

RUBRICS PART I: CREATING RUBRICS TO TRANSFORM ASSESSMENT INTO LEARNING

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Abstract:

This workshop is the first in a series of two workshops which address the development and use of rubrics. A rubric is a detailed scoring key or tool, which is generally, but not exclusively, used when the same assessment is repeated often. As such student progress over a period of time can be monitored more closely. It is a way of clearly describing the expected performance of students before the assessment takes place. A rubric consists of a set of assessment criteria for a task, which may be very specific or more general in nature, and descriptions of different levels of performance for each criterion. The highest performance level for a criterion can be seen as the expected standard.

Assessment is an integral part of teaching and learning. It should not be seen as an added responsibility in an already overburdened teaching program. To a large extent assessment drives the learning. One of the challenges facing the educator today is that of using this very assessment as a meaningful learning experience itself, and helping the student to see it as such, rather than just as something which must happen in order to get a grade for promotion to the next year. Rubrics, if used properly, have the potential to transform assessment into a meaningful learning event.

This interactive session explores the value rubrics add to learning. Discussion will focus on the reasons to use rubrics, looking at the advantages for both the student and the lecturer. Models for rubric development will also be addressed. The workshop aims to provide a hands-on experience in developing a rubric which can be used in practice after the conference. This rubric development will be a collaborative effort, with participant peer review as a strategy for improving the validity of the final rubric. The process of creating the rubric, with all the participants using the same topic, will deal with:

- Developing outcomes for student assignments;
- Identifying the assessment criteria for these outcomes
- Describing levels of performance for each assessment criterion

The different ways of measuring assessment criteria will be compared. Reliability and validity of rubrics will be discussed. Participants will gain insight into the value rubrics have in transforming assessment into learning.

Learning objectives:

Participants will:

- explore their ability to describe performance levels for assessment criteria/ formulate standards of excellence for specified performance levels
- become familiar with compilation of rubrics
- incorporate rubrics in their assessments
- use rubrics for focused and self-directed learning.

Workshop objectives:

Upon completion of this workshop, participants will be able to:

* identify assessment criteria for selected assignments * describe the levels of performance for each of the assessment criteria * recognize how rubrics facilitate the learning process

Outline:

* Look at the concept of a rubric * Reasons for using rubrics * Rubric as active learning strategy * Models for rubric development * Construction of a rubric * Reliability and validity

Prerequisites:

This session is ideal for both experienced and new users of rubrics. Participants require minimal experience with formulation of outcomes for performances expected from students.

Maximum number of participants: 20**Intended Experience Level: Beginner****Instructor Qualifications:**

Primary Presenter: Ms Anne Strehler

Anne Strehler has worked as an instructional designer in the field of technology-based education since 1992. She is currently Head : E-Education in the Department of Telematic Learning and Education Innovation at the University of Pretoria, where she heads up the team in the Faculties of Health Sciences and Veterinary Sciences. She has developed numerous multimedia on CD-ROM for various clients. She also trains faculty at UP in the Facilitation of Online Learning.

Co-presenter: Prof Ina Treadwell

Ina Treadwell currently heads the Skills Laboratory at the University of Pretoria. She has developed eight CD-ROMs on skills teaching and initiated PDA assessment of skills in the Faculty of Health Sciences. She is involved in the development of a comprehensive electronic portfolio (which includes rubrics) to capture evidence of students' learning.