

## Course Development Training\_2\_23\_2015

### Need outcomes for signature assignments and rubrics

1. Determine appropriate rubric criteria that align to the course learning outcomes and program learning outcome (for signature assignments).
2. Write descriptions for each level of student performance that clearly differentiates.
3. Assign weights or points reflecting importance of each criteria.
4. Evaluate a rubric making adjustments for improvement.
5. Create clearly written detailed and easy to understand signature assignments.
6. Develop signature assignments aligned to a program learning outcome and assessment tool.

### Steps for developing a rubric.

#### ***Five Steps to Rubric Building: Criteria.....Levels....Description...Points...Signature Assignment***

##### **Step One: Identify the most important criteria, trait, or behavior that will assessed in the evaluation.**

These are the nouns or noun phrases such as “Introduction”, “Results”, “Discussion”, and “Reflections” etc. (Rubric Source: Adapted from SOCU 301 – Social Research Design)

List the criteria in the first column.

Criteria				
<b>Introduction</b>				
<b>Results</b>				
<b>Discussion</b>				
<b>Reflections</b>				

##### **Step Two: Assign a four-level scale and label each level of performance.**

For rubrics used by multiple scorers, four levels are recommended to provide a robust range of abilities while avoiding a large percentage of scorers choosing a middle score of 3 with 5-level rubrics (Walvoord & Anderson, 2010; Allen, M.J., 2006; AAC&U Value Rubrics). Below are general levels to consider.

- “Exemplary” which refers to performance exceeding expectations; performs at a sophisticated level; identifies subtle nuance; develops fresh insights; integrates ideas in creative ways, etc.

- **“Proficient”** which refers to performance meeting expectations; performs at an acceptable level for graduation or discipline specific requirements; demonstrates good understanding, etc.
- **“Developing”** refers to a need to demonstrate a deeper understanding to meet expectations, but the student does show some understanding; development of ideas is at an emerging stage lacking full development; concepts may be used incorrectly, etc.
- **“Emerging”** refers to performance that does not meet expectations; major ideas are missing, inaccurate, or irrelevant, etc.

Other Categories to Consider: A) Expert, Proficient, Developing, Novice; B) Insightful, Proficient, Developing, Emerging; C) Advanced, Adequate, Basic, Below Basic, D) Exceeds Expectations, Meets Expectations, Almost Meets Expectations, Below Expectations, and E) Exemplary, Proficient, Developing, and Emerging..

List the levels of performance in the columns.

Criteria	Exemplary	Proficient	Developing	Emerging
Introduction				
Results				
Discussion				
Reflections				

**Step Three: For each criteria and level of performance, describe the specific skills, performance, or behavior.**

Complete each “cell” with a clear description of the specific criteria, trait, or behavior for each level of performance. A good place to start is by completing the cells for “Proficient” and then work up or down. It is important to clearly define what proficient means.

Criteria	Exemplary	Proficient	Developing	Emerging
Introduction	The responses to all three questions are thorough, detailed, and accurate.	The responses to all three questions are accurate, though not especially detailed.	The responses to the three questions are concise, and/or at least two are mostly accurate.	The responses to the three questions are largely incomplete and/or heavily inaccurate.
Results	Results are clear and accurate for all ten variables, including percentages of respondents.	Results are clear and accurate for most variables, including percentages of respondents.	Results are clear and accurate for some variables.	Results are clear and accurate for few or no variables, and/or do not match what the assignment has asked for.
Discussion	Analysis of results and discussion of implications are thoughtful and detailed, and the question from the introduction is clearly answered.	Analysis of results and discussion of implications are thoughtful though not detailed, and the question from the introduction is clearly answered,	Analysis of results and discussion of implications are concise but demonstrate some thought, and/or the question from the introduction is	Analysis of results and discussion of implications show minimal thought or effort, and/or the question from the introduction is

			and reflections are substantial and thoughtful.	addressed but not fully answered.	minimally addressed at best.	
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#### Step Four: Assign points to each level of performance.

There are two general approaches to assigning points for each level of performance.

Option One: Same points for all criteria. This approach is used if all criteria are equally weighted. Exemplary (4 points); Proficient (3 points); Developing (2 points); Emerging (1 point)

Option Two: Different points for each criteria. This approach is used if some criteria count more than others. An example may be that the criteria of “discussion” may count twice as much as “introduction”.

“Discussion” points may be: Exemplary (8 points); Proficient (6 points); Developing (4 points); Emerging (2 points).

“Introduction” points may be: Exemplary (4 points); Proficient (3 points); Developing (2 points); Emerging (1 point).

#### Step Five: Develop a signature assignment

Follow the six steps for building a signature assignment ensuring that the assignment is aligned to the assessment tool and criteria.

### TOP 5 Areas to Address to Evaluate a Rubric

**CRITERIA:** Does the rubric address the criteria of the outcome to be measured? Does it measure extraneous criteria? Is there a criteria missing in the rubric? IS the criteria clearly defined?

**VALIDITY:** Is the rubric valid? Does the rubric reflect what was emphasized in the learning outcome and assignment?

**LEVELS:** Does the highest level of the rubric reflect excellence? Is acceptable (e.g., proficient, adequate, meets expectation) clearly defined? Is it clear what each criterion measures and how the levels differ from each other?

**CRITERIA POINTS & WEIGHTS:** Is there a clear basis for assigning points? Are the criteria equally weighted? Do the criteria differ in importance and if so, do the points reflect this difference?

**RELIABILITY:** Is the rubric reliable? Can the rubric be applied consistently by different scorers? Has the rubric been tested with actual student work to ensure inter-rater reliability? Is there clarity in the cell descriptions that differentiate among the levels?

### Steps to Building a Signature Assignment.

1. Review the learning outcome statement (e.g., course and program learning outcome). Brainstorm and discuss what it would look like if a student mastered the outcome. In what way(s) could a student demonstrate mastery of the outcome? **TO DO: Make a list of possible ways a student could demonstrate mastery of the learning outcome.**
2. Review the criteria listed in the rubric and related cell descriptions. Based on this information, what is the best (or most appropriate way) for a student to demonstrate mastery of an outcome. Is it a research paper? Reflective paper? Project? Presentation? Field work? **TO DO: Choose the assignment that best fits the outcome and assessment tool (e.g., rubric).**
3. Based on the rubric criteria and type of assignment, start teasing out detailed information of the assignment. For example, if a paper is required, how long should it be? How many sources should be cited in the paper? Will the paper require theory? Will the paper require analysis? Will the paper require reflection? If the assignment is a project such as creating a new company, what are necessary pieces of the project? Will the project need a company logo, budget, and/or prototype of product? Will the project need a market campaign, demand analysis, and timeline? Will this be a group or solitary project? **TO DO: Create a list of details that the assignment must include.**
4. Consider the assignment details and sequence them in order from beginning (what should a student do first) to the end. For example, if a student is writing a research paper, the first step is to create a thesis statement or research question. Second step is to conduct a review of the literature. Third step is to write short summaries of all articles with proper citation...etc. **TO DO: Develop a sequenced list of what students need to do for the assignment including details for each step.**
5. Based on the sequenced list from Step 4, draft the assignment direction for the student. Check for clarity and consistency in voice and manner. Were all steps included? Are additional steps needed? **TO DO: Write a clearly defined assignment that is aligned the criteria and the learning outcome.**
6. Share the assignment and rubric with a peer or to a small group for constructive feedback. Ask the following questions: If you were a student...would you know what needs to be completed? Do you have sufficient information to score "proficient" in the rubric for all criteria? What additional information would be helpful? What is not clear and how can this be fixed? Is there extraneous information? **TO DO: Based on this feedback, revise the signature assignment directions.**