

Beyond the grade: How rubrics can provide feedback and reduce marking load

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Outline

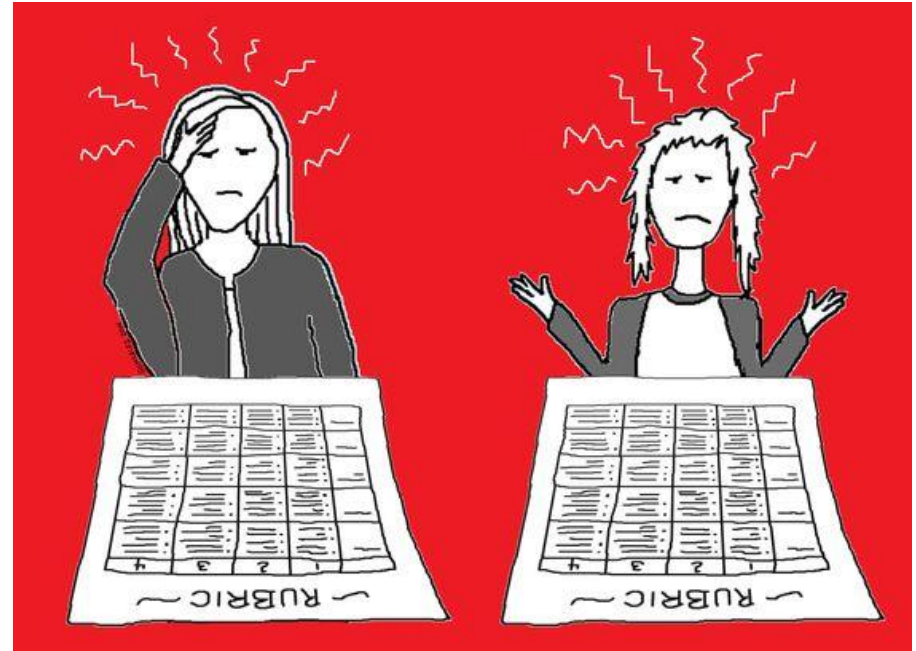
- Problems with rubrics
- Tips for rubric design
 - Length
 - Validity and reliability
 - Wording
- Benefits of new rubrics
- Rubrics & learner autonomy
- Q & A



Over to you

YOU HAVE 2 MINUTES

- What are some problems you've experienced with rubrics?
 - For students
 - For teachers



<http://www.brilliant-insane.com/2014/10/single-point-rubric.html>

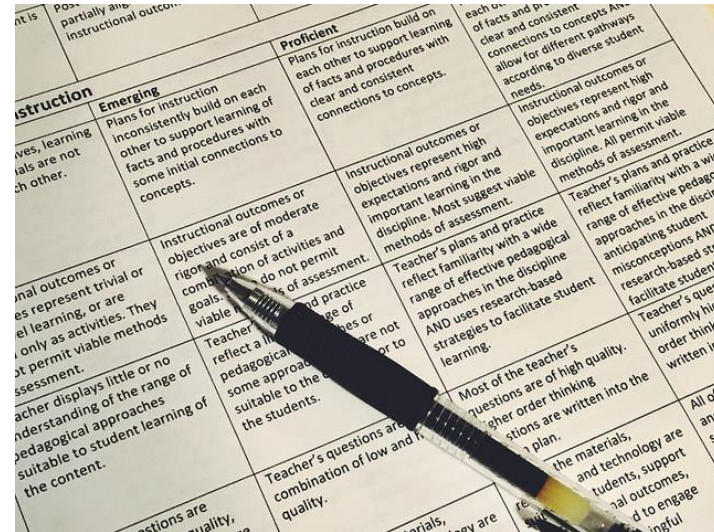
Problems with rubrics

FOR STUDENTS



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- Rubrics can be overwhelming:
 - Too much text
 - Too long
 - Excessive detail
 - Complex language





Problems with rubrics

FOR TEACHERS

- Rubrics can be time consuming:
 - Too many criteria/performance levels/descriptors to consider
 - Unclear (e.g. vague distinctions between performance levels)

		F	F+	P	Cr	D	HD
Vocabulary (25%)	Accuracy *wf / wc / sp / collocations, etc.	High frequency and wide range of errors make meaning unclear.	Frequent errors can affect meaning.	Errors may be frequent and somewhat affect meaning.	Some errors occur but with minimal effect on meaning.	Some errors occur but do not affect meaning. Some sentences are error free.	Some errors may occur but do not affect meaning. Many sentences are error free.
	GRADE:						

Tips for rubric design

- Consider:
 - Length
 - Validity and reliability
 - Wording

Tips for rubric design

LENGTH

- Keep rubrics to one page by limiting the number of:
 - criteria – focus on key criteria only
 - performance levels – 3-6 levels
 - consider whether descriptors are needed for every performance level

	F	F+	P	Cr	D/HD
Grammar 25% <ul style="list-style-type: none"> • Sentence structure, word order, missing words • Tenses, verb form, voice • S-V agreement • Prepositions • Number • Articles • Punctuation 	<ul style="list-style-type: none"> • Uses mostly simple structures. • Makes frequent errors; some affect comprehension. 	<i>Performance shares features of an F and a P.</i>	<ul style="list-style-type: none"> • Uses a mix of simple and complex structures. • Makes some errors, but these rarely affect comprehension. 	<i>Performance shares features of a P and a D/HD.</i>	<ul style="list-style-type: none"> • Uses a range of complex structures with some flexibility. • Frequently produces error-free sentences, but may make a few errors with no effect on comprehension.
GRADE					

Tips for rubric design

LENGTH

- Keep rubrics to one page by limiting the number of:
 - descriptors per performance level - 1-3

	F	F+	P	Cr	D/HD
Delivery (30%) Individual mark <ul style="list-style-type: none"> • Body language / eye contact • Interaction with visual aids • Pronunciation and audibility • Fluency / natural output (e.g. not memorised or read aloud) 	<ul style="list-style-type: none"> • Delivery is below average (i.e. attempts to use delivery features but with mixed control). 	<i>Performance falls between an F and a P.</i>	<ul style="list-style-type: none"> • Delivery is satisfactory (i.e. mostly effective use of all delivery features, but this is not sustained). 	<i>Performance falls between a P and a D/HD.</i>	<ul style="list-style-type: none"> • Delivery is excellent (i.e. sustains effective use of delivery features with only occasional lapses).
GRADE:					

Tips for rubric design

VALIDITY AND RELIABILITY

- Align performance levels with recognised external proficiency standards (e.g. IELTS) and the curriculum
- Trial rubrics to identify issues (e.g. feasibility, criteria that overlap, confusing wording)
- Train teachers to use rubrics and run standardisation sessions to increase rater reliability

Tips for rubric design

WORDING

- Keep wording simple, clear and concise (e.g. avoid meta language)
- Use consistent wording across all rubrics at the centre
 - Develop rubrics for **one assessment type** at a time across all courses to ensure:
 - a gradation of quality from the lowest to the highest level of performance for each common criterion

	Lowest 4.5	5.0	5.5	6.0	6.5	7.0	7.5	Highest 8.0
Grammar • Sentence structure, word order, missing words • Tenses, verb form, voice • S-V agreement • Prepositions • Number • Articles • Punctuation	• Uses a very limited range of simple structures with rare use of complex structures. • Makes very frequent errors and/or many affect comprehension.	• Uses a limited range of structures. • Makes frequent errors; some affect comprehension.	• Uses a limited range of structures. • Makes frequent errors; some may affect comprehension.	• Uses a mix of simple and complex structures. • Makes some errors, but these rarely affect comprehension.	• Uses an adequate range of simple and complex structures. • Makes some errors, but these do not affect comprehension.	• Uses a range of complex structures with some flexibility. • Frequently produces error-free sentences, but may make a few errors with no effect on comprehension.	• Uses a wide range of structures with some flexibility. • Most sentences are error-free (i.e. produces only occasional errors).	• Uses a wide range of structures flexibly. • Errors are rare and do not affect comprehension.

Tips for rubric design

WORDING

- Consider language that discriminates between performance levels:
 - Quantifiers (e.g. *some, many, all*)
 - Adverbs of frequency (e.g. *rarely, sometimes, often*)
 - Adverbs of manner (e.g. *logically, appropriately*)
 - Adverbs of degree (e.g. *mostly*)
 - Adjectives (e.g. *limited, adequate, sufficient*)
 - Using umbrella terms (e.g. *adequately developed: clear, sufficient, appropriate*)
 - Modal verbs (e.g. *may*)
 - Opposites (e.g. *under/overuse, too brief/too long*)

Tips for rubric design

WORDING



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GRADE					

Tips for rubric design

WORDING



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GRADE					

Benefits of new rubrics

- Easier for teachers to:
 - focus on task outcomes and use rubrics to guide their teaching before and after assessment
 - justify a grade
 - assess different types of tasks
 - assess tasks from different courses
- Marking:
 - quicker and easier
 - more accurate and consistent
 - higher rater reliability

“The fewer the levels of performance for the rater to consider, the greater the reliability and efficiency in scoring the performance.” (Wolf & Stevens, 2007)

Over to you

YOU HAVE 2 MINUTES

- How can rubrics be used as a learning tool to help students become more actively engaged in their own learning?





When used as part of a formative, student-centred approach to assessment, rubrics have the potential to help students develop a 'vision of success' as well as 'make dependable judgements about the quality of their own work' (Stiggins cited in Andrade & Du, 2005).

Rubrics and learner autonomy

- Setting clear task expectations
- Planning for an assignment
- Providing formative assessment
- Reflecting and acting on feedback

Rubrics and learner autonomy

SETTING CLEAR TASK EXPECTATIONS

- Have students analyse samples of a task before looking at a rubric
 - Identify strengths and weaknesses
 - List qualities of strong/average/weak samples
 - Come up with criteria for the task
- Go through a rubric for a task to clarify expectations
- Give students marked sample tasks and rubrics to analyse
 - Determine reasoning for descriptors selected
 - E.g. If selected descriptor is: *Introduction and conclusion lack some elements or are inadequate*, students determine what elements may be missing or are inadequate.

Rubrics and learner autonomy

PLANNING FOR AN ASSIGNMENT

- Students use the rubric as a guideline for:
 - what to include
 - what to avoid
 - what's required to reach a higher performance level
- Students identify requirements they are unfamiliar with.
 - e.g. 'Executive summary' for a report
 - Students come up with strategies to close this gap.

Rubrics and learner autonomy

PROVIDING FORMATIVE ASSESSMENT

- Include formative tasks before summative tasks
 - E.g. Feedback essay before an Assessed essay
- Rubric-use gives students more accountability for their learning.
 - They know what's expected so it becomes their responsibility to meet task outcomes (Turner & Shellard, 2004).

Rubrics and learner autonomy



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PROVIDING FORMATIVE ASSESSMENT

- Create opportunities for self- and peer-assessment
 - Students see assessment in a more positive and helpful way as there are no grades involved (Andrade, 2005).
 - Students become more empowered.
 - E.g. Students assess drafts and colour code criteria and identify evidence of having addressed each and to what degree (Andrade, 2007).

“Rubrics used only to assign final grades represent not only a missed opportunity to teach but also a regrettable instance of the teacher-as-sole-judge-of-quality model that puts our students in a position of mindlessness and powerlessness”.
(Andrade, 2005)

Rubrics and learner autonomy



REFLECTING AND ACTING ON FEEDBACK

- Students reflect on feedback from self/peer/teacher
 - What have they done well?
 - What areas need improvement?
- Acting on feedback: Teacher-led
 - Create remedial lessons
 - weak/strong exemplars of a task
 - error-correction
 - Have students re-do the task
 - Have student-teacher consultations
 - Point students to resources that can help them
 - e.g. books, software, workshops, language advisor
- Acting on feedback: Student-led
 - Make improvements to a draft
 - Do self-study / create a study plan
 - Prepare for the next assignment

Rubrics and learner autonomy

If students produce it,
they can assess it;
and if they can assess it,
they can improve it
(Andrade, 2007).



References

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Thank you

Q & A



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