The Role of Rubrics in Assessing Students' Products and Performances

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Outline

➢ Definition
➢ Types of Rubrics
➢ The Use of Rubrics
➢ Benefits of Rubrics for teachers and students
➢ Creating and Developing Rubrics
➢ Useful websites for Rubrics
➢ References
Definition

➢ Rubric
  ❖ “Is an explicit set of criteria used for assessing a particular type of student work or performance and provides more details than a single grade or mark.” (Goodrich Andrade, 2000)
  ❖ “Is a set of clear explanations or criteria used to help teachers and students focus on what is valued in a subject, topic, or activity.” (Russell, & Airasian, 2012)
Types of Rubrics

➢ Holistic Vs. Analytic Rubrics

1- Holistic rubrics provide a single score based on an overall impression of a student’s performance on a task.

★ Advantages: quick scoring, provides overview of student achievement.
★ Disadvantages: does not provide detailed information, may be difficult to provide one overall score.
Types of Rubrics

2- Analytic rubrics provide specific feedback with several dimensions.

★ **Advantages:** more detailed feedback, scoring more consistent across students and graders.

★ **Disadvantage:** time consuming to score.
The Use of Rubrics

When to Use Rubrics?

➢ Placement tests
➢ Essays/Papers
➢ Research projects
➢ Presentations
➢ Exam questions
➢ Performances
Benefits of Rubrics for teachers

➢ Reduce arguments with students
➢ Provide students with detailed and timely feedback
➢ Scoring more accurate, unbiased, and consistent.
➢ Facilitate communication with others involved in scoring
➢ Help to refine teaching skills/learning activities
Benefits of Rubrics for Students

➢ Clarify the teacher’s expectations of student performance
➢ Provide informative descriptions of expected performance
➢ Help to monitor and critique own work
Creating and Developing Rubrics (I)

➢ *Identifying Performance Criteria.*
Identify the criteria that define the performance or product.

➢ *Setting Performance Levels.*
Decide how many levels of performance are appropriate for the assessment.

➢ *Creating Performance Descriptions.*
Write a description for each cell in the matrix (table).
## Table 1. Performance Criteria and Levels for Speech Rubric

<table>
<thead>
<tr>
<th></th>
<th>Below Proficient (1)</th>
<th>Proficient (2)</th>
<th>Beyond Proficient (3)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Delivery</strong></td>
<td>It is difficult to hear the speaker, and the pace is either too slow or too fast. Speaker has little connection with audience. Speaker</td>
<td>It is difficult to hear the speaker, and the pace is either too slow or too fast. Speaker</td>
<td>It is difficult to hear the speaker, and the pace is either too slow or too fast. Speaker has little connection with audience. Speaker</td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>The content of the speech is inaccurate or incomplete, or not relevant to the topic or audience.</td>
<td>The content is accurate and complete, and relevant to topic and audience.</td>
<td>The content is precise and comprehensive, and customized to the audience.</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Vocabulary is simplistic or trite, or is not appropriate to audience or topic.</td>
<td>Vocabulary is appropriate to audience and topic.</td>
<td>Vocabulary is rich and vivid, and appropriate to audience and topic.</td>
</tr>
<tr>
<td><strong>Physicality</strong></td>
<td>Body movement is too much or too little. Speaker displays little eye contact and facial expression.</td>
<td>Body movement is appropriate to the context. Speaker makes regular eye contact with audience</td>
<td>Speaker customizes body movement and gestures to context and topic. Speaker engages audience</td>
</tr>
</tbody>
</table>
Websites for Creating and Getting Ready-made Rubrics

- [www.irubric.com](http://www.irubric.com)
- RubiStar (2008). *Create rubrics for your project-based learning activities.*
- [rubistar.4teachers.org](http://rubistar.4teachers.org)
  Dodge, B. (2001). *Creating a rubric on a given task.*
  [http://webquest.sdsu.edu/rubrics/rubrics.html](http://webquest.sdsu.edu/rubrics/rubrics.html)
- University of Hawaii, Manoa – Rubric Bank
- Large Collection of Rubrics from various colleges
  [http://www.csub.edu/tlc/options/resources/handouts/Rubric_Packet_Jan06.pdf](http://www.csub.edu/tlc/options/resources/handouts/Rubric_Packet_Jan06.pdf)
- AALHE Rubric Samples
  [http://course1.winona.edu/shatfield/air/rubrics.htm](http://course1.winona.edu/shatfield/air/rubrics.htm)
Questions Time
References


Thanks for your attention.