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00:00:06,550 --> 00:00:12,940

We want to get full creative rubrics prioritizing transparency, equity and relevance in course assessments.

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00:00:13,420 --> 00:00:19,360

I am very excited that you're here today to learn more about rubrics as a way to reimagine how we do assessment.

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00:00:22,170 --> 00:00:26,280

Before we start, I'd like to introduce myself and share things of my background.

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00:00:26,820 --> 00:00:35,190

My name is Lina Eskew, I am the Assistant director of the Equitable Assessment with the Searle Center for Learning and Teaching at Northwestern University.

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00:00:35,490 --> 00:00:42,290

My pronouns are she and her. I began my journey in higher education as an institutional researcher.

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00:00:43,230 --> 00:00:51,060

Over the years, I've transitioned between roles in evaluation and assessment and have been fortunate to teach diverse groups of students.

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00:00:51,900 --> 00:01:00,150

Throughout my career, the common thread has been my focus on student equity and the use of data to uncover educational gaps.

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00:01:02,660 --> 00:01:05,870

Now, I'm curious to know how you feel about rubrics right now.

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00:01:06,320 --> 00:01:09,530

Take a moment to think through the options presented here.

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00:01:10,100 --> 00:01:16,250

Feel free to pause the video and then select a choice that best represents your sentiments about rubrics.

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00:01:20,890 --> 00:01:23,920

Thank you for reflecting how you feel about rubrics.

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00:01:24,340 --> 00:01:28,690

My goal with this session is that you feel empowered about using rubrics when

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00:01:28,690 --> 00:01:33,280

appropriate and also have a few other learning objectives for this session.

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00:01:33,820 --> 00:01:38,740

The first one is that you'll be able to recognize limitations of traditional rubrics.

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00:01:39,280 --> 00:01:47,080

Then to be able to unpack the process of design co-creation to prioritize transparency and equity.

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00:01:47,980 --> 00:01:56,140

Third, you'll be able to reflect on how the concept of co-created rubrics can be infused into the learning and teaching aspects.

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00:01:58,600 --> 00:02:03,190

According to the research by the Illinois Initiative on Transparency in Teaching,

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00:02:03,550 --> 00:02:07,600

there is a relationship between transparent design and student success.

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00:02:08,200 --> 00:02:09,580

According to this research,

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00:02:09,820 --> 00:02:19,260

students experience greater confidence and self-efficacy when they know what is expected and are able to recognize when they need help.

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00:02:20,260 --> 00:02:30,160

This also ties to research on metacognition and students' ability to be aware of their learning and become active participants of the learning process.

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00:02:31,450 --> 00:02:41,230

Research on culturally responsive assessment by Burns, Lundgren, and Vecchie in 2020 defined culturally responsive assessment as

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00:02:41,500 --> 00:02:46,960

1) Including students in the assessment process 2) Reconceptualizing assessment

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00:02:47,620 --> 00:02:54,250

3) Examining equity in the classroom and 4) Increasing transparency and accessibility.

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00:02:55,500 --> 00:03:02,370

Faculty can be more culturally responsive when they are intentionally involved in the assessment process.

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00:03:06,640 --> 00:03:13,930

So let's continue to contextualize and assess. In general, there are two types of assessment as defined by purpose.

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00:03:14,650 --> 00:03:21,760

Formative assessment is typically low stakes, guided by our aim to learn and understand what students have learned.

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00:03:22,270 --> 00:03:31,180

It also serves as a diagnostic tool for us to identify where to make improvements based on feedback in a collaboration process.

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00:03:32,410 --> 00:03:38,360

Between the student and the instructor. Summative assessment,

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00:03:38,370 --> 00:03:43,980

On the other hand, high-stakes, is also guided by the goal of understanding what students have learned,

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00:03:44,400 --> 00:03:52,900

but typically in a more evaluative way. Often there is no time or space for feedback or to make improvements.

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00:03:56,160 --> 00:03:57,180

So what are rubrics?

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00:03:57,660 --> 00:04:06,240

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

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00:04:06,780 --> 00:04:12,570

An equity minded approach to rubrics enables students to be included in the design process,

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00:04:12,960 --> 00:04:18,350

transforming rubrics into clear, inclusive and powerful tools.

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00:04:18,370 --> 00:04:30,730

for formative assessments. Rubrics can be classified into two major types analytical and holistic.

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00:04:31,480 --> 00:04:41,020

Analytical is an assessment method that uses specific criteria consisting of components, descriptors and expectations.

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00:04:41,080 --> 00:04:47,440

Also known levels of performance for an assignment or project vehicle.

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00:04:47,440 --> 00:04:56,770

Holistic rubrics evaluate the assignment or work as a complete piece and then assigns a single score based on the overall assessed assessment.

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00:04:57,760 --> 00:05:01,060

This one tends to be a bit more quick and subjective.

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00:05:01,900 --> 00:05:06,790

The difference between the two lies in the bigger process.

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00:05:07,210 --> 00:05:13,780

When the analytical rubric is focused on helping the students improve by providing detailed feedback.

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00:05:14,640 --> 00:05:18,270

And the holistic rubric does not follow a feedback loop.

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00:05:20,290 --> 00:05:29,650

And so this is one of the reasons why analytical rubrics in particular are often viewed and perceived as valuable for formative assessment.

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00:05:29,980 --> 00:05:35,590

where instructors create opportunities to provide feedback and consequently promote student learning.

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00:05:40,160 --> 00:05:53,180

The rubric here exemplifies the components of an analytic rubric which are the first column to the left is the dimension or criteria.

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00:05:54,110 --> 00:06:01,280

This is the Y axis, and then across the x axis are the performance levels.

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00:06:01,610 --> 00:06:05,810

In between, you'll see more descriptors for each of those performance levels.

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00:06:09,910 --> 00:06:14,440

I'd like to share a great, great, great resource when creating rubrics for your classroom.

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00:06:15,140 --> 00:06:25,450

The value rubrics by AAC&U were developed by teams of faculty experts from diverse higher education institutions across the United States,

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00:06:26,110 --> 00:06:36,020

they serve as a reliable tool for assessing learning across 16 different learning topics or areas. That website for these VALUE rubrics is written here.

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00:06:37,220 --> 00:06:43,340

Let's check them out. I often have used them as a starting point in my design process.

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00:06:47,010 --> 00:06:50,880

There are so many wonderful things for creating, implementing rubrics.

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00:06:51,240 --> 00:06:56,370

But also I want to highlight some of the limitations of traditional rubrics,

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00:06:56,850 --> 00:07:03,090

which it can be very mechanistic in efforts to achieve objectivity and efficiency.

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00:07:03,570 --> 00:07:10,890

They could fail to capture the complexity of student learning and they could provide a prescribed notion of excellence.

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00:07:13,310 --> 00:07:22,790

Co-creating rubrics in a way addresses many of these limitations for traditional rubrics because rubrics then become flexible and relevant.

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00:07:23,780 --> 00:07:31,280

They are part of a joint effort between students and instructors to design and, when appropriate, apply rubrics to assignments.

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00:07:31,820 --> 00:07:39,140

Some of the key benefits are increased student engagement and voice, increased transparency and understandings,

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00:07:39,620 --> 00:07:48,680

increased relevance in course material increase in skill development, and applying higher order learning and recognition skills.

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00:07:52,460 --> 00:07:56,450

So let's talk about the how you go about co-creation.

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00:07:57,230 --> 00:08:01,910

I have operationalized this practice into three different approaches.

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00:08:02,390 --> 00:08:07,890

The first one is feedback-refined rubric, which uses an existing rubric,

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00:08:09,120 --> 00:08:12,210

And then this gets optimized by student feedback.

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00:08:12,480 --> 00:08:14,910

This approach is recommended as a starting point.

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00:08:16,240 --> 00:08:24,730

The second is called Collaborative Scaling, which reflects the collaboration between instructor and the students in developing performance levels,

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00:08:25,480 --> 00:08:29,440

indicators of the descriptors that we saw in one of the previous slides.

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00:08:30,310 --> 00:08:39,190

While the foundational criteria or KSAs which are the knowledge, skills and excellence are defined by the instructor and not the student.

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00:08:41,460 --> 00:08:45,630

Comprehensive co-design as the name applies.

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00:08:46,110 --> 00:08:52,160

It's an all encompassing involvement of both students and instructors in designing the entire rubric.

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00:08:52,950 --> 00:08:58,890

The instructor then will need to share the assignments, purpose and each alignment to the course learning outcomes.

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00:08:59,190 --> 00:09:08,850

For this process to be effective. As I mentioned, the limitations of traditional rubrics.

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00:09:09,210 --> 00:09:13,170

I also want to quickly note that when thinking about co-creating rubrics,

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00:09:13,590 --> 00:09:17,940

you should definitely think about whether this practice are both feasible and manageable.

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00:09:18,960 --> 00:09:25,710

Some questions to think about are: how realistic is for me to co-create rubrics based on my class size?

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00:09:26,280 --> 00:09:30,600

If you have a large class, for example, you might think that this is not feasible.

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00:09:30,840 --> 00:09:35,910

However, you may be able to accomplish this if you are willing to do some experimentation.

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00:09:36,480 --> 00:09:43,470

For example, you could devise a quick survey where you ask, where you ask your students about an established rubric.

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00:09:44,010 --> 00:09:49,610

And if you're interested in learning whether the language you have already put together is accessible.

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00:09:50,750 --> 00:09:55,909

Other considerations are whether you have time to go through this process and or the

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00:09:55,910 --> 00:10:02,870

flexibility to change or create new rubrics if your course is part of a standardized accreditation process.

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00:10:03,470 --> 00:10:14,550

Sometimes courses that are associated with programmatic accreditation have no room for negotiation when it comes to changing or creating rubrics.

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00:10:19,190 --> 00:10:22,100

While co-creator rubrics might seem like a new practice,

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00:10:22,190 --> 00:10:29,090

there are many faculty right now who are experimenting with this and finding very positive results in students learning,

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00:10:29,480 --> 00:10:35,240

as well as getting positive feedback on student experiences with this process.

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00:10:35,840 --> 00:10:42,200

As a member of the Searle Center, I'm privileged to learn about all the innovations taking place in the classrooms.

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00:10:43,010 --> 00:10:53,329

But I do want to point you to a specific one that was presented at the 2023 TeachX Conference here in Northwestern where inclusion,

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00:10:53,330 --> 00:10:58,670

equity and student experiences were the central themes. In this specific session

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00:10:58,670 --> 00:11:03,649

on co-creating rubrics in a specific engineering course two faculty members,

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00:11:03,650 --> 00:11:11,390

explained their process of rubric co-creation and the positive impact of this process on content mastery,

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00:11:11,600 --> 00:11:17,120

students skills and experiences similar to this example. As mentioned,

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00:11:18,560 --> 00:11:24,710

Many other faculty members have experimented in and finding many positive results.

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00:11:29,200 --> 00:11:33,610

To end this session, I'd like to pause and have a moment for us to do a reflection.

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00:11:36,280 --> 00:11:38,139

While this is a quick reflection,

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00:11:38,140 --> 00:11:46,209

I encourage you to continue to think about ways that you can engage your students in the assessment process to bring more transparency,

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00:11:46,210 --> 00:11:53,470

relevancy and equity into student learning whether you start small by asking for feedback on the language used in your

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00:11:53,470 --> 00:11:58,870

assessments or you go big by engaging students in the development of learning outcomes.

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00:11:59,290 --> 00:12:03,850

The important first step is to start by inviting your students into this conversation.

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00:12:08,090 --> 00:12:11,870

Thank you so much for engaging in this session. Have any questions?

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00:12:12,350 --> 00:12:15,620

Please feel free to reach out to me. Thank you.