



Rubrics: What, Why, How? ...1



BTC JOINS MULTI-STATE COLLABORATIVE ...2

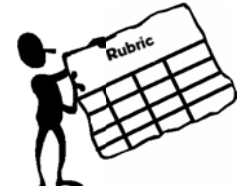


VALUE RUBRICS ...2

Assessment of Student learning outcomes

IMPROVING THE SUCCESS OF BLUEGRASS COMMUNITY AND TECHNICAL COLLEGE STUDENTS THROUGH THE EVALUATION OF STUDENT LEARNING OUTCOMES WITHIN THE TECHNICAL PROGRAMS

RUBRICS: WHAT, WHY, HOW?



WHAT ARE RUBRICS?

Rubrics are a method of assessment that articulate clearly set expectations for a specific assignment, behavior, or task. A rubric uses rating scales in a matrix type format, describing a set of assessment criteria linked to various levels of achievement. They are used at various levels of an educational institution for a variety of reasons:

- A specific course task,
- A complex course learning outcome,
- Program level assessments – Student Learning Outcomes and Program Reviews, and
- Institutional level assessments – General Education Outcomes, and Institutional Effectiveness.

Summative and formative evaluations are easily incorporated into rubrics. Dependent on the type of task, performance, or behavior that is being assessed, a holistic or analytic rubric is used. When an assessment involves judging an overall project, process or behavior, a holistic rubric can be used. The holistic rubric provides a quick snap shot of achievement. Analytic rubrics are used when individual parts, steps, components or characteristics of an outcome are judged. The sum of the individual scores provides the total score for the outcome. This type of rubric provides detailed feedback to the instructor and student on strengths and weaknesses within specific areas of a complex project, behavior, or outcome.

WHY ARE THEY USED?

Rubrics are criterion-referenced rather than norm-referenced assessments, focusing on what the student has learned rather than how they compare to other students. Distribution of the rubric at the time of the assignment provides the student clear evidence of what is expected,

improving communication and the learning experience for faculty and students.

For the faculty member, rubrics can improve intra-rater reliability and inter-rater reliability. Rubrics also save time when a faculty member finds themselves repeating the same comment(s) while grading an assignment. The feedback to students is clear and direct. Comparing the rubric results provide insight into specific skills and abilities of students while identifying areas needing improvement.

HOW DO YOU DEVELOP AN ANALYTIC RUBRIC?

Developing a rubric may seem intimidating and time consuming; however, the time invested in the rubric will be well spent as grading time is drastically reduced. Prior to developing the rubric, however, a breakdown of the most important tasks of the project, process, or behavior is essential.

Developing a rubric is accomplished by identifying the key components of the outcome or behavior. Once this has been completed, it can be placed in a format to be easily distributed to students and for grading such as Excel, Word, an online software tool (e.g. Rubristar), Blackboard, etc.

1. Task Description - The Task Description describes the performance, behavior or task. It can be a specific assignment (paper, poster, or presentation) or a behavior (participation, proper lab protocols, etc.).
2. Scale - The rubric scale identifies the various levels of performance. Most rubrics start with three or four, expanding to additional levels if needed. The scale titles describe the level of performance in positive, nonjudgmental terms such as:
 - Excels – Competent-Need Work
 - Outstanding – Satisfactory – Needs Improvement

- Accomplished – Average – Developing – Beginning
- Advanced – Intermediate High – Intermediate - Novice

3. Levels of Performance - A description of each level of performance is one of the most challenging tasks in developing a rubric. It is important that there be distinct differences between each level of performance. Each level should have a phrase, sentence, or paragraph describing what is expected at that level. One of the easiest ways to accomplish this is to use an assignment that has already been completed, possibly from a previous semester. Stack the papers into different piles based on their level of performance. Identify the attributes and characteristics of each pile beginning with the highest level of performance. Then, identify the characteristics of the lowest and remaining mid-level(s).
4. Feedback and Review – Seek input from other faculty. Discuss the characteristics of each level of performance along with the distinctness of each level.

After the rubric has been implemented, make any necessary adjustments; additional levels of performance, more descriptive criteria and other ways to improve the rubric.

The National Institute for Learning Outcomes Assessment has a website that offers a variety of resources and examples. (<http://www.learningoutcomesassessment.org>) For additional examples and websites, contact Karman K. Wheeler.

Karman K. Wheeler
Academic Assessment



BCTC JOINS THE MULTI-STATE COLLABORATIVE TO ADVANCE LEARNING OUTCOME ASSESSMENT

BCTC joins the Multi-State Collaborative to Advance Learning Outcome Assessment

Early this semester, BCTC was invited to participate in the Multi-State Collaborative to Advance Learning Outcomes Assessment (MSC). This initiative is sponsored by the State Higher Education Executive Officers (SHEEO) and the Association of American Colleges and University (AAC&U). Along with Hazard Community and Technical College, Northern Kentucky University and the University of Kentucky, this initiative includes approximately 68 other two- and four-year institutions in nine states.

MULTI-STATE COLLABORATIVE STATES



This model for assessing essential/general education outcomes is a distinctly different approach to current practices of using national, standardized tests. The MSC Model incorporates common VALUE rubrics to examine authentic student work. The evidence of student work is actual work completed by the students in the form of projects, papers, assignments, or research.

This semester, the initial phase of the pilot project was implemented with two of the most common general education outcomes – written communication and quantitative literacy. Faculty from five different areas and programs are participating within each of the outcome assessment areas. They are currently compiling and submitting authentic student assignments.

In February, faculty representing all participating colleges will evaluate the assignments submitted using the common VALUE Rubrics for written communication and quantitative literacy.

The goal is to provide data that will allow us to assess and improve our students' success by identifying strengths and pinpointing areas needing improvement. The data will also allow comparisons and benchmarking against other similar institutions.

It is hoped that these initial efforts will provide the foundation of an assessment model that will truly represent students' success!!!

Stay tuned for updates on this exciting project.



**Did you assess any of your student learning outcomes this semester?
Be sure and place your results in AIM along with a description of how you plan to use the findings for improvement.**

As noted on AAC&U's webpage, "Valid Assessment of Learning in Undergraduate Education" (VALUE) is a campus-based assessment initiative sponsored by AAC&U as part of its *Liberal Education and America's Promise* (LEAP) initiative. VALUE provides needed tools to assess students' own authentic work, produced across their diverse learning pathways and institutions, to determine whether and how well they are progressing toward graduation-level achievement in learning outcomes that both employers and faculty consider essential.

VALUE builds on a philosophy of learning assessment that privileges multiple expert judgments and shared understanding of the quality of student work through the curriculum, cocurriculum, and beyond over reliance on standardized tests administered to samples of students disconnected from an intentional course of study."

Development of the VALUE Rubrics

"The original VALUE initiative in 2007-09 involved teams of faculty and other educational professionals from over 100 higher education institutions engaged over many months to develop 16 VALUE rubrics for the LEAP Essential Learning Outcomes. Each rubric was developed from the most frequently identified characteristics or criteria of learning for each of the 16 learning outcomes. Drafts of each rubric were then tested by faculty with their own students' work on over 100 college campuses.

Since the initial release of the rubrics, more than thirty-two thousand first time individuals have visited the VALUE website between June 2010 and January 2014. The VALUE rubrics have been viewed at more than fifty-six hundred discrete institutions, including schools, higher education associations, and more than thirty-three hundred colleges and universities in the United States and around the world."

For additional information on LEAP and VALUE, visit <https://www.aacu.org>.

To download any of the sixteen VALUE Rubrics, visit <https://www.aacu.org/value-rubrics>.

