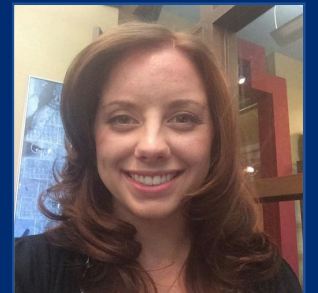


# Rubrics: Benefits and Grading Strategies

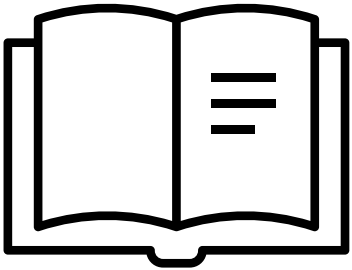
September 2023

Amy Pinkerton, Senior Instructional Designer, CTL

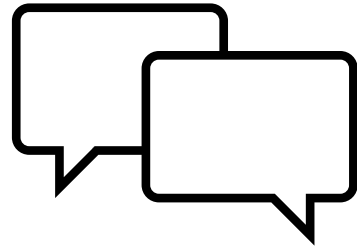




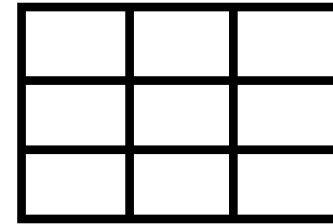
# Learning Objectives



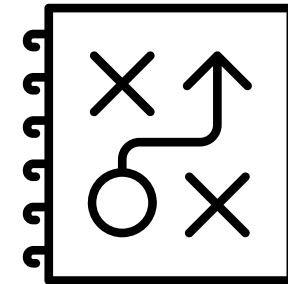
Define key terms



Identify and discuss  
the benefits of using  
rubrics



Identify the structure  
and basic parts of a  
rubric and common  
rubric types

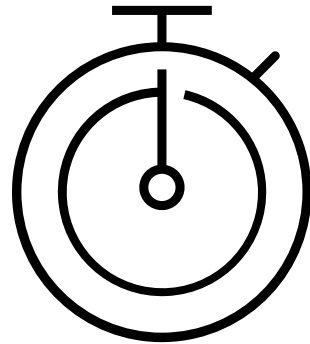


Apply rubrics into  
your grading strategy

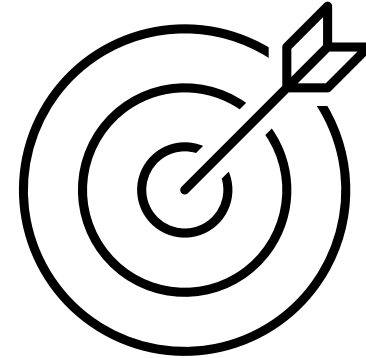
# Effective Feedback



Specificity



Timeliness



Focus



# What is a Rubric?

A tool that promotes the consistent application of learning expectations, learning objectives, or learning standards in the classroom, or **measures their attainment against a consistent set of criteria** (Using Rubrics, n.d.).

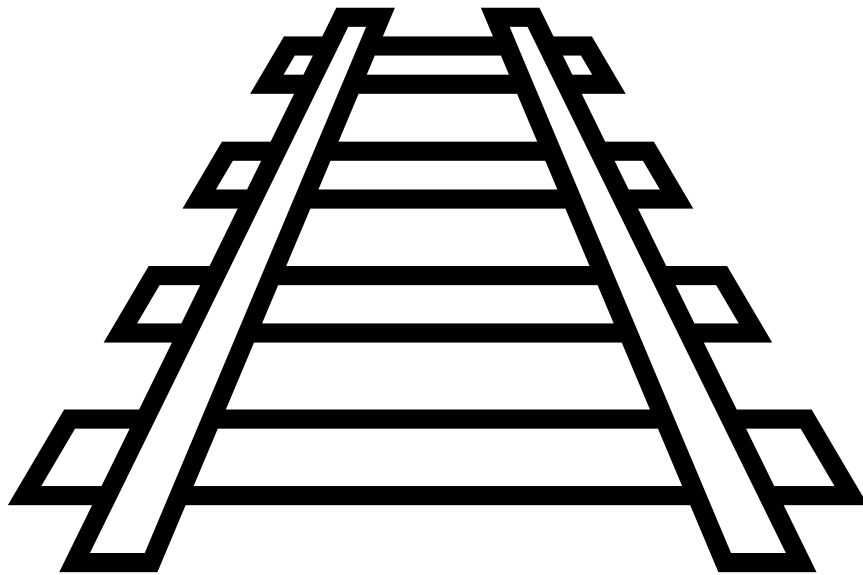


Poll Everywhere 1:  
Do you use rubrics in  
your course?



If yes, what benefits have you experienced while using rubrics?

# Benefits: Alignment

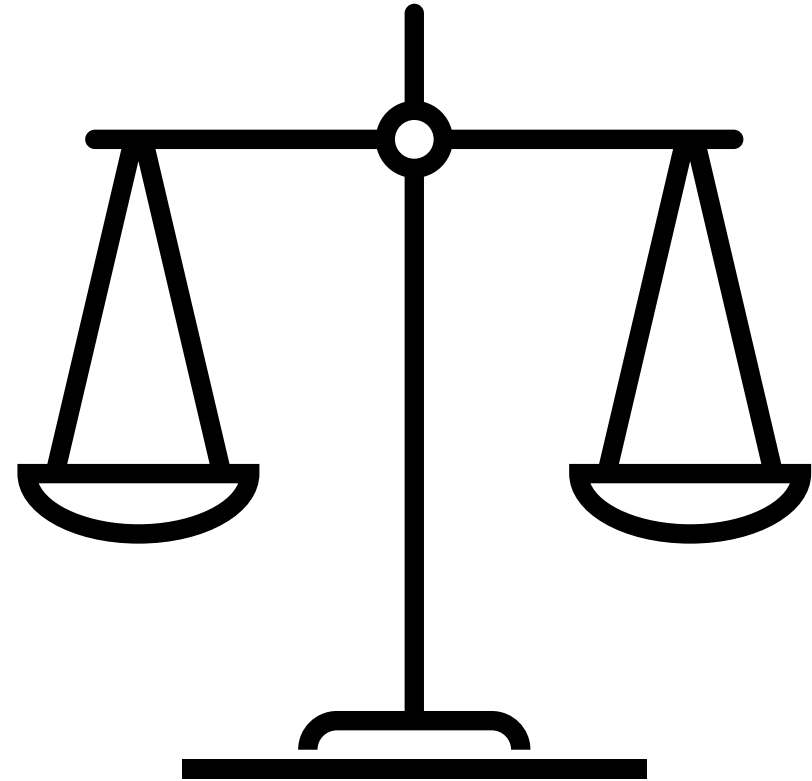


Alignment with  
Learning  
Objectives

# Benefits: Grading

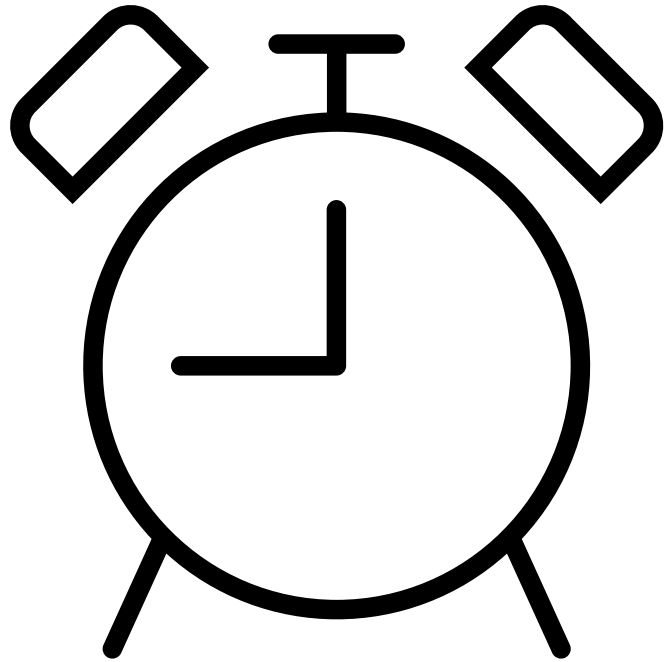


Impartial and  
Consistent  
Grading





# Benefits: Time

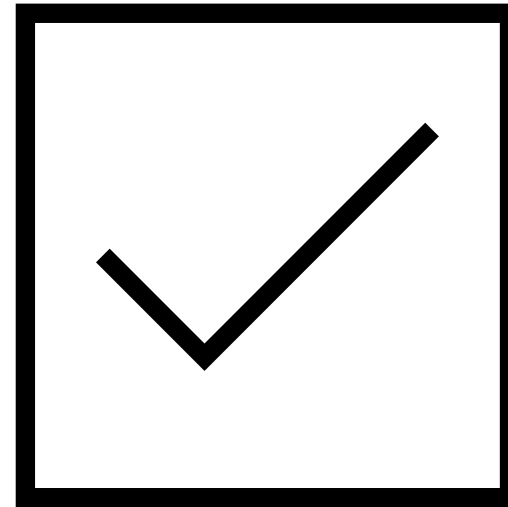


## Time Management

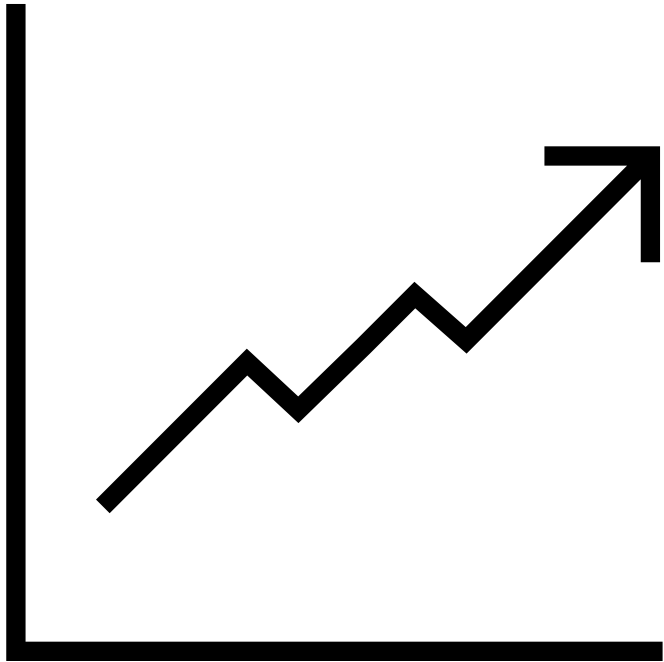
# Benefits: Expectations



Clear  
Expectations



# Benefits: Demonstration



Clear  
Demonstration of  
Change



Poll Everywhere 2:  
Which benefit are you  
most excited about?



# Q&A 1

# Basic Parts of a Rubric - 1



## Task Description

Task Description	-	-	-
Criteria to be Assessed	Level of Performance 1	Level of Performance 2	Level of Performance 3
Criteria A	Description of Criteria A, Level 1	Description of Criteria A, Level 2	Description of Criteria A, Level 3
Criteria B	Description of Criteria B, Level 1	Description of Criteria B, Level 2	Description of Criteria B, Level 3
Criteria C	Description of Criteria C, Level 1	Description of Criteria C, Level 2	Description of Criteria C, Level 3
Score and Comments	-	-	-

# Basic Parts of a Rubric - 2



## Criteria

Task Description	-	-	-
Criteria Type	Level of Performance 1	Level of Performance 2	Level of Performance 3
Criteria A	Description of Criteria A, Level 1	Description of Criteria A, Level 2	Description of Criteria A, Level 3
Criteria B	Description of Criteria B, Level 1	Description of Criteria B, Level 2	Description of Criteria B, Level 3
Criteria C	Description of Criteria C, Level 1	Description of Criteria C, Level 2	Description of Criteria C, Level 3
Score and Comments	-	-	-

# Basic Parts of a Rubric - 3



## Levels of Performance

Task Description	-	-	-
Criteria Type	Level of Performance 1	Level of Performance 2	Level of Performance 3
Criteria A	Description of Criteria A, Level 1	Description of Criteria A, Level 2	Description of Criteria A, Level 3
Criteria B	Description of Criteria B, Level 1	Description of Criteria B, Level 2	Description of Criteria B, Level 3
Criteria C	Description of Criteria C, Level 1	Description of Criteria C, Level 2	Description of Criteria C, Level 3
Score and Comments	-	-	-



# Basic Parts of a Rubric - 4



## Score and Comments

Task Description	-	-	-
Criteria Type	Level of Performance 1	Level of Performance 2	Level of Performance 3
Criteria A	Description of Criteria A, Level 1	Description of Criteria A, Level 2	Description of Criteria A, Level 3
Criteria B	Description of Criteria B, Level 1	Description of Criteria B, Level 2	Description of Criteria B, Level 3
Criteria C	Description of Criteria C, Level 1	Description of Criteria C, Level 2	Description of Criteria C, Level 3
Score and Comments	-	-	-

# Avoiding Common Errors



Too Many Components

Too Much Detail

Inconsistent  
Language

# Example of Consistent Language - 1



## Criteria: Apply APA Style in writing

### Inconsistent Levels of Performance

- ▶ Needs Improvement: Contained many styling errors
- ▶ Satisfactory: Generally used APA Style guide
- ▶ Exceeds Expectations: Style was well executed

# Example of Consistent Language - 2



## Criteria: Apply APA Style in writing

### Inconsistent Levels of Performance

- ▶ Needs Improvement: Contained many styling errors
- ▶ Satisfactory: Generally used APA Style guide
- ▶ Exceeds Expectations: Style was well executed

### Consistent Levels of Performance

- ▶ Needs Improvement: did not use APA style or contained many styling errors
- ▶ Satisfactory: used APA Style but contained some minor errors
- ▶ Exceeds Expectations: used APA Style with zero errors

## Q&A 2

Task Description	-	-	-
Criteria Type	Level of Performance 1	Level of Performance 2	Level of Performance 3
Criteria A	Description of Criteria A, Level 1	Description of Criteria A, Level 2	Description of Criteria A, Level 3
Criteria B	Description of Criteria B, Level 1	Description of Criteria B, Level 2	Description of Criteria B, Level 3
Criteria C	Description of Criteria C, Level 1	Description of Criteria C, Level 2	Description of Criteria C, Level 3
Score and Comments	-	-	-



# Grading Strategy: Selecting the right rubric

# Types of Rubrics: Analytical



Task Description	-	-	-
Criteria Type	Level of Performance 1	Level of Performance 2	Level of Performance 3
Criteria A	Description of Criteria A, Level 1	Description of Criteria A, Level 2	Description of Criteria A, Level 3
Criteria B	Description of Criteria B, Level 1	Description of Criteria B, Level 2	Description of Criteria B, Level 3
Criteria C	Description of Criteria C, Level 1	Description of Criteria C, Level 2	Description of Criteria C, Level 3
Score and Comments	-	-	-

# When to Use Analytical



## Strengths

- ▶ Providing a lot of pre-written feedback
- ▶ Shortest grading time

## Weaknesses

- ▶ Time to develop



# Types of Rubrics: Single-Point



Task Description	-	-	-
Criteria Type	Level of Performance 1	Level of Performance 2	Level of Performance 3
Criteria A	<b><i>Description of Criteria A, Level 1 Intentionally left blank</i></b>	Description of Criteria A, Level 2	<b><i>Description of Criteria A, Level 3 Intentionally left blank</i></b>
Criteria B	<b><i>Description of Criteria B, Level 1 Intentionally left blank</i></b>	Description of Criteria B, Level 2	<b><i>Description of Criteria B, Level 3 Intentionally left blank</i></b>
Criteria C	<b><i>Description of Criteria C, Level 1 Intentionally left blank</i></b>	Description of Criteria C, Level 2	<b><i>Description of Criteria C, Level 3 Intentionally left blank</i></b>
Score and Comments	-	-	-



# When to Use Single-Point

## Strengths

- ▶ Provide a lot of detailed, student-specific feedback
- ▶ Shortest development time

## Weaknesses

- ▶ Time to grade
- ▶ Requires extra training for grading teams (e.g., faculty with teaching assistant(s))

# Types of Rubrics: Holistic



Task Description	-	-	-
Criteria Type	Level of Performance 1	Level of Performance 2	Level of Performance 3
Criteria A	Description of Criteria A, Level 1	Description of Criteria A, Level 2	Description of Criteria A, Level 3
Score and Comments	-	-	-

# When to Use Holistic



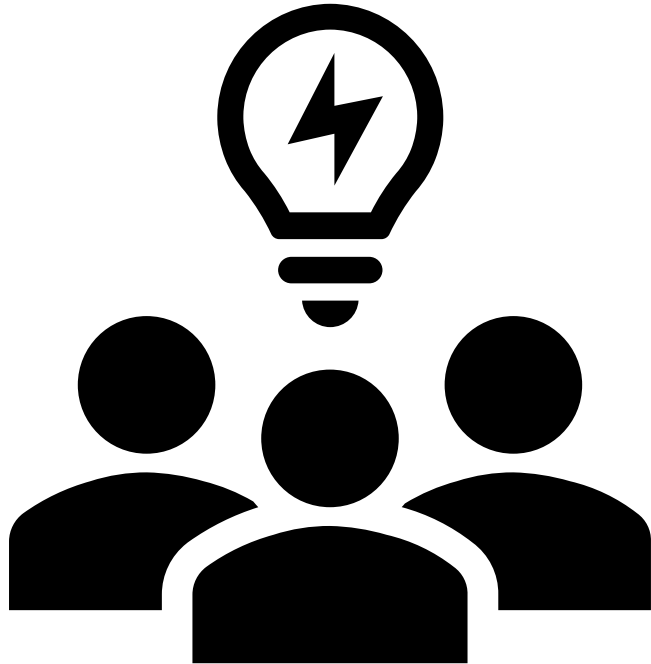
## Strengths

- ▶ Summarize multiple achievements as a whole
- ▶ Short development time

## Weaknesses

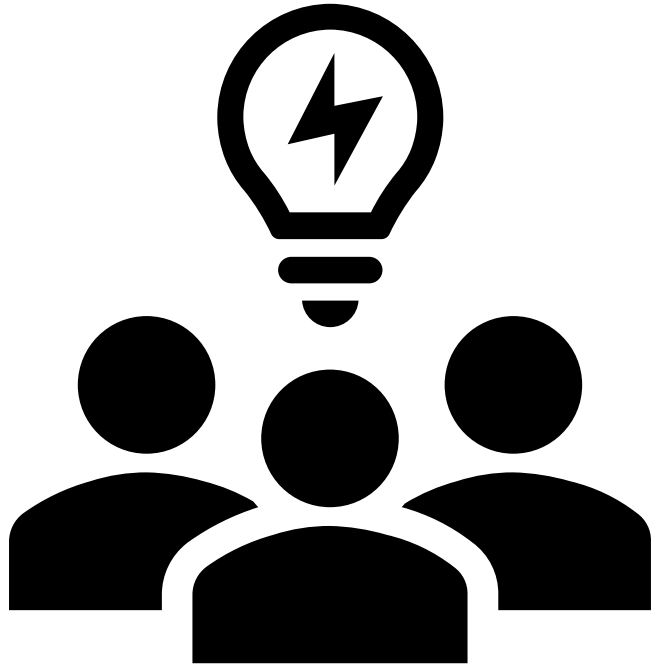
- ▶ Feedback is not as detailed or targeted

# Scenario - 1



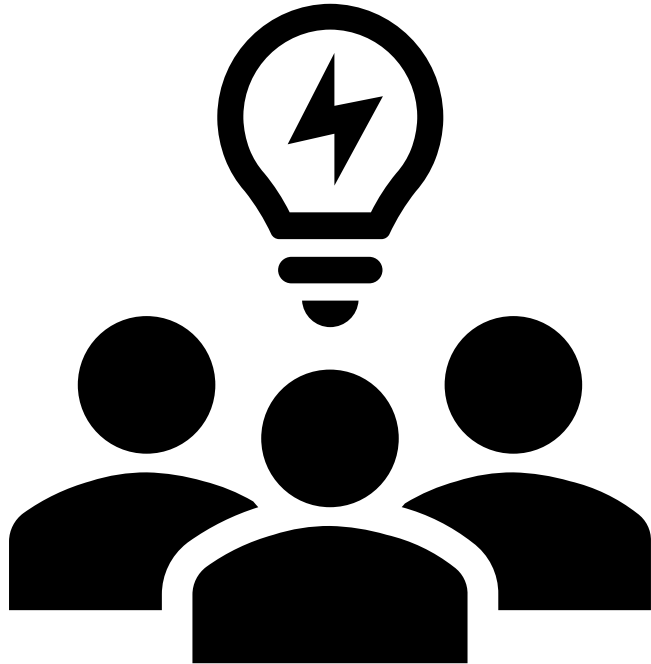
- ▶ You teach a high-level class with 12 students. Your students are completing an assessment that requires a lot of specific feedback.
- ▶ Which rubric would you choose?

# Scenario -1 Answer: Single-Point



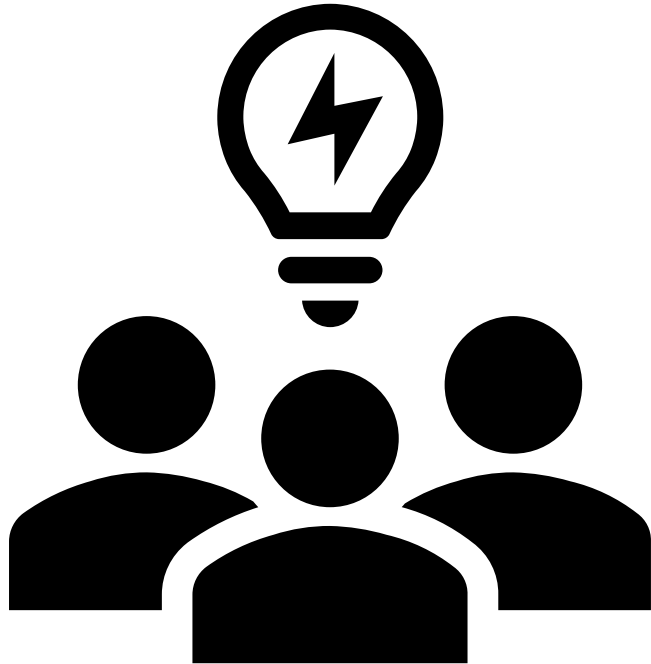
- ▶ You teach a high-level class with 12 students. Your students are completing an assessment that requires a lot of specific feedback.
- ▶ Which rubric would you choose?

# Scenario - 2



- ▶ You teach a course with 100 students. You and a team of teaching assistants (TAs) are grading the rough drafts of a paper. The rough draft should provide a lot of feedback.
- ▶ Which rubric would you choose?

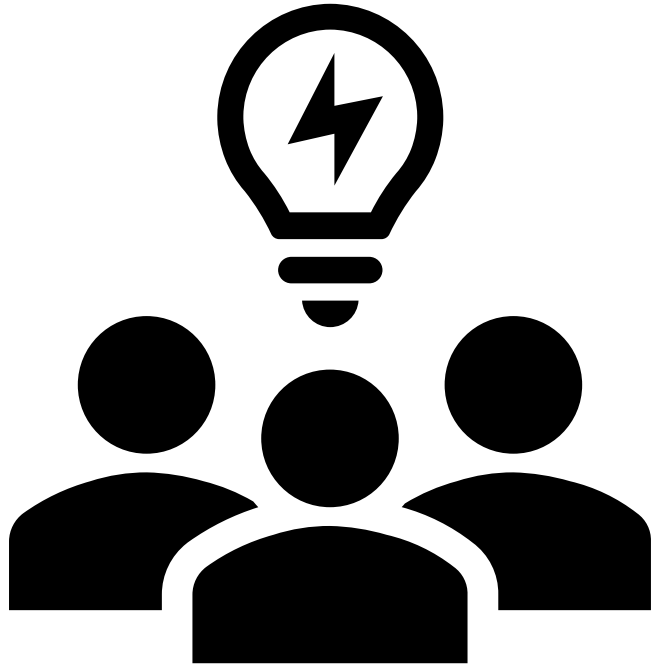
# Scenario – 2 Answer: Analytic



- ▶ You teach a course with 100 students. You and a team of teaching assistants (TAs) are grading the rough drafts of a paper. The rough draft should provide a lot of feedback.
- ▶ Which rubric would you choose?

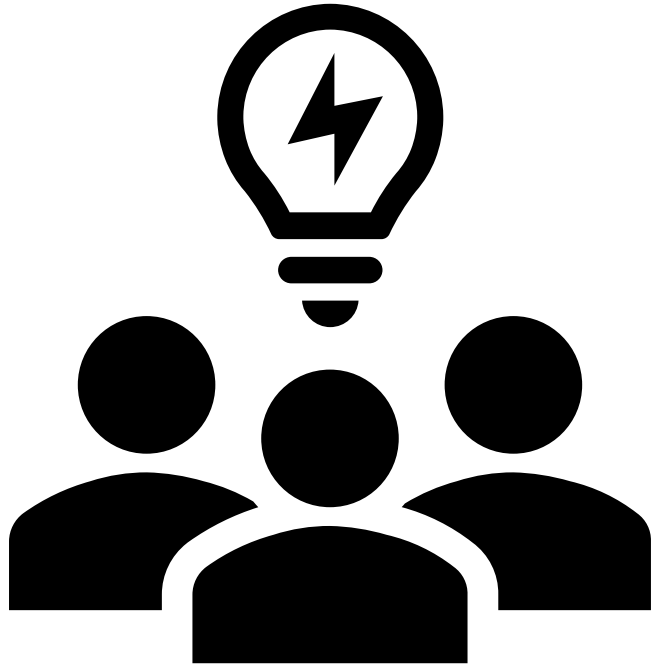


# Scenario - 3



- ▶ You teach a course with 100 students. You and a team of teaching assistants (TAs) are grading the final drafts of a paper. The students have already received feedback on their rough drafts and only need a final score for their overall achievement.
- ▶ Which rubric would you choose?

# Scenario – 3 Answer: Holistic



- ▶ You teach a course with 100 students. You and a team of teaching assistants (TAs) are grading the final drafts of a paper. The students have already received feedback on their rough drafts and only need a final score for their overall achievement.
- ▶ Which rubric would you choose?



Poll Everywhere 3:  
Which rubric best suits  
your grading needs?



You can meet with a CTL  
Instructional Designer for  
a grading and assessment  
consultation.

# Rubric Feature in CoursePlus Gradebook



[CTL Blog: Grade Student Work via Rubrics in the Gradebook \(Aug 2023\)](#)



## Grade Student Work via Rubrics in the Gradebook

August 23, 2023 | 3 Minute Read

Rubrics are a powerful, flexible way of grading student work. Years of research-based evidence show that students better understand assignments and the reasons

# More Resources for Assessment and Grading



## [CTL Teaching Toolkit Website: Grading and Assessment](#)

The screenshot shows the website header for the BSPH Center for Teaching and Learning. It includes a logo with two gears, a search bar, and navigation links for Home, Events, Teaching and Learning, and Quick. The main content area features a breadcrumb trail for Teaching Strategies, a large heading for 'Assessment and Grading', and a definition of assessment. Below the text is a photograph of hands writing on a document.

BSPH CENTER FOR TEACHING AND LEARNING  
Teaching Toolkit

Home Events Teaching and Learning Quick

< Teaching Strategies

## Assessment and Grading

Assessment is "the systematic collection, review, and use of information about educational programs undertaken for the purpose of improving student learning and development" (Palomba & Banta, 1999).

## [Contact CTL Help for Consultation](#)

The screenshot shows the CTL Help website. The header includes the 'CTL Help' logo and a search bar. The main content area features a large heading for 'CTL Help: Technical Support for CoursePlus' and a prominent 'Open Help Call' button. A search bar is also visible at the bottom of the page.

CTL Help

## CTL Help: Technical Support for CoursePlus

Open Help Call

Search



# Thank you!



*Grading is so  
easy with  
rubrics!*



# Anonymous Workshop Evaluation



<https://forms.office.com/r/65fB27dUEG>

BSPH CTL Toolkit Workshop  
Evaluation





# References



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- ▶ [\*Benefits of rubrics\*](#). (n.d.). Southwestern University.
- ▶ Gonzalez, J. (2014, August). [\*Know your terms: Holistic, analytic, and single-point rubrics\*](#). Cult of Pedagogy.
- ▶ [\*Rubric Introduction\*](#). (n.d.). University of Illinois Springfield.
- ▶ [\*Rubric Reliability\*](#). (n.d.). The Ohio State University Office of Teaching and Learning. (n.d.).
- ▶ Suskie, L. (2018). [\*10 Benefits of Well-Crafted Rubrics\*](#). Wiley.
- ▶ [\*Using Rubrics\*](#). (n.d.). Cornell University Center for Teaching Innovation.