QUICK OVERVIEW

A "rubric" provides information about what the learner did, or did not do, to achieve success and the assigned score. Details within a rubric provide more robust information for the faculty to discern between levels of learner performance. A rubric can also convey the distinction between gradients of performance for the learner and for other faculty. In addition, a rubric can provide a tool for the learner's use in self-assessment about how to improve, sustain or make corrections to performance.

The difference between a grading "scale" and a "rubric" is illustrated in this simple example for assessing "class participation". In the rubric example, the noted categories can be further split/defined if more granular assessment is needed.

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EXAMPLE A: Class Participation Scale

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Criterion	Exceeds Expectation	Meets Expectation	Below Expectation
Class Participation		X	

In the **scale** example it is not apparent what the learner should, or should not do, to be assessed as "exceeds, meets, or below" expectation. It is also not apparent to any other reader, such as a faculty peer who might be involved as a student advisor, or in an academic appeal related review, what actions or behavior would account for the assigned rating or what actions or behavior could raise or lower the learner's rating.

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EXAMPLE B: Class Participation Rubric

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Class Participation	Possible Points	Points Earned/Comments
1. Contributes unique, or insightful comments ≥ 2 times each class session	5	Pts Earned _____ / 5
Contributes unique or insightful comments 1 time during every class session	4	
Contributes unique, or insightful comments at least 1 time every 2 class sessions or once a week if class meets more than 1 time/week	3	
Contributes unique, or insightful comments at least 1 time at least once a month	2	
Contributes unique, or insightful comments at least 1 time during the semester	1	
Comments regularly limited to "I agree" or repeats other student comments	0.5	
Comments regularly worded poorly > 1 semester	0.5	
Makes irrelevant, off topic, or disruptive comments > 1 semester	0	
Does not make any comments during the semester	0	
2. Comments advance group discussion & allow other students to build on	1	Pts Earned _____ / 1

Class Participation	Possible Points	Points Earned/Comments
Comments do not advance group discussion or allow for students to add comments	0	
3. Appears engaged in class lecture/discussion/activity (eg., listens) for majority of class time by taking notes & offering appropriate nonverbal messages (eg., nodding in agreement, expressing confusion, etc).	2	Pts Earned _____ / 2
Appears engaged in class lecture/discussion/activity for some of class time, spends some time talking to neighbor or misusing technology. etc.	1	
Majority of time spent unengaged (e.g., misusing technology, studying for other class, talking, sleeping).	0	
4. Is regularly respectful to class instructors & peers during class discussion, lectures, activities	2	Pts Earned _____ / 2
Is disrespectful 1 time (infrequently) to class instructors & peers during class discussion, lectures, activities (e.g., talks while others are talking, interrupts)	1	
Is regularly disrespectful to class instructors & peers during class discussion, lectures, activities (e.g., interrupts, makes inappropriate comments)	0	

Total score = _____/10

In the **rubric** example it is clear what specific behaviors and actions by the learner will lead to acquiring points which will then be counted toward the grade as specified in the syllabus for the class participation component. The format includes is an opportunity for the faculty member to comment. However, additional comments are not required when there is a clear explanation of the action or behavior included within the rubric.

If you have questions about writing rubrics please check out the resources listed. Feel free to contact the authors or the HSC Office of Faculty Development at facdev@ouhsc.edu for more information.

Rubric Resources *[last accessed 010615]*

1. Carnegie Mellon-rubrics: http://www.cmu.edu/teaching/designteach/teach/rubrics.html
2. University of Virginia-rubric tools: http://avillage.web.virginia.edu/iaas/assess/tools/rubrics.shtm
3. Rubrics on WikiPODias, by members of the Professional and Organizational Development Network in Higher Education. Offers an introduction to rubrics and guide to creating, using and assessing with rubrics. Includes links to other rubric resources. *Note: this webpage will be moving—link is working as of 010615.* https://sites.google.com/site/podnetwork/Home/topics-for-discussion/Rubrics
4. **Guide to Scoring Rubrics** (InformEd). Covers all aspects of rubric creation from types of rubrics through the creation of scoring rubrics, including student-created and weighted rubrics. Descriptions are provided with examples, advantages and disadvantages, and links to other resources. http://www.opencolleges.edu.au/informed/teacher-resources/guide-to-scoring-rubrics/

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