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## Scoring Rubrics: Educators tools to facilitate student learning,

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# Scoring Rubrics



**EDUCATOR TOOLS TO FACILITATE  
STUDENT LEARNING**

**KATHLEEN DAY & MARY HANSON-ZALOT  
MARCH 25, 2013**

# Objectives for Developing Rubrics



## Facilitator Advantages

- Rubric Use Can:
  - Make assignment expectations/standards explicit
  - Help define “quality” work
  - Make grading “objective” rather than “subjective”

## Student Advantages

- Rubric Use Can:
  - Clarify expectations for assignments
  - Serve as a guide for self-evaluation as a project is created (increases reflection)
  - Support peer assessment of another’s work

# Types of Scoring Rubrics



- Generic
- Task-Specific
- Combination of Generic & Task-Specific
- Analytic
- Holistic

# Key Components



Title of Rubric

CRITERION

QUALITY



# Steps for Constructing a Rubric



- 1. Start with Objective
- 2. Select the Type of Rubric
- 3. Establish the Criteria (use your guidelines)
- 4. Determine the Number of Quality Levels
- 5. Complete the Grid
- 6. Distribute to Students/Call for Questions

# Challenges to Rubric Use



- Unclear criterion or quality indicators
- Complexity increases, but blurs categories
- Stagnate student creativity
- Did you really want a scoring rubric, or an instructional rubric?
  - Student engagement in the process of creating the rubric can offer so much more.....

# Most Common Types of Rubrics



## Analytic

- Separates out pieces of criteria allowing you to weight them
- Heavily process oriented

## Holistic

- Rates an activity in its entirety
- More product oriented
- Makes broader judgments about work



Grading Section	Criteria	Points Deducted	Comments	Total Points Earned
Slide Development (20 Points)	<ul style="list-style-type: none"> <li>Development of slides for presentation, clean, professional, and easy to read.</li> </ul>			
Issue (30 Points)	<ul style="list-style-type: none"> <li>A discussion of the concern is presented clearly:               <ul style="list-style-type: none"> <li>Comprehensive discussion of the issue and why it is a concern. (15 points)</li> <li>How has the issue been addressed (or not)? (10 points)</li> <li>Literature is cited. (5 points)</li> </ul> </li> </ul>			
Nursing Practice (20 Points)	<ul style="list-style-type: none"> <li>There is a clear presentation of how this concern drives nursing practice.               <ul style="list-style-type: none"> <li>Describe how the issue drives nursing practice. (10 points)</li> <li>How has the media portrayed this issue? (10 points)</li> </ul> </li> </ul>			
References (10 Points)	<ul style="list-style-type: none"> <li>3-4 current (no more than 3-5 years old) and relevant references are used.</li> </ul>			
APA Format Grammar (10 Points)	<ul style="list-style-type: none"> <li>Correct APA format is used (see 6<sup>th</sup> edition of APA Manual). (5 points)</li> <li>Presentation is free from grammar/spelling errors. (5 points)</li> </ul>			
Total Group Grade				
Discussion Board Responses (5 Points)	<ul style="list-style-type: none"> <li>The student responded to two other group presentations in an insightful manner.</li> </ul>			
Group Participation / Peer Evaluation (5 Points)	<ul style="list-style-type: none"> <li>Please refer to the peer evaluation tool for guidelines.</li> </ul>			
Total Individual Grade (FINAL GRADE)				



- [DePaul University: Assessment](#)
- [University of Hawaii - Manoa](#)

# Sample Rubric from RCampus™



EDUC 522 Rubrics Presentation ... x iRubric: Journal Article Summar... x iRubric: Journal Article Summar... x +

https://www.rcampus.com/rubricshowc.cfm?code=J9A388&sp=yes&nocache=1364173229289

Grade Levels: Undergraduate

**Journal Article Critique** Powered by iRubric

	<b>Good 5 pts</b>	<b>Fair 3 pts</b>	<b>Poor 1 pts</b>
<b>Summary</b>	<p><b>Good</b></p> <p>The article is clearly but succinctly summarized - only the key points of the article are touched upon. The article summary takes up no more than one third of the total assignment.</p>	<p><b>Fair</b></p> <p>The article is clearly summarized, but some sub points are addressed along with main points. The summary is not succinct, is too long and cumbersome</p>	<p><b>Poor</b></p> <p>The article summary is unclear or overly detailed, so long as to appear more like a short, unclear article than a summary.</p>
<b>Article Choice</b>	<p><b>Good</b></p> <p>Article selected is current (&lt;5 years), topic is specific to task. Article published in peer-reviewed scholarly journal.</p>	<p><b>Fair</b></p> <p>Article selected may be current (&lt;5 years) or somewhat older, topic is related to task, but less specific. Article published in peer-reviewed scholarly journal.</p>	<p><b>Poor</b></p> <p>Article is barely related to task or is grossly outdated (&gt; 10 years). Article not from acceptable source.</p>
<b>Organization</b>	<p><b>Good</b></p> <p>Summary is well organized, and clearly stated. The points of the article are clear from the very beginning and the name and author of the article is made clear early in the paper.</p>	<p><b>Fair</b></p> <p>Paper is organized, has an intro, body and conclusion. The purpose of the paper becomes clear within the paper and the name and author of the article is mentioned within the paper.</p>	<p><b>Poor</b></p> <p>Paper is not well organized, has an unclear or non-existent intro, body and conclusion. The purpose of the paper is unclear and the name and author of the article is not stated or stated late.</p>
<b>Mechanics Requirements</b>	<p><b>Good</b></p> <p>APA and page length (1) requirements are met and there are no grammatical errors or typos.</p>	<p><b>Fair</b></p> <p>APA and page length (1) requirements are met and there are 1-4 grammatical errors or typos.</p>	<p><b>Poor</b></p> <p>APA and page length (2-3 pages) requirements are not met. There are 5+ grammatical errors or typos.</p>



For assistance with rubric generation visit:

<https://www.rcampus.com/>



# References



- DePaul University. (2012). Assessment: Types of rubrics. Retrieved from <http://condor.depaul.edu/tla/Assessment/TypesRubrics.html>
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- Moskal, B.M. (2000). Scoring rubrics: What, when and how? *Practical Assessment, Research & Evaluation*, 7(3). Retrieved from <http://PAREonline.net/getvn.asp?v=7&n=3>
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