

Designing rubrics for competency-based assessments



COMMONWEALTH *of* LEARNING



Common mistakes and how
to avoid and overcome them

Criteria - mistakes

1. Not measuring the learning
2. Having multiple factors in the criterion – i.e. criterion is measuring more than one thing
3. Creating criteria for nonessential features e.g. spelling, neatness,
4. Unclear

1. Criteria – not measuring learning

- Does the criteria (skill / behaviour) measure the PC?
- Can the criteria be demonstrated with the assessment method / task chosen?
- Has it been learnt/practiced before its assessed?

2. Criteria – multiple factors

Verbal presentation of topic:

	5 pts	4pts	3pts	2pts	1pts
Topic Mastery (Clarity)	Complete mastery of topic	A lot of mastery of topic	Good Mastery of topic	Little mastery of topic	No mastery of topic.
Posture and tone	Excellent Posture and Tone	Very Good Posture and Tone	Good Posture and Tone	Posture and Tone could be better	Posture and Tone need to improve
Creativity	Unique	Very Creative	Creative	Somewhat Creative	Needs to be more Creative.

3. Criteria – non-essential

Neatness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout, and neatness.	The poster is acceptably attractive, although it may be a bit messy.	The poster is messy or very poorly designed.
Grammar	There are no mistakes in grammar, punctuation, or spelling.	There are 1-2 mistakes in grammar, punctuation, or spelling.	There are 3-4 mistakes in grammar, punctuation, or spelling.	There are more than 4 mistakes in grammar, punctuation, or spelling.

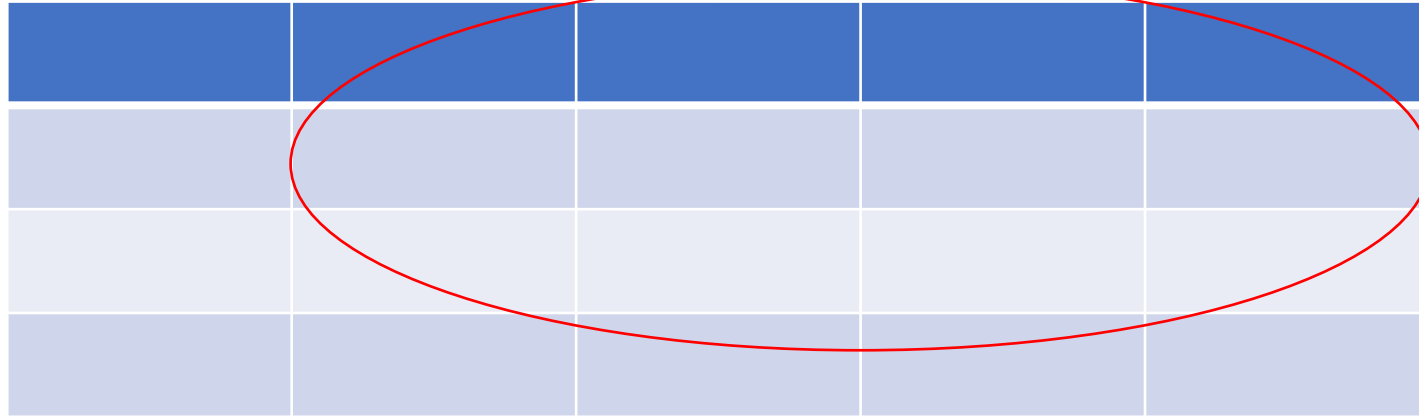
4. Criteria – unclear

- Too similar to another criteria creating confusion
- Jargon, technical language or unfamiliar terms

e.g. taste and flavor

If criteria are unclear = performance levels will also be unclear

Performance level /judgment - mistakes



1. Subjective or vague statements
2. Distinction between levels of performance unclear or inappropriate
3. Language used is confusing

1. Performance - subjective

	5 pts	4pts	3pts	2pts	1pts
Topic Mastery (Clarity)	Complete mastery of topic	A lot of mastery of topic	Good Mastery of topic	Little mastery of topic	No mastery of topic.
Posture and tone	Excellent Posture and Tone	Very Good Posture and Tone	Good Posture and Tone	Posture and Tone could be better	Posture and Tone need to improve
Creativity	Unique	Very Creative	Creative	Somewhat Creative	Needs to be more Creative.
Organization	Excellent organization	Very Good organization	Good organization	Organization could be better	Organization needs improvement

Questions:

- What is (good, mastery of topic)?
- What does that look like?
- What would you see or hear?

2. Performance - unclear or inappropriate distinction between levels




	1	2	3	4	5	6	7	8	9	10

How many levels should a rubric have?

count as a distinction
but what about how well not
how many

Opinion Writing Rubric



	3 	2 	1 
Opinion	Opinion is in the <u>introduction sentence</u>	Opinion is made but not clearly	No opinion stated
3 reasons	<u>3 reasons</u> are given	<u>2 reasons</u> are given	<u>1 or less</u> reasons are given

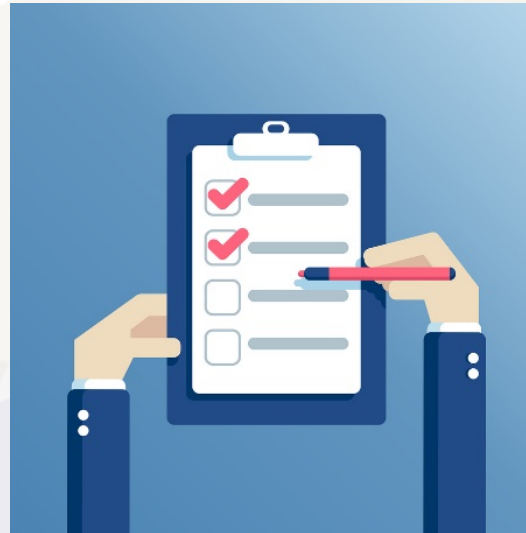
3. Performance level - language



STUDENT



Can everyone understand?



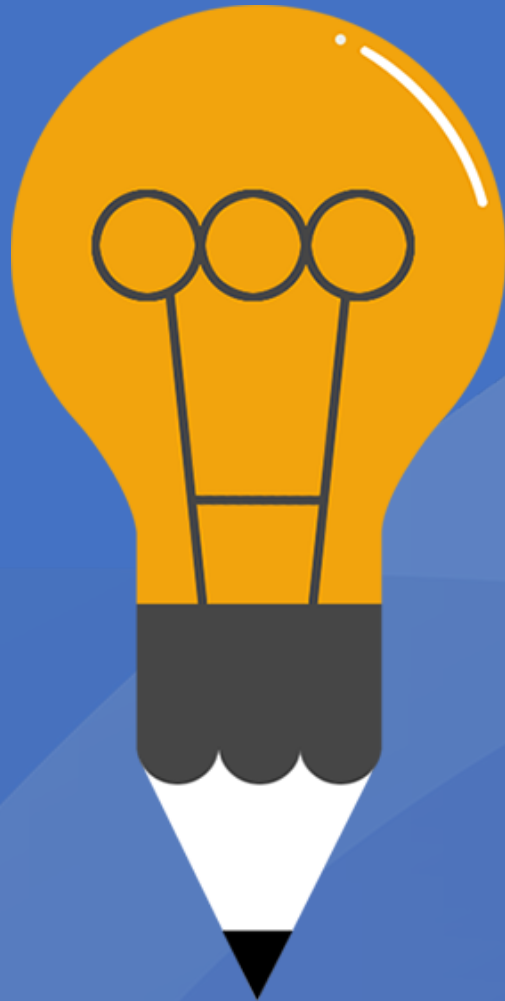
MARKER



Industry practitioner / employer

Questions:

- What is?
- What does that look like?
- Are there any technical, jargon or overly academic terms? If so replace or define them.
- Can this be put in a simpler more accessible way? If so replace or define.



A rubric for rubrics

Rubric for Rubrics

	Criteria	1 Below	2 Approaching	3 Meeting
DESIGN	Selection & Clarity of Criteria (rows)	Criteria being assessed are unclear, have significant overlap, or are not derived from appropriate standards for product/task and subject area	Criteria being assessed can be identified, but not all are clearly differentiated or derived from appropriate standards for product/task and subject area	All criteria are clear, distinct, and derived from appropriate standards for product/task and subject area
	Distinction between Levels (columns)	Little or no distinction can be made between levels of achievement	Some distinction between levels is clear, but may be too narrow or too big of a jump	Each level is distinct and progresses in a clear and logical order
	Quality of Writing	Writing is not understandable to all users of rubric, including students; it has vague and unclear language which makes it difficult for different users to agree on a score	Writing is mostly understandable to all users of rubric, including students; some language may cause confusion among different users	Writing is understandable to all users of rubric, including students; it has clear, specific language that helps different users reliably agree on a score
USE	Involvement of Students in Rubric Development *	Students are not involved in development of rubric	Students discuss the wording and design of the rubric and offer feedback/input	Teachers and students jointly construct rubric, using exemplars of the product or task
	Use of Rubric to Communicate Expectations & Guide Students	Rubric is not shared with students	Rubric is shared with students when the product/task is completed, and used only for evaluation of student work	Rubric serves as a primary reference point from the beginning of work on the product/task, for discussion and guidance as well as evaluation of student work

**Considered optional by some educators and a critical component by others*
 Rubric adapted from Dr. Bonnie B. Mullinix, Monmouth University, NJ

