



# Marking With Rubrics

A University Teaching Development Centre and  
Student Learning Support Services Workshop

Facilitated by  
Dr Stephen Marshall (UTDC)  
and Jan Stewart (SLSS)

Friday 14 May 2010



# Agenda

This two hour workshop will introduce the concept of rubrics and guide attendees through the process of marking with FCA standard rubrics as well as creating and applying rubrics to their own assessment tasks.

**Date:** Friday, 14th May 2010

**Time:** 1pm - 3pm

**Venue:** RH12 Dining

**Facilitated by:** **Dr Stephen Marshall,**  
University Teaching Development Centre &  
**Jan Stewart**  
Student Learning Support Services

- Welcome and Objectives
- What is a Rubric
- Using a Rubric to Mark and Give Feedback
- Constructing Your Own Rubrics
- Assurance of Learning

# What is a Rubric?

“...a scoring tool that lays out the specific expectations for an assignment. Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts.” (Stevens & Levi, 2005, p3)

## Rubrics:

- ⑩ provide detailed feedback
- ⑩ prepare students to use detailed feedback
- ⑩ encourage critical thinking
- ⑩ facilitate communication with others
- ⑩ help refine teaching methods
- ⑩ level the playing field for students

# Rubrics support effective assessments

- Fair: Use common language and examples equally familiar to those undergoing the assessment
- Valid: Assess what the learning goal/objective specifies
- Predictive: Predict relevant future behaviour accurately
- Reliable: Elicit consistent performance from those responding and those evaluating them
- Fit for purpose: Provide enough and strong enough evidence to support judgements or decisions made
- Secure: Ensure academic integrity
- Timely and current
- Relevant: To real world performance demands in that discipline/field
- Educative: Preparing for and doing the assessments leads to the desired learning
- Practical to administer, mark and grade

# Marking Grids vs Rubrics

## MMIM 590/592 Project Marking Criteria and Evaluation Form

Marker ..... Date .....

Total Mark .....

Please indicate your assessment of the student's competency, as demonstrated in the project by the following criteria: <b>Main Content (each 15%)</b>	Assesses MIM Learning Goals	Exemplary (11-15)	Satisfactory (6-10)	Not satisfactory (0-5)
Clearly formulate and express research questions (or objectives) and their relationship to the research/case study findings	LG2			
Critically evaluate and comment on the literature from domestic and global sources related to his/her chosen topic	LG1/LG3/ LG5			
Argue the relevance of the chosen methodologies/approach to the research/case study	LG1/LG5			
Demonstrate how the objectives of the MIM project have been operationalised (ie the links made between objectives, methodology and analysis); and using methodologies /methods appropriately for the discipline	LG1/LG2			
Where the research is oriented towards a practical issue or problem, its relevance to practitioners is clearly explained. Where it is of a more theoretical nature, implications for theory are noted.	LG1/LG2/ LG5			
Convey his/her research clearly and accurately, using appropriate writing techniques, structure, and academic referencing.	LG2			

Subtotal \_\_\_\_\_

### QUALITY OF PRESENTATION

Cover page and headings, Layout, Spelling, punctuation, grammar (10%)	LG2	(10)	(6-9)	(1-5)
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# Using a Rubric to Mark and Give Feedback

## Written Communication Skills Rubric FCA June 09

	Exemplary	Satisfactory	Not Satisfactory
<b>Structure and style:</b> Document, paragraph and sentence structure, flow and layout, appropriate to audience.	Variety of sentence construction; logical flow; style and structure appropriate for task, audience and genre. Uses engaging delivery that enhances understanding. Thoughtful presentation.	Not overly repetitive; some variety in sentence construction; generally flows well; some awareness of audience and genre.	Overly repetitive or simplistic sentence structure; consistently disjointed, lack of flow; style/structure inappropriate for audience.
<b>Clarity and conciseness:</b> Answers the question, succinct, appropriate complexity.	Argument effectively and efficiently conveyed; highly focused on the question; easily understood.	Argument reasonably clear; occasionally misses the point but answers the question; not over-elaborate or over-complicated.	Main point and/or argument confused/unclear. Irrelevant information, no transition between ideas. Unclear conclusion.
<b>Technical writing skills:</b> Spelling, capitalisation, punctuation, grammar, general proofreading.	Very few spelling errors, correct punctuation, grammatically correct, complete sentences.	Occasional lapses in spelling, punctuation, grammar, but not enough to seriously distract the reader.	Numerous spelling errors, non-existent or incorrect punctuation, and/or severe errors in grammar that interfere with understanding.
<b>Vocabulary:</b> Originality, breadth, appropriateness, variety.	Highly appropriate, well chosen, precise and varied vocabulary. Consistently uses correct word choice and discipline-specific terminology.	Generally appropriate vocabulary; not overly repetitive. Generally uses correct word choice and discipline-specific terminology.	Excessively limited or inappropriate or repetitive vocabulary. Misuses discipline-specific terminology.
<b>Academic Integrity:</b> Appropriate use of references.	Appropriate use of others' work, acknowledged via in-text citations. Uses APA (or accepted alternative) referencing system consistently and correctly.	Other sources acknowledged. Generally uses APA (or accepted alternative) referencing system.	Unattributed work from other sources. 1 Does not attempt to use APA (or accepted alternative <sup>2</sup> ) referencing system.
<b>Holistic judgement:</b>	Exemplary written communication.	Satisfactory written communication.	Unsatisfactory written communication.

<sup>1</sup> Note that Plagiarism will cause the entire document to be "Unsatisfactory" regardless of quality of remaining parts.

<sup>2</sup> APA is FCA standard. Occasionally lecturers may allow other referencing systems, providing guidance as needed.

	<b>Exemplary</b>	<b>Satisfactory</b>	<b>Not Satisfactory</b>
<b>Structure and style:</b> Document, paragraph and sentence structure, flow and layout, appropriate to audience.	<input type="checkbox"/> Variety of sentence construction; <input type="checkbox"/> logical flow; <input type="checkbox"/> style and structure appropriate for task, audience and genre. <input type="checkbox"/> Uses engaging delivery that enhances understanding. <input type="checkbox"/> Thoughtful presentation.	<input type="checkbox"/> Not overly repetitive; <input type="checkbox"/> some variety in sentence construction; <input type="checkbox"/> generally flows well; <input type="checkbox"/> some awareness of audience and genre.	<input type="checkbox"/> Overly repetitive or simplistic sentence structure; <input type="checkbox"/> consistently disjointed, lack of flow; <input type="checkbox"/> style/structure inappropriate for audience.
<b>Clarity and conciseness:</b> Answers the question, succinct, appropriate complexity.	<input type="checkbox"/> Argument effectively and efficiently conveyed; <input type="checkbox"/> highly focused on the question; <input type="checkbox"/> easily understood.	<input type="checkbox"/> Argument reasonably clear; <input type="checkbox"/> occasionally misses the point but answers the question; <input type="checkbox"/> not over-elaborate or over-complicated.	<input type="checkbox"/> Main point and/or argument confused/unclear. <input type="checkbox"/> Irrelevant information, no transition between ideas. <input type="checkbox"/> Unclear conclusion.
<b>Technical writing skills:</b> Spelling, capitalisation, punctuation, grammar, general proofreading.	<input type="checkbox"/> Very few spelling errors, <input type="checkbox"/> correct punctuation, <input type="checkbox"/> grammatically correct, complete sentences.	<input type="checkbox"/> Occasional lapses in spelling, punctuation, grammar, but not enough to seriously distract the reader.	<input type="checkbox"/> Numerous spelling errors, <input type="checkbox"/> non-existent or incorrect punctuation, <input type="checkbox"/> severe errors in grammar that interfere with understanding.
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<b>Holistic judgement:</b>	<input type="checkbox"/> Exemplary written communication.	<input type="checkbox"/> Satisfactory written communication.	<input type="checkbox"/> Unsatisfactory written communication.

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## Constructing Your Own Rubrics

# Oral Communication Rubric for Student Presentations

- ⑩ Identification of important components
- ⑩ Ranking of components
- ⑩ Defining minimum expectations
- ⑩ Defining exemplary characteristics
- ⑩ Completion of the rubric
- ⑩ Testing...

## Defining expectations

The most difficult aspect of constructing a rubric is formulating and clearly articulating criteria for different levels of achievement. Try to determine qualitative or quantitative differences that characterise achievement at the different levels.

### Avoid

- ⑩ different grades of the same character (good, better, best etc)
- ⑩ undefined terms (e.g. trivial work, good use of, significant work)
- ⑩ value-laden terms (e.g. excellent or poor work—these terms may have meaning for the assessor but do not tell the student the standard expected nor what they can do to improve.



# Assurance of Learning Continued

## Grade

BUSN 241 Assignment 1

	Content ... 40%			Quality of argument 40%			Report Presentation 20%				Total marks 100%	Grade	
	Major Attributes		Critical Thinking Skills	Written Communications Skills									
				Structure	Clarity	Vocab	Technical	Ac Integrit	Holistic				
Student 1													
Student 2													
Student 3													
Student 4													
Student 5													
Student 6													
Student 7													
Student 8													
Student 9													
Student 10													
Student 11													
Student 12													
Student 13													
Student 14													
Student 15													
Student 16													
Student 17													
Student 18													
Student 19													
Student 20													

## Assurance of Learning

% Unsatisfactory

% Satisfactory

% Exemplary

*for each Learning Goal*

# Applications Card

**DIRECTIONS:** Please take a moment to recall the ideas, techniques, and strategies we've discussed—and those you've thought up—to this point in the session. Quickly list as many possible applications as you can. Don't censor yourself! These are merely possibilities. You can always re-evaluate the usefulness of these ideas later.

*Interesting  
IDEAS/TECHNIQUES  
from this session*

*Some possible  
APPLICATIONS of those  
ideas/techniques to my work*

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