

Building Better Rubrics (BBR) Module 3: Shortcuts for Successful Rubrics

**An AAC Professional Learning Module
to accompany the AAC Publication**

BBR Professional Learning Modules at a Glance

▪ Support student learning ▪ Enhance classroom assessment practices ▪ Evaluate student performance ▪ Provide specific feedback

Better
Building Rubrics

Describe levels of quality

Sherry Bennett, Anne Mulgrew

An AAC Publication

Provide specific feedback

▪ Support consistency of scoring ▪ Provide a springboard for conversation ▪ Articulate and clarify criteria ▪

What kind of brick is a rubric?

Module 1: Purpose & Design

The What, When, Why and How of Rubrics

Recognizing Quality Rubrics

Module 2: Not all Rubrics are Created Equal!

Module 3: Shortcuts for Successful Rubrics

Tools for Novices and Pros

Module 4: Supporting Student Learning

Lingering Thoughts

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	The What, When, Why and How of Rubrics
	Recognizing Quality Rubrics
	Tools for Novices and Pros
	Lingering Thoughts



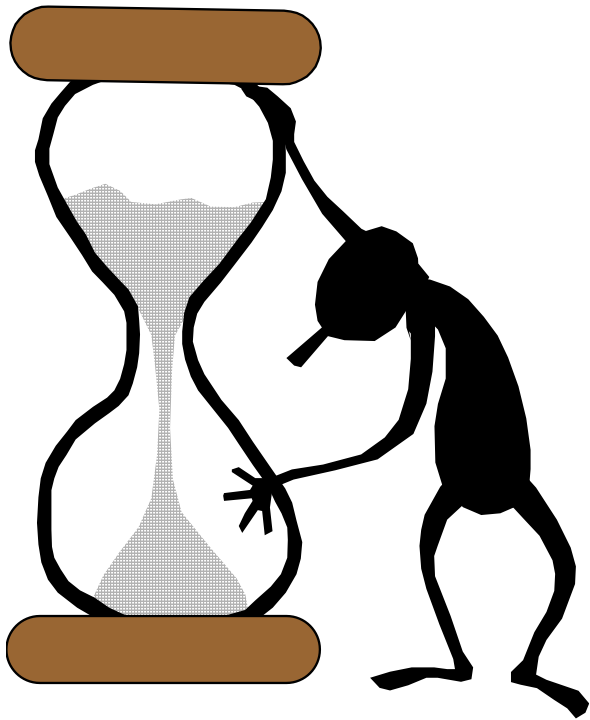
Module 3: Shortcuts for Successful Rubrics

**pp. 6-9;
14-23**

The Dilemma of Criteria

- Quality rubrics begin with quality criteria.
- Criteria must be based on learner outcomes.
- The Dilemma
 - While learner outcomes describe student learning targets, they are written in language that is too complex for many students.
 - Student friendly statements may distort the intent of the original outcome.
 - How do we ensure that criteria on which rubrics are based (and student marks are generated) have congruence with the outcomes?

The Hourglass Principle of Rubric Design



- Begin with the language of the outcome.
- Create a concise statement that captures the essence of the required student ***action*** (criteria).
- Recapture the focus of the outcome in the rubric descriptors

Important Tips

- Keep the learner outcomes in view while criteria are created.
 - NEVER work from a list of criteria or “I can” statements in isolation from the learner outcomes.
- Refer back to the learner outcome while rubric descriptors are created.

AAC Rubric Sampler

- Browse the Rubric Sampler to become familiar with
 - the concise language of criteria
 - the way in which the descriptor recaptures the context of the outcome

AAC Rubric Wordsmith

- lists of levelled words organized by skills
 - selecting the right information
 - selecting enough information
 - drawing conclusions
 - providing support for opinion
 - designing/constructing
 - organizing/formatting
 - developing questions/making predictions
 - analyzing information/data
 - communicating information

Using the Wordsmith: Step One

- State criteria.
 - action verb
 - concise and precise
 - linked to learner outcomes

Level	4	3	2	1
Criteria	Excellent	Proficient	Adequate	Limited
Summarizes events (7.S.2.3)				

Using the Wordsmith: Step Two

- Create the descriptor.
 - The descriptor provides the context, based on the skill inherent in the outcome.
 - The same basic statement is repeated for each level.

Level	4	3	2	1
Criteria	Excellent	Proficient	Adequate	Limited
Summarizes events (7.S.2.3)	Creates a _____ summary of events.	Creates a _____ summary of events.	Creates a _____ summary of events.	Creates a _____ summary of events.

Using the Wordsmith: Step Three p. 18

- Select descriptors for each level.
 - Work within the skill focus from the Wordsmith.
 - Words may be selected from any row within the skill; however, words do not ‘float’ between levels (columns).

Level	4	3	2	1
Criteria	Excellent	Proficient	Adequate	Limited
Summarizes events (7.S.2.3)	Creates a <u>comprehensive</u> summary of events.	Creates a <u>thorough</u> summary of events.	Creates a <u> cursory</u> summary of events.	Creates a <u>superficial</u> summary of events.


Using the Wordsmith (handout)


- Use the descriptor from the 'Excellent' column to determine the skill focus (2nd column). This identifies the applicable section of the wordsmith.
- Use the Wordsmith to complete the remaining columns of the rubric.


Level Criteria	Skill Focus	Excellent	Proficient	Adequate	Limited
Explains impact...	• selecting enough info	comprehensive	?	?	?
	•	insightful	?	?	?
Selects photographs...	•	significant	?	?	?

Using the Wordsmith to Create “from Scratch”

Step One State criteria.	Step Two Create descriptor.	Step Three Select levelled words.
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 The sample criteria can serve as models.

 The rubric sampler can serve as models.

 Use words from any row, but do not float between levels (columns).

Sample criteria for the skill of _____
<ul style="list-style-type: none"> • • •

Words that describe the skill of _____			
Excellent	Proficient	Adequate	Limited

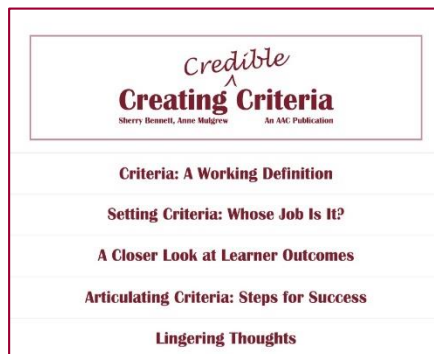
Fixing Common Flaws (handout)

pp. 6-9
pp. 14-23

- Work with an elbow partner.
 - Identify the flaws in each rubric row.
 - Revise the rubric criteria and descriptors.
 - Use *Building Better Rubrics* for reference.
- Pair with another group and compare notes.
 - Are your revisions similar or different?
 - Consider areas where you had different interpretations.
 - Could both interpretations be appropriate?
 - What changes would you make to your rubric based on input from your peers?

Next Steps Prior to Module 4

- Use the Wordsmith to revise rubrics you encounter that may not exhibit all the features of quality rubric design.
- Use the Wordsmith to create rubrics ‘from scratch’.
- For further support with understanding Criteria, access the AAC publication *Creating Credible Criteria* and the accompanying professional learning resources.



<https://aac.ab.ca/learn/go/criteria/>