

Exploring Criteria Sheets & Scoring Guides for Grading

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Learning

Takes place in students' heads

- is *invisible* to others

Is assessed through performance

- what students can *do*

Involves evaluation that is

- formal or informal
- high- or low-stakes
- individual or collective



Why is assessment important?

1) Needed for improvement

- *Guidance* → knowledge, skills, and attributes
- Opportunity for *self-reflection*
- Way of building *competence*

2) Needed for accountability

- Provides evidence of achievement to
 - Discipline/ Department/ Faculty/ Institution
 - Provincial/ National Higher Education
 - Accreditation Groups
 - Professional Stakeholders



TASK: → **2 recipes**

- Apple pie
 - Grilled cheese sandwich
- Indicate how *useful* the instructions were
 - Give each recipe a grade /10 (8-10 A; 7 B; 6 C; 5 D; 0-4 F)
 - Discuss with a colleague **why** you assigned the grade



RECIPE #1 Apple Pie



Preparation Time: 30 minutes

Cooking Time: 1 hour

Ingredients

- 1 recipe pastry for a 9 inch (23 cm) double crust pie
- ½ cup unsalted butter
- 3 tablespoons (45 ml) flour
- 60 ml water
- ½ cup white sugar
- ½ cup (125 ml) packed brown sugar
- 8 apples – peeled, cored and sliced

Directions

- 1) Preheat oven to 425 degrees F (220 degrees C). Melt the butter in a saucepan. Stir in flour to form a past. Add water, white sugar and brown sugar, and bring to a boil. Reduce temperature and let simmer.
- 2) Place the bottom crust in your pan. Fill with apples, mounded slightly. Cover with a latticework crust. Gently pour the sugar and butter liquid over the crust. Pour slowly so that it does not run off.
- 3) Bake 15 minutes in the preheated oven. Reduce the temperature to 350 degrees F. Continue baking until apples are soft.

RECIPE #2 Tomato Bacon Grilled Cheese Sandwich

Ingredients

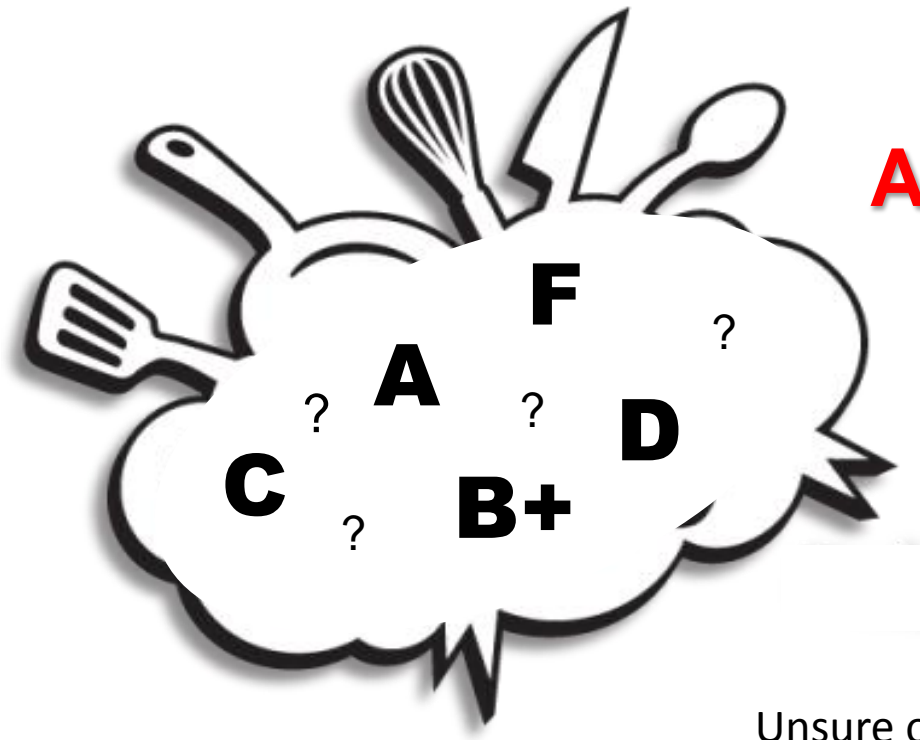
- 8 slices of bacon
- ¼ cup (60 ml) butter, softened
- 8 slices bread
- 8 slices cheese
- 8 slices of tomato



Directions

- 1) Place bacon in a large, deep skillet. Cook over medium high heat until evenly brown. Drain, and set aside.
- 2) Heat a large skillet over medium heat. Spread butter onto one side of each slice of bread. Lay 4 slices of bread, butter side down, in the skillet. Top with a slice of cheese, 2 slices tomato, bacon, and another slice of cheese. Cover with a slice of bread, butter side out. Fry sandwiches until golden on both sides.

Are the details adequate?



No ingredient information
for making the crust

Not all the ingredients are
in both imperial and metric
measurements

Unsure of the type of flour
and apples required

Missing information regarding
type of bread – cheese - bacon,
size of tomatoes

Length of time to complete tasks
are not provided – let simmer,
until soft, until golden


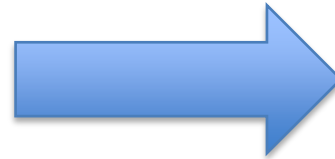
Unclear as to whether oil/butter
are to be used in the skillet to
cook the bacon

Assessment is *Stressful*



Assigning
Grades

- Instructors
- Students
[GAs/TAs]



Receiving
Grades

- Students

To lessen **stress** [for you & students]

Communicate:

- clear expectations of task
- what's important [Content? Style? Creativity? Rigor?]
- what to do to be successful

Assessment should be:

- fair (applied consistently)
- relevant
- transparent
- prompt
- provided with constructive feedback



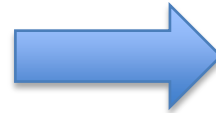
Assessment Tools

- Set expectations
- Record observations
- Provide feedback



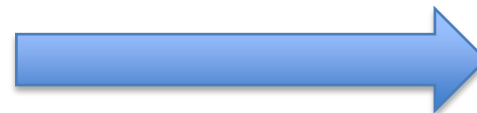
1) Checklists

- Yes/ No format
- Log of evidence

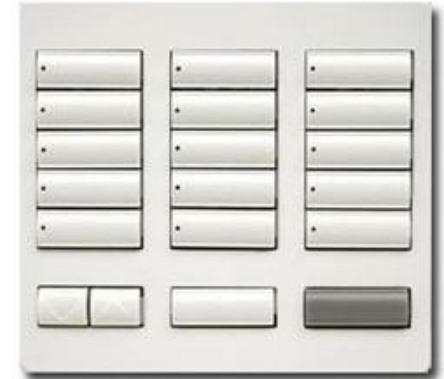


2) Rating Scales

- Degree of frequency
- Range of performance levels



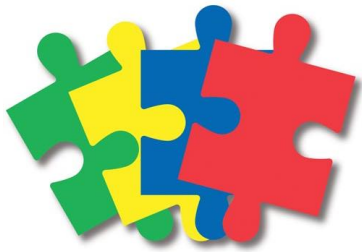
Added Value → Rubrics



Rubrics: a scoring scale
used to assess student *performance*
along a task-specific set of *criteria*

3) Rubrics

- Set of criteria to evaluate performance
- Explicitly describes performance expectations
- Consist of: - fixed measurement scale
 - detailed description of characteristics
- Descriptions focus on **quality** not exclusively **quantity**



Parts of a Rubric

Criteria:

statements of good performance on a task

Levels of Performance:

the degree the student has met the criterion

Weight:

level of importance for each criterion



Criteria	1	2	3	Weight
Number of Sources	1-4	5-9	10-12	x1
Historical Accuracy	Lots of historical inaccuracies	Few inaccuracies	No apparent inaccuracies	x3
Organization	Cannot tell from which source information came	Can tell with difficulty where information came from	Can easily tell which sources information was drawn from	x1
Bibliography	Bibliography contains very little information	Bibliography contains most relevant information	All relevant information is included	x1

Descriptors:

What performance looks like at each level for each criterion

What can be assessed with Rubrics?



Types of Performance

Examples

Processes

- Oral communication
 - Physical skills
 - Use of equipment
 - Work habits
-
- Conversing in a foreign language
 - Hand & Body manipulation (HK)
 - Playing a musical instrument
 - Work independently

Products/ Creations

- Written research documents
 - Academic products that demonstrate understanding of concepts
 - Constructed products
- Essays, term papers, Lab & Field reports
 - Concept mapping
 - Diagrams/ flow charts of social or scientific systems
 - Drawing, painting, modeling

BENEFITS



of Rubrics

For GAs / TAs

- Reduces time spent on grading
- Streamlines repetitive tasks
- References descriptors without writing long comments
- Makes assessment more objective
- Ensures consistency [across time, graders, and students]
- Helps identify strengths and weakness
- Decreases uncertainty
- Details for further discussion and grade appeals

Benefits of Rubrics

For Students

- Enabling:
 - ✓ monitoring & assessing progress
 - ✓ feedback on success
 - ✓ improvement on future performance
- Understanding:
 - ✓ shows how work will be evaluated
 - ✓ sets assessment standards
 - ✓ provides the expectations
- Directing:
 - ✓ work toward clear goals
 - ✓ efforts are purposeful

Disadvantages of Rubrics



For GAs/TAs

- Can be complicated to administer
- Has more detailed gradations of performance
- Need to carefully discuss/ review with *instructor*

For Students

- Students can become “completely” *process focused*
 - ⇒ Focus on mechanics of producing the assignment
- Can miss the deeper learning experience
 - ⇒ Ideas/ concepts/ theories can become secondary



- Analytic Rubrics
- Holistic Rubrics

Analytic Rubrics

Recipe

Criteria	1	2	3
Ingredients	Ingredients list lacks measurements, or fails to list all ingredients needed	Ingredients list lacks some necessary information	Ingredients list contains all required measurements and all needed ingredients
Directions	Directions are not in order, do not describe actions	Directions follow some form of order, and give general descriptions of actions	Directions follow step-by-step order, and are descriptive
Clarity	Hard to follow or understand the steps	There are steps that can be followed	Steps are clear, unambiguous and easy to follow
Complexity	Recipe is complex with many unnecessary or redundant steps	Recipe has an adequate number of steps that can be followed	Recipe is concise and succinct keeping the essential steps apparent

Holistic Rubrics

Recipe

Description	
Excellent	4
<ul style="list-style-type: none">• All main points appear with appropriate & full direction• The instructions are clear and easily understood• There is no missing information or errors	
Very Good	3
<ul style="list-style-type: none">• One or two points are missing or not fully described• Some problems with clarity or logic in presentation• A few errors or inaccuracies	
Good	2
<ul style="list-style-type: none">• Generally accurate• The clarity of detail needs work• Periodic incomplete information	
Needs Work	1
<ul style="list-style-type: none">• Did not convey sufficient detail to understand how to proceed• Missing substantial amount information• Appears to not have been edited for grammar or mechanics	

Analytic vs. Holistic Scoring

Analytic

- Each trait scored separately
- Diagnostic information given
- Provides detailed feedback to guide instruction & monitor progress
- Used for most writing/research assignments
- Adaptable

Takes time to develop

Holistic

- One overall score
- Intended to generalize total effort and effect
- Quick summative assessment
- Cannot provide specific, needs-based feedback

Doesn't communicate what to improve



for Creating Rubrics

- determine learning outcomes/ objectives for the assignment (*work with instructor*)
- use student friendly language
→ rely on descriptive language
- don't use "*too many*" columns
- use the rubric with the students
- Use available templates – Blackboard****

Criteria, Level of Performance, Descriptors & Configuration

Criteria & Points Assigned	Missing or Serious Problems	Below Expectations	Meets Expectations	Excellent Work	Points Earned
	0	1	2	3	
Relevance of answer to the question	The essay did not answer the question	Answer is incomplete. Excessive discussion of unrelated issues and/or significant errors in content	Answer is brief with insufficient detail. Unrelated issues were introduced and/or minor errors in content.	Answer is complete; sufficient detail provided to support assertions; answer focuses only on issues related to the question; factually correct	
Thoroughness of answer	None of the relevant details were included	Serious gaps in the basic details needed	Most of the basic details are included but some are missing	Deals fully with the entire question	
Organization and logic of answer	Weak organization; sentences rambling; ideas are repeated	Minor problems of organization or logic; Needs work on creating transitions between ideas	Clear and logical presentation; good development of an argument; Transitions are made clearly and smoothly		
Mechanics of writing (spelling, punctuation, grammar, clarity of prose)	Major problems with mechanics of language; Awkward sentence construction; Poor or absent transitions; Frequently difficult to understand	Frequent problems with mechanics of language; Occasional awkward sentences and poor transitions; reduce readability	Clear, readable, prose. Good use of transitions; no problems with spelling, punctuation, or grammar.		
TOTAL POINTS (10 possible)					

On-line Contributions - **DISCUSSION BOARDS**

Discussion Board Grading Rubric												
	A A-		B+ B B-			C+ C C-			D+ D D-			U
	4.0	3.8	3.3	3	2.8	2.3	2	1.8	1.3	1	.8	.4
Quantity and Timeliness of Postings	Postings are made early (in time for others to read and respond) and continue throughout the discussion		Postings are made early (in time for others to read and respond) and continue throughout the discussion			Postings tend to not be made in time for others to read and respond or do not continue throughout the discussion			Postings are not made in time for others to read and respond or do not continue throughout the discussion			Postings are not made in time for others to read and respond and do not continue throughout the discussion
Content of Postings	Overall, the postings are rich in content deliver information that is full of thought, insight, and analysis		Overall, the postings deliver information that shows that thought, insight, and analysis have taken place			Overall, the postings are generally competent, but the actual information they deliver seems thin and commonplace			Overall, the postings are rudimentary and superficial; there is no evidence of insight or analysis			Overall, the postings contribute no new ideas or applications
Discussion Engagement and Application	Postings make connections to previous or current content or to real-life situations		Postings make connections to previous or current content or to real-life situations, but the connections are not really clear or are too obvious			Postings make limited, if any, connections, and those are often cast in the form of vague generalities			Postings make no real connections. Postings are merely vague agreement or disagreement			Postings make no connections and may be completely off topic
Style and Grammar	No apparent grammatical or stylistic errors.		Few grammatical or stylistic errors			Several grammatical or stylistic errors			Obvious grammatical or stylistic errors interfere with understanding			Grammatical or stylistic errors prevent understanding

Templates in Blackboard for Rubrics

2. Rubric Detail

The Rubric Grid lists **Criteria** (rows) for measuring **Levels of Achievement** (columns)

Add Row
Add Column
Rubric Type:
Point Range

Criteria	Levels of Achievement		
	Needs improvement	Good	Excellent
Depth of Reflection	Points 0 to 6 Demonstrates little understanding of the case reflection and the evidence to support their views is limited.	Points 7 to 8 Demonstrates a basic understanding of the case study with some evidence to support their views.	Points 9 to 10 Demonstrates a thorough understanding of the case study. Student has provided point of view and evidence to support their views. This reflection could be used as an
Use of Textual evidence	Points 0 to 2 Use vague or no examples from the text to support views with limited connections between case study and text.	Points 3 to 4 Use some examples from the text to support views and make connections between the case study and the text.	Points 5 to 5 Use specific convincing examples from the text studied to support views, making insightful and applicable connections between the case study and text.
Grammar	Points 0 to 2 Use of grammar, sentence structure, and spelling have many errors and do not meet the quality expectations for this assignments.	Points 3 to 4 Use of grammar, sentence structure and spelling are good but contain some errors detracting from the quality of work.	Points 5 to 5 Use of grammar, sentence structure and spelling are evident of high quality work with no errors.
Response to peers	Points 0 to 0 Student provides no responses.	Points 5 to 9 Student provides limited response to classmates with little feedback. Or Provides response to one classmate.	Points 9 to 10 Student provides thoughtful, detailed response to classmate.

Total Points: 30



YOUR TASK:

With 2-3 colleagues create a **Rubric** with the appropriate criteria, and descriptors that can be used to assess a student's work.

Student's Assignment:

A short 150-200 word paragraph that highlights issues associated with environmental pollution.

Student's Background:

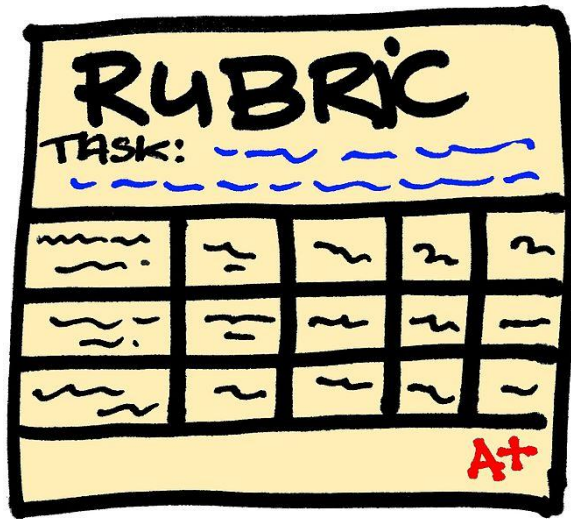
Level:	First year –1 st semester
Major:	FAHSS
Course:	Environmental Studies

Student's Submitted Work

Environmental Pollution



Environment means the surroundings which is around us. There are many things which pollute the environment. Defunct garbage, carbon-di-oxide, carbon-mono-oxide of the engines, different kinds of chemical trash, toxic water and unbearable sound pollute the environment. Our environment is polluted in three ways: air pollution, water pollution and sound pollution. Air is polluted by different kinds of poisonous gases. Water is polluted by rotten trash and chemical elements. Sound is polluted when it is used beyond its capable power. Smoke pollutes air by melting pitch, emitting from motor vehicles. Mills and factories pollute water by throwing their industrial discharge into river, canal etc. Water can also be polluted by chemicals used for cultivation. City life is becoming ill and unhealthy by environment pollution. Environmental pollution is injurious because it affects human lives and human world very dangerously. If we want to stop pollution, we shall have to take some effective steps against it. Air, water and sound should be made free from all kinds of toxic things and misuse. Now is the best time to raise a slogan, "Save the environment, save the lives."



Criteria?

Level of Performance?

Descriptors?

Weighting?

Configuration?

The following were referenced during this presentation:

- **Authentic Assessment Toolbox**

by Jon Mueller – North Central College

<http://ifmueller.faculty.noctrl.edu/toolbox/rubrics.htm>

- **Creating and Using Rubrics**

Eberly Center - Teaching Excellence & Educational Innovation - Carnegie Mellon University

<https://www.cmu.edu/teaching/assessment/assesslearning/rubrics.html>

- **Grading Rubrics: Set Expectations, Make Feedback Delivery More Efficient**

Centre for Enhanced Teaching & Learning – University of New Brunswick

https://www.unb.ca/fredericton/cetl/resources/tls_files/pdfs/teaching_tips/gradingrubrics.pdf

- **How to Create and Use Rubrics for Formative Assessment and Grading**

by Susan M. Brookhart

- **The Differences between Rubrics for Holistic Scoring and for Analytic Response**

Writing@CSU - Colorado State University

<https://writing.colostate.edu/guides/teaching/commenting/difference.cfm>

- **Types of Rubrics**

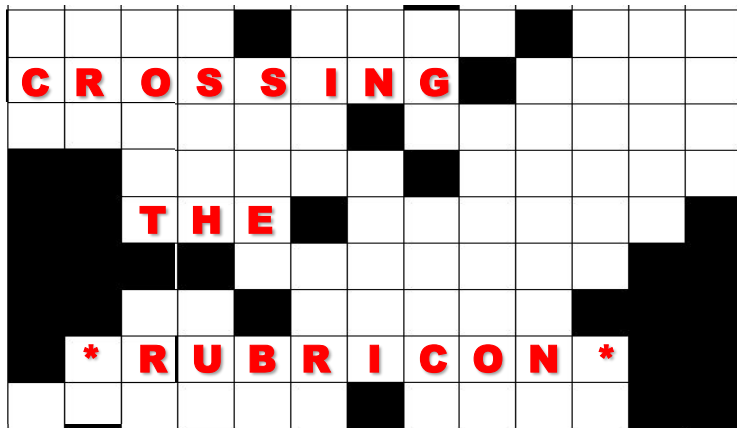
Teaching Commons – DePaul University

<https://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/rubrics/Pages/types-of-rubrics.aspx>

- **Using Assessment Rubrics**

UNSW Australia

<https://teaching.unsw.edu.au/assessment-rubrics>



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