show little or no evidence that readings informed the posting. Postings identify opinions, feelings or vague statements such as "I agree" rather than informed from readings. No quotations or how the concept transfers to real world situations present.</p>
<p>Contribution to Learning Community</p> <p>Discussion postings consistently stimulate further dialogue by building on peers' responses including</p> <ul style="list-style-type: none"> • building a focused argument around a specific issue, or • asking a new related question or • identifying differing perspectives supported by related research. 	<p>Contribution to Learning Community</p> <p>Discussion postings frequently stimulate further dialogue by building on peers' responses including</p> <ul style="list-style-type: none"> • building a focused argument around a specific issue, or • asking a new related question or • identifying differing perspectives supported by related research. 	<p>Contribution to Learning Community</p> <p>Discussion postings periodically stimulate further dialogue by building on peers' responses including</p> <ul style="list-style-type: none"> • building a focused argument around a specific issue, or • asking a new related question or • identifying differing perspectives supported by related research. 	<p>Contribution to Learning Community</p> <p>Discussion postings are few and no evidence of response to peers' postings or of posing questions that would stimulate further discussion on the subject.</p>

EXEMPLARY IDENTIFY POINT RANGE	SATISFACTORY IDENTIFY POINT RANGE	MINIMAL IDENTIFY POINT RANGE	UNSATISFACTORY IDENTIFY POINT RANGE
<p>Frequency of posts</p> <p>Discussion postings and responses to peers' posts are consistently made throughout the course.</p>	<p>Frequency of posts</p> <p>Discussion postings and responses to peers' posts are made frequently throughout the course.</p>	<p>Frequency of posts</p> <p>Discussion postings and responses to peers' posts are made throughout the course.</p>	<p>Frequency of posts</p> <p>Discussion postings are infrequent at most times just before the discussion concludes. Responses to peers' posts are absent.</p>
<p>Discussion Forum Etiquette</p> <p>Discussion forum posts consistently show respect for and sensitivity to peers' perspectives and beliefs.</p>	<p>Discussion Forum Etiquette</p> <p>Discussion forum posts frequently show respect for and sensitivity to peers' perspectives and beliefs.</p>	<p>Discussion Forum Etiquette</p> <p>Discussion forum posts generally show respect for and sensitivity to peers' perspectives and beliefs.</p>	<p>Discussion Forum Etiquette</p> <p>Discussion forum posts comments frequently lack respect for and sensitivity to peers' perspectives, viewpoints or beliefs.</p>
<p>Quality of writing and proofreading</p> <p>Written responses are presented professionally and are free of grammatical, spelling or punctuation errors.</p>	<p>Quality of writing and proofreading</p> <p>Written responses are presented professionally and have few grammatical, spelling or punctuation errors.</p>	<p>Quality of writing and proofreading</p> <p>Written responses have some grammatical, spelling or punctuation errors that may impact the quality of the message to the reader.</p>	<p>Quality of writing and proofreading</p> <p>Written responses contain numerous grammatical, spelling or punctuation errors that significantly impact the quality of the message to the reader. The presentation detracts from peers engaging with the post.</p>

Sample 3

REFLECTION PAPERS – The Family

Due date: **Length:** Maximum 3 pages, double-spaced, 12-point font **Marks:** 10%

As identified in Chapter 12, The Systems Context, optimal development occurs within the family construct. Write a reflective paper that discusses your perspective of what is meant by the term family. The questions below are intended to provide ideas to support your thinking process on families.

1. How do you define family? What is meant by a modern family? Is a modern family today different from fifteen years ago? If so, how? Is the concept of family similar or different across various cultures in Canadian society? Does the concept of family depend on where you live? Why or why not?
2. When you think of families that you have interacted with or encountered, what behaviours, values or characteristics have they exhibited that are different from your family experience? How are they different? How do family dynamics impact your work?

Evaluation: This assignment will be evaluated according to the rubric attached for reflective papers.

EXEMPLARY	WELL DONE	SATISFACTORY	UNSATISFACTORY
Introduction is well-developed and communicates detailed background information and layout for paper.	Introduction communicates detailed background information and layout for paper.	Introduction provides general background information, but requires further development in detail of either the background or expected layout for the paper.	Introduction and background details require further development in focus, clarity and relationship to topic. Detail on the expected layout of the paper requires further development.
Five to seven main points are well developed and relate to the core question being addressed.	At least four of the points are developed, but one or more may lack details. The narrative communicates the key points.	Three of the main points are present. Three or more parts of the narrative require further detail.	There are less than three points present. The narrative is underdeveloped.

EXEMPLARY	WELL DONE	SATISFACTORY	UNSATISFACTORY
The organization of the paper exhibits a logical progression of ideas with a clear structure. Transitions are effective.	The organization of the paper has a logical progression of ideas. Transitions are present.	Two or more parts of the organization of the paper require further development to create a logical progression of ideas. Transitions are generally present.	The organization of the paper requires further development. Transitions are not evident or require further development.
The style and sentence flow are strong. Diction is consistent and words well chosen.	The style and sentence structure are clear. Diction is consistent.	At least five sentences require further development. Diction is appropriate.	More than five sentences require further development. Diction requires further development.

Sample 4

ePORTFOLIO ASSIGNMENT

Due date:

Marks: 25%

The purpose of an ePortfolio is to provide students with the opportunity to collect and reflect on work they have completed throughout a course. An ePortfolio is intended for students to effectively showcase their learning, reflections and perspectives through written and pictorial documents. Documenting learning and reflection further support students in critically assessing how they transfer learning to practice and, most importantly, to making learning visible by way of critical reflection and documentation.

EXCELLENT	DEVELOPING	REQUIRES FURTHER DEVELOPMENT
<p>Criteria ePortfolio Navigation Menu</p> <ul style="list-style-type: none"> • Welcome • Goals and Outcomes • Community Service <p><input type="checkbox"/> Navigation looks great. <input type="checkbox"/> Student has used creativity with navigation tabs.</p>	<p>Criteria ePortfolio Navigation Menu</p> <ul style="list-style-type: none"> • Welcome • Goals and Outcomes • Community Service <p><input type="checkbox"/> Navigation looks good.</p>	<p>Criteria ePortfolio Navigation Menu</p> <ul style="list-style-type: none"> • Welcome • Goals and Outcomes • Community Service <p><input type="checkbox"/> Missing tabs. <input type="checkbox"/> Tabs incorrectly ordered or not clearly documented.</p>
<p>Criteria Welcome Page</p> <ul style="list-style-type: none"> • Introduction to ePortfolio • Summary or Highlights <p><input type="checkbox"/> Engaging welcome page. <input type="checkbox"/> Well-developed context and summary of content. <input type="checkbox"/> Engaging illustrations/photos.</p>	<p>Criteria Welcome Page</p> <ul style="list-style-type: none"> • Introduction to ePortfolio • Summary or Highlights <p><input type="checkbox"/> Sufficient content. <input type="checkbox"/> Sets minimal context for ePortfolio. <input type="checkbox"/> Sufficient introduction to the creator's background and purpose. <input type="checkbox"/> Photos/graphical elements.</p>	<p>Criteria Welcome Page</p> <ul style="list-style-type: none"> • Introduction to ePortfolio • Summary or Highlights <p><input type="checkbox"/> No/not enough content. <input type="checkbox"/> No context for the ePortfolio. <input type="checkbox"/> Summary of content missing. <input type="checkbox"/> No photos/graphical elements.</p>

EXCELLENT	DEVELOPING	REQUIRES FURTHER DEVELOPMENT
<p>Criteria Portfolio Pages</p> <ul style="list-style-type: none"> • Student Learning • Reflections on Learning and Transfer to Practice <p><input type="checkbox"/> Well developed introduction.</p> <p><input type="checkbox"/> Learning showcased effectively.</p> <p><input type="checkbox"/> Reflections are comprehensive.</p> <p><input type="checkbox"/> Reflections describe the relationship of learning to practice.</p> <p><input type="checkbox"/> Photos/graphics support submissions.</p>	<p>Criteria Portfolio Pages</p> <ul style="list-style-type: none"> • Student Learning • Reflections on Learning and Transfer to Practice <p><input type="checkbox"/> Basic introduction.</p> <p><input type="checkbox"/> Learning identified but not showcased with examples, graphics or illustrations.</p> <p><input type="checkbox"/> Reflections are limited and relationship to practice is limited.</p> <p><input type="checkbox"/> Photos/graphics are limited and may not necessarily be connected to learning or reflections.</p>	<p>Criteria Portfolio Pages</p> <ul style="list-style-type: none"> • Student Learning • Reflections on Learning and Transfer to Practice <p><input type="checkbox"/> No introduction provided.</p> <p><input type="checkbox"/> The organization of the assignment is challenging to follow.</p> <p><input type="checkbox"/> Learning components are not connected to reflections.</p> <p><input type="checkbox"/> Reflections and photos/graphics are minimal and may not necessarily connect to the topic being described.</p>
<p>Criteria Community Service Learning</p> <ul style="list-style-type: none"> • Describes community work as it relates to transferring learning to practice <p><input type="checkbox"/> Community service evident and illustrates how learning is being transferred to practice.</p> <p><input type="checkbox"/> Photos/illustrations reflect topics presented.</p>	<p>Criteria Community Service Learning</p> <ul style="list-style-type: none"> • Describes community work as it relates to transferring learning to practice <p><input type="checkbox"/> Limited descriptors of community service in relation to learning and transfer of learning to practice.</p>	<p>Criteria Community Service Learning</p> <ul style="list-style-type: none"> • Describes community work as it relates to transferring learning to practice <p><input type="checkbox"/> This section is absent from assignment.</p>