Rubrics Workshop PM Syracuse University, Syracuse NY September 23, 2016

Handouts: Contents of packet

1. List of criteria for task description

2. Blank three-level rubric

3. Sample rubric: Writing

4. From stickies to full descriptions on rubric

1. List of criteria for a clear task description

Essential elements of a clear task description are:

* + ☐ Title conveys type of final product (essay, presentation, etc.)
  + ☐ Title anchors product to course content (Jeffersonian democracy)

e.g. Term paper: Analysis of Jefferson’s notions of democracy

* + ☐ Overall purpose of assignment is included
  + ☐ Brief description of what completed assignment looks like
  + ☐ Statement of point value in relation to all assignments
  + ☐ Description of how assignment will be scored

2. Three LEVEL RUBRIC

TASK DESCRIPTION:

|  |  |  |  |
| --- | --- | --- | --- |
| DIMENSIONS | BEGINNING | COMPETENT | EXEMPLARY |
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|  |  |  |  |
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3. Writing rubric: University of Maryland University College

| [tiny-Logo](http://intranet.umuc.edu/communications/logos.html%23preferred)  **Graduate School of Management and Technology**  **Writing Rubric for Outcomes Assessment** | | | | | | |
| --- | --- | --- | --- | --- | --- | --- |
| **First Name:** **Last Name:**  **Date:** | | | | **Course Label:**  **Section Number:** | | |
| CRITERIA | **EXEMPLARY**  **4** | **COMPETENT**  **3** | **MARGINAL**  **2** | | UNSATISFACTORY  0-1 | Score |
| **Context/Purpose**  Considers the audience, purpose, and the circumstances surrounding the writing assignment(s). | Shows **superior** **understanding** of context, audience, and purpose that is **extremely** **appropriate** for the assignment(s). | Shows **good** **understanding** of context, audience, and purpose that is **mostly appropriate** for the assignment(s). | Shows **fair** **understanding** of context, audience, and purpose that is **somewhat appropriate** for the assignment(s). | | Shows **insufficient** or **poor** **understanding** of context, audience, or purpose of the assignment(s). |  |
| **Content/Ideas/Support**  Articulates and supports a main idea(s) that is consistent with context and purpose. | **Highly** **original** main idea(s) is **clearly articulated** and **strongly** **supported** by **predominantly current and relevant** evidence that may be researched based. Main idea(s) is **exceedingly consistent** with context and purpose. | **Mostly original** main idea(s) is **generally well articulated** and **sufficiently supported** by **mainly current and relevant** evidence that may be researched based. Main idea(s) is **generally** **consistent** with context and purpose. | Main idea(s) is **vague**, and/or **inadequately** **supported**, and/or **inconsistent** with context and purpose. | | Main idea(s) is **hardly** or **not evident** and/or **lacks support** and/or **scarcely** **relates** to context and purpose. |  |
| **Organization**  Uses logical sequencing including introduction, transitions between paragraphs, and summary/ conclusion to develop main idea(s) and content. | Uses **highly** **logical sequencing** including introduction, transitions between paragraphs, and summary/ conclusion to **fully** **develop** main idea(s) and content. | Uses **mostly** **logical sequencing** including introduction, transitions between paragraphs, and summary/ conclusion to **generally develop** main idea(s) and content. | Uses **partially** **logical sequencing**. **Makes** **inadequate** **use** of introduction, and/or transitions between paragraphs, and/or summary/ conclusion. Main idea(s) and content are **incompletely developed**. | | Uses **little** or **no** **logical sequencing**. Lacks introduction, and/or transitions between paragraphs and/or summary/ conclusion. Main idea(s) and content **remain undeveloped**. |  |
| **Sources**  Incorporates use of and identifies sources and/or research, according to APA and/or instructor guidelines. | Demonstrates **superior** **judgment** in selection, incorporation, and identification of **entirely** **appropriate quality and quantity** of sources and/or research that **fully meet or** **exceed** established guidelines. | Demonstrates **good** **judgment** in selection, incorporation, and identification of **mainly appropriate quality and quantity** of sources and/or research that **mostly** **meet or exceed** established guidelines. | Demonstrates **limited** **judgment** in selection and/or incorporation and/or identification of sources and/or research. Quality and/or quantity and/or appropriateness **partially meet** established guidelines. | | Demonstrates **little** or **no** **judgment** in selection and/or incorporation and/or identification of sources and/or research. Quality and/or quantity and/or appropriateness **do not meet** established guidelines. |  |
| **Word Usage/**  **Grammar/Spelling/**  **Punctuation**  Uses wording, grammar, spelling and punctuation accurately and correctly. | Uses **highly** **effective** wording; demonstrates **virtually** **error-free** grammar, spelling and punctuation. | Uses **mostly** **effective** wording; demonstrates **very few errors** in grammar, spelling and punctuation. | Uses **minimally** **effective** wording; demonstrates **numerous errors** in grammar, spelling and punctuation. | | Uses **ineffective** wording; demonstrates **unacceptable** **amount** **and/or type** **of errors** in grammar, spelling and punctuation. |  |
| **TOTAL SCORE** | | | | | |  |

4. Rubrics: Writing high quality descriptions of dimensions by levels of performance.

* Your stickies:

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Dimension:  Engagement |  |  |  |  |  |  |  |  |
|  | Good eye contact |  | Raises hand to ask questions |  | Takes notes |  | Asks questions that relate to lecture |

Big question: How do you go from stickies to descriptions on the rubric?

|  |  |  |  |
| --- | --- | --- | --- |
| Dimension | Exceptional | Competent | Needs work |
| Engagement | Student maintains consistent eye contact with instructor and peers.  Student always raises hand to ask or answer questions.  Student always takes notes on lecture.  Student asks appropriate questions about the lecture. | Student usually makes eye contact with instructor or peers.  Student frequently raises hand to ask or answer questions.  Student usually takes notes and is not distracted.  Student generally asks appropriate questions related to content. | Student seldom makes contact with instructor or peers. Student looks down at schoolwork or is engaged in non-class activity.  Student seldom or never raises hand to ask questions.  Student does not take notes in class and appears to be distracted by non-class things.  Student never asks questions. |

Example from rubric in your packet: What are the key words that signal levels of performance?

|  |  |  |  |
| --- | --- | --- | --- |
|  | Exemplary | Competent | Needs work |
| Communication  20% | The presentation is imaginative and effective in conveying ideas to the audience.  The presenter responds effectively to audience reactions and questions | Presentation techniques used are effective in conveying main ideas, but a bit unimaginative.  Some questions from the audience remain unanswered. | The presentation fails to capture the interest of the audience and/or is confusing in what is to be communicated. |

* Another example

|  |  |  |  |
| --- | --- | --- | --- |
|  | Exceptional | Competent | Beginning |
| LISTENING | Student always seems to listen with eyes on instructor and peers.  When asked, student quickly communicates understanding of the material that is discussed in class. | Student often listens to instructor and other students.  Student frequently communicates understanding of material that is discussed in class. | Student does not seem to be listening. Students looks down at his/her materials most of the time.  When asked, the student is not able to communicate understanding of the material discussed in class. |