



JOHNS HOPKINS

BLOOMBERG SCHOOL
of PUBLIC HEALTH

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Efficient, Valid, and Reliable: Applying Rubrics to your Grading Strategy



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POLL: Do you use rubrics to grade your assessments?



[roo-brik] rubric

noun

An assessment tool that lays out the expectations for an assignment by identifying its various criteria, with detailed descriptions of acceptable and unacceptable levels of performance for each criteria.

Introduction to Rubrics (Stevens & Levi, 2013)

Different Types of Rubrics

Single-Point



Holistic

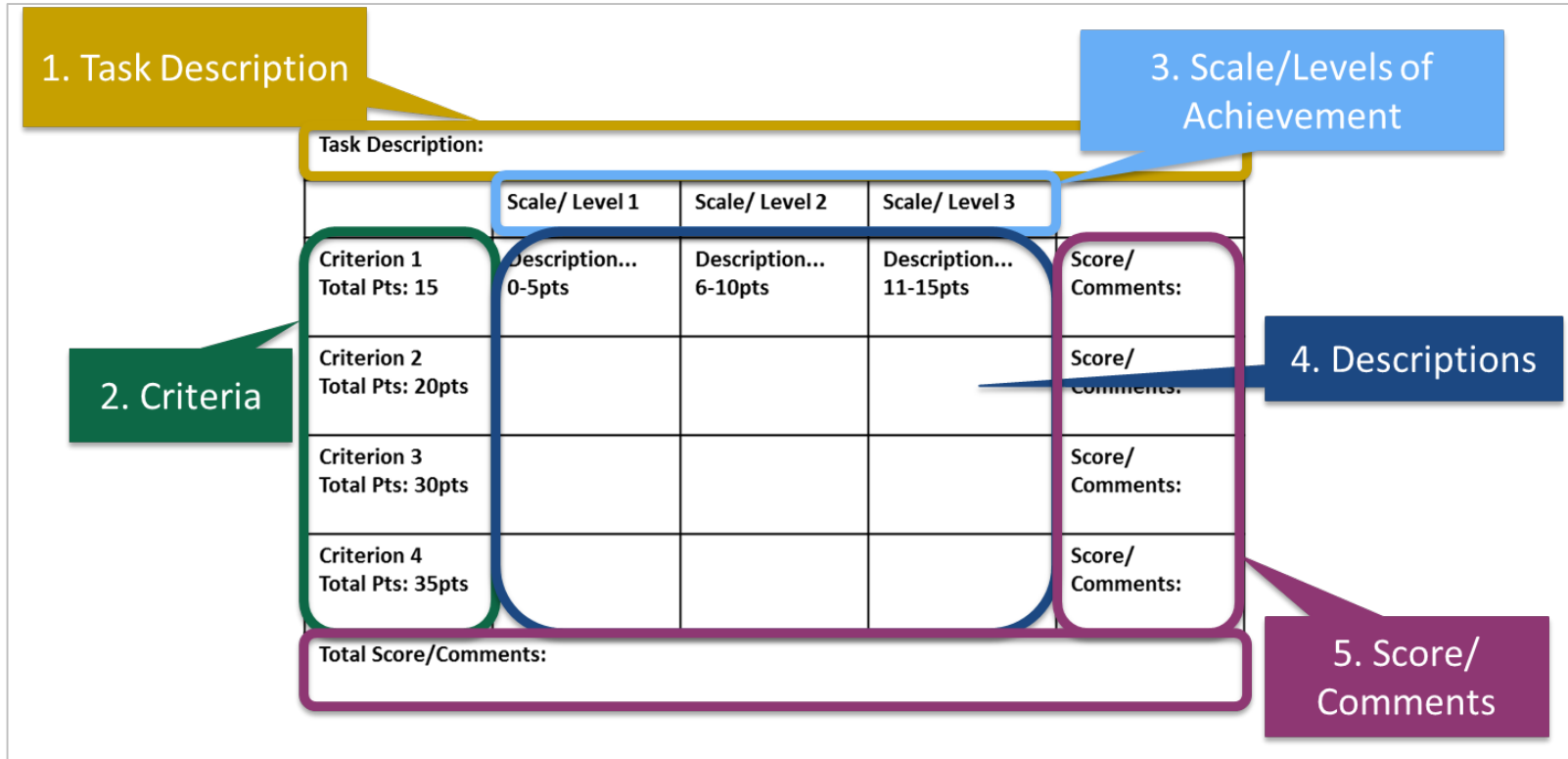


Analytic



How are analytic rubrics designed?

Essential Components of an Analytic Rubric



Why use a rubric?

Benefits

- ▶ Transparency
- ▶ Timely Feedback
- ▶ Consistency and Reliability
- ▶ Grading Efficiency
- ▶ Validity



Avoiding Common Errors

- ▶ Too many Components
 - ▶ No more than 5-7 Criteria (Rows)
 - ▶ No more than 3-5 Scales/Levels of Performance (Columns)
- ▶ Too much Detail within each Cell
- ▶ Inconsistent Terminology

Special Thanks to Our Guest Speaker, Dr. Poynton



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How were rubrics used by the EPIC Faculty Scholars Program?

What is context for development of our EPIC rubrics?

- ▶ **The EPIC Faculty Scholars Program provides dedicated support for clinicians at Johns Hopkins to undertake research using the EPIC electronic patient database, and then prepare their results for publication**
- ▶ **The EPIC faculty scholars receive support for statistical analysis and for scholarly writing, via the Writing Studies element of the program**
- ▶ **Writing Studies comprises a series of writing retreats, and pairing each clinician scholar with a writing coach / editor, who critiques a first and second draft of the manuscript prior to its submission to a journal**

What are the qualities of an excellent scholarly research paper?

- ▶ An excellent research paper must have interesting and significant new **content**
- and
- ▶ be written with effective **style** (how the message is transmitted)
- and
- ▶ be written with appropriate **form** (grammar, punctuation etc.)

Why did we develop the new rubrics?

- ▶ **Clinicians are typically less experienced at writing research papers than are basic scientists**
- ▶ **EPIC clinician scholars are very short of time, so a quick, easy to understand, and objective tool was needed**
- ▶ **Most of the text books on scholarly writing are not very inspiring, thus making the task even more challenging than necessary**
- ▶ **None of the writing coaches / editors were aware of rubrics for a scholarly research paper**

How did we develop the new rubrics?

- ▶ **All six writing coaches / editors agreed to develop a series of rubrics**
- ▶ **I devised the first draft – using an analytic, 4 level format – and then as a group we revised them to come up with the final series of rubrics**
- ▶ **5 content rubrics: (i) Title and Abstract, (ii) Introduction, (iii) Methods, (iv) Results, and (v) Discussion**
- ▶ **1 style and form rubric – which could be used once for the entire paper, or individually for each of the five sections**

What do our new rubrics look like? Let's look at two examples:

► **Content rubric: TITLE AND ABSTRACT**

Rows = criteria or tasks = what content must be there?

Columns = scale or level of achievement = how are these tasks executed?

Information in each cell = objective descriptions of each task at each level

If each task was poorly executed, score = 8

If each task was excellently executed, score = 32

What do our new rubrics look like? Let's look at two examples:

- ▶ **Style and form rubric**
- ▶ **What is included?**
- ▶ **the 5 C's of excellent scholarly writing: clarity, consistency, conciseness, coherence, conviction**
- ▶ **Style: organization, transitions, emphasis, language, flow/rhythm, reader's perspective**
- ▶ **Form: format, grammar, punctuation, usage, spelling, typographical errors**

How useful are the new rubrics?

- ▶ **Rubrics are very helpful for the editors, ensuring a consistent approach among the six of us**
- ▶ **Rubrics are appreciated by the EPIC faculty scholars, who now have a clear and objective set of goals, and realize what they must write in order to craft an excellent research paper**
- ▶ **Comparing the numerical scores between first and second drafts allows editors and scholars to identify improvements in writing skills**
- ▶ **Scholars can share the rubrics with their mentees, and so the skills are passed along**

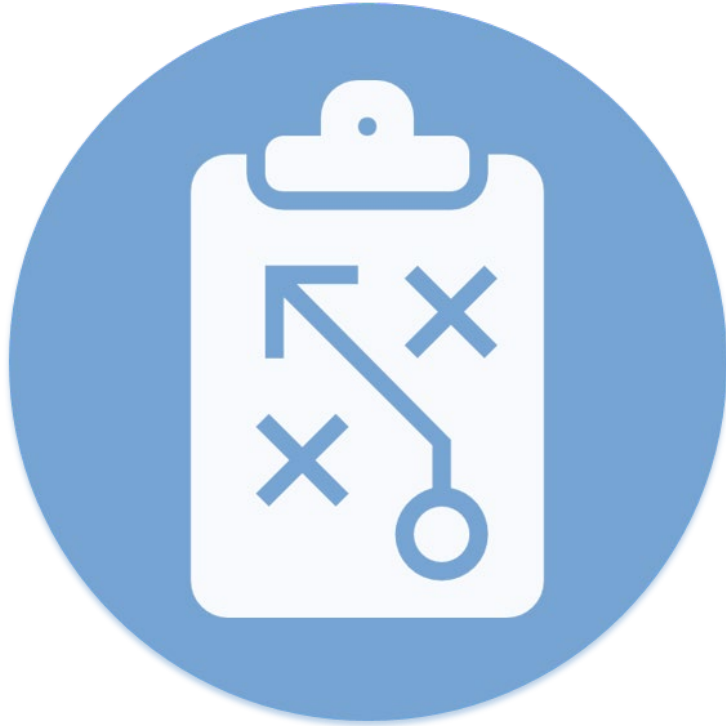
Questions?

Small Group Activity



Small Group Wrap-up

Implementation Strategies



- ▶ Hand out with Instructions
- ▶ Peer Assessment
- ▶ Self-Assessment
- ▶ Discussion Forum Participation
- ▶ Ask for Student Feedback to further Develop Rubric

Questions?

Want to Further Discuss?

Ask an Instructional Designer

<http://bit.ly/CTL-AskAnID>



Check out our events calendar for other upcoming workshops!

ctl.jhsph.edu/events

A screenshot of the Johns Hopkins Bloomberg School of Public Health CTL Teaching Toolkit website. The page is titled "Events and Workshops" and shows a list of upcoming events. The first event is "Efficient, Valid, and Reliable: Applying Rubrics to your Grading Strategy" on Thursday, September 26, from 10:30am to 11:30am. The description mentions that rubrics are a tool for providing feedback and that the workshop is in-person only. The page also includes navigation links like "ToolKit Home", "Resources", and "Events and Workshops".

References

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Recommended Readings

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Appendix: Templates for Different Rubric Types

A. Template of an Analytic Rubric

	Scale Level 1	Scale Level 2	Scale Level 3	Score + Comments
Criterion 1				
Criterion 2				
Criterion 3				
Criterion 4				



Observable descriptions of each **Criteria** for each **Scale**

B. Template of a Holistic Rubric

	Scale Level 1	Scale Level 2	Scale Level 3
Criteria			
Score + Comments			



Observable descriptions of the **only one Criteria** for the **each Scale**

C. Template of a Single-Point Rubric

	Scale Level 1	Scale Level 2	Scale Level 3	Score + Comments
Criterion 1				
Criterion 2				
Criterion 3				
Criterion 4				

Observable descriptions of the **Criteria** for only the **median Scale**; the other boxes are left blank for custom comments