Northwestern

Reimagining Assessment Practicum

Co-Created Rubrics

Prioritizing Transparency, Equity, & Relevance in Course Assessment

Thursday, October 19, 2023 | 12:00 pm – 1:00 pm CT

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Searle Center for Advancing Learning and

About Your Facilitator

How do You Feel About Rubrics?

Quick Poll!

A. Love using them!

B. Have used them but find them a bit challenging

C. Not sure what rubrics are

D. Never used them before

Learning Objectives

- Recognize the limitations of traditional rubrics.

- Unpack the process of rubric design co-creation to prioritize transparency and equity.

- Reflect on how the concept of co-created rubrics can be infused into the learning and teaching context.

Participation Guidelines

✓ Assume **positive intent**, and take **accountability** for what you do and say.

✓ Be aware of your **assumptions**, **expectations**, and **judgements**.

✓ Choose the **best way to engage** for yourself, and **respect the choice that others make** to participate.

✓ Commit to **curiosity** over **certainty**.

✓ Identify your **learning edges** and push them.

✓ Embrace **discomfort** and **silence**.

✓ Listen **actively**.

✓ Monitor your **time**.

✓ Speak for **yourself** from your own experience and your own perspective.

✓ What is **said stays**; What is **learned leaves**.

Rubrics, Learning, & Equity

- Transparency & Self-Efficacy

- Cultural Responsiveness

- Formative Feedback

WRITTEN COMMUNICATION VALUE Rubric
For more information, please contact value@aacu.org

Definition
Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s)*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary)*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task(s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Association of American Colleges and Universities. (2009). Intercultural Knowledge and Competence VALUE Rubric. https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-written-communication

Assessment

Formative

- Typically low-stakes
- Understand what students have learned
- Diagnostic and actionable
- Feedback-based

Summative

- High-stakes
- Understand what students have learned
- Evaluative (e.g., assignment of a grade)

Rubrics Re-Defined

- A rubric is traditionally a scoring guide that assesses student learning through specific criteria and performance levels.

- An equity-minded approach to rubrics enables students to be included in the design process, transforming rubrics into clear, inclusive, and powerful tools for <u>formative assessment.</u>

Rubric Types

Analytical

Holistic
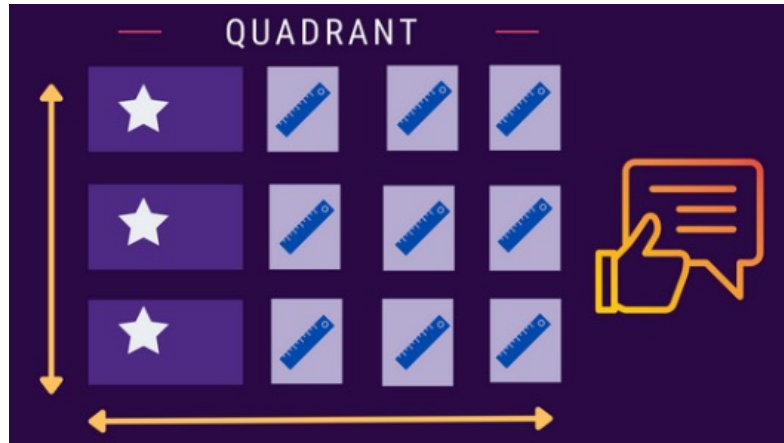
Analytical Rubrics

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Initiative

VALUE Rubrics

VALUE rubrics are open educational resources (OER) that enable educators to assess students' original work. AAC&U offers a proven methodology for applying the VALUE rubrics to evaluate student performance reliably and verifiably across 16 broad, cross-cutting learning outcomes.

Download the VALUE Rubrics

Below is a list of the 16 VALUE rubrics. Click on an outcome to preview, download, and learn more about each particular rubric.

DOWNLOAD ALL 16 RUBRICS →

Civic Engagement - Local and Global	Creative Thinking	Critical Thinking	Ethical Reasoning
Foundations and Skills for Lifelong Learning	Global Learning	Information Literacy	Inquiry and Analysis
Integrative Learning	Intercultural Knowledge and Competence	Oral Communication	Problem Solving
Quantitative Literacy	Reading	Teamwork	Written Communication

Limitations of Traditional Rubrics

- Can be overly mechanistic in efforts to achieve objectivity and efficiency

- Could fail to capture the complexity of student learning

- Could provide a "prescribed notion of excellence"

(Blum, 2020, p.31)

Co-Creating Rubrics

Rubric co-creation is a joint effort between students and instructors to design, and when appropriate, apply rubrics to assignments. Key benefits:

- Student engagement and voice

- Transparency and understanding

- Relevance

- Skill development
  - Higher order learning and metacognition

Formative Rubric Co-Creation Approaches

- **Feedback-Refined Rubric:** Uses an existing rubric which gets optimized by student feedback. This approach is recommended as a starting point.
- **Collaborative Scaling**: Reflects the collaboration between the instructor and students in developing performance levels indicators, while the foundational criteria or KSAs are defined by the instructor.
- **Comprehensive Co-Design:** All encompassing involvement of both students and instructors in designing the rubric. Instructor needs to share the assignment's purpose and its alignment to the course learning outcomes.

Considerations

- Class size

- Time constraints

- Assessment method flexibility (e.g., strict standardization due to external reasons such as accreditation)

Real World Applications Biomedical Engineering Class

Written assignments undergo peer review using a co-created <mark>rubric</mark>. Student teams provided feedback on the wording of standards and examples of evidence to the instructional team, resulting in the final, co-created <mark>rubric</mark>. During peer review, students adopt an ungraded strategy by providing comments only, rather than point values. Students then use detailed student feedback to improve their work before assessment by the instructional team, using standards-based grading.

Methodologies used in the study include quantitative and qualitative survey data analysis and analysis of written lab assignments to assess achievement gains and student attitude.

In summary, this work assesses the implementation of an additional reflective practice (peer review) using co-created <mark>rubric</mark>s with the goal of improved individual mastery in problem-solving and written communication while retaining high student favor.

Activity

Reflection

[10 minutes]

1. Get started: Select an assignment or project where a rubric co-creation process could be applied.
2. Compare & contrast: Based on the nature and requirements of the project or assignment, conduct a "pros and cons" analysis of co-creating a rubric with your students.
3. Affirm the value: Would your students benefit from being involved in co-creating an assessment rubric?
4. Strategize: Which approach would be most applicable for this assignment? [Feedback-Refined Rubric; Collaborative Scaling; Comprehensive Co-Design]
5. Plan: Use the Padlet to jot down a few talking points that you could use to engage your students in this process and help them understand the why.

The Padlet will be available to you as a resource after this session.

Searle Center for Advancing Learning and Teaching • 1h

Reimagining Assessment Practicum (RAP) Feedback and Insights Board - 2023 Fall

INSTRUCTIONS: Please share your thoughts and feelings below. Please specify which Core Session or Recommended Session, if/when applicable. If you have a Padlet account and would like to remain anonymous, please log out of Padlet before posting. If you have a concern that requires immediate attention, please contact practicum@northwestern.edu. | PURPOSE: The purpose of this Padlet is to collect formative feedback and insights about the practicum sessions for making decisions in the short- and long-term. This allows colleagues leading the practicum to easily access the information, address your needs, and make timely adjustments to the practicum structure and/or delivery as needed.

💡 A helpful, important, interesting, meaningful, and/or useful thing that I learned is _____.

❓ A question that I still have that needs addressing is _____.

👍👎 Do you have any specific feedback for any of the CORE SESSIONS? If so, please share below and specify which session.

👍👎 Do you have any specific feedback for any of the RECOMMENDED SESSIONS? If so, please share below and specify which session.

Add section

Feedback and Insights Board

Next Steps

Consultation

Melissa Ko, PhD
(RAP Consultant)

https://calendly.com/mesako/rap-consult

What types of feedback can we use to assess and promote learning?

Monday, Oct. 23 | 10:00-11:30 AM

Meaghan Fritz, PhD &
Lisa Del Torto, PhD
(Cook Family Writing Program)
Kiki Zissimopoulos
(McCormick)

Learning Lab

Meaghan Fritz, PhD
(Cook Family Writing Program)
Lauri Dietz, PhD
(Searle Center)

Thank You!