

SUPPORTING STUDENT SUCCESS

Learning Lab

Creating Rubrics x AI for Student Success

April 17 | 12pm (CT)

Learning Lab: Creating Rubrics x AI for Student Success



Facilitated by
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Searle Center for Advancing Learning & Teaching

Intentions

Transparency

Rubrics

Rubrics x AI

Peer Review

Wrap Up

Learning Lab Objectives

1. Recognize how rubrics enhance transparency to support student success
2. Understand the key components of an effective rubric
3. Design a rubric using Generative AI tools like Copilot
4. Collaborate through peer feedback on rubric design

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We invite you to...

Actively engage in this program that brings together colleagues across academic and professional disciplines, instructional contexts, and levels of pedagogical training with a [beginner's mind](#)

Participate in ways that challenge *and* encourage our individual and collective growth in knowledge and skills

Participating today can count towards earning a digital badge to reflect your commitment to supporting student success

Await the Open Educational Resource (OER), including a recording of today's live event

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Which of these best describes how you currently feel about rubrics?

1. **Confident Advocate:** Enthusiastic and assured about using rubrics--ready to take it to the next level with GAI.
2. **Curious Explorer:** Intrigued and eager to discover what rubrics can offer.
3. **Cautious Critic:** Skeptical but open to exploring whether rubrics can deliver on their promise.

Transparency in Learning and Teaching (TILT)



Why

- Student academic confidence
- Sense of belonging
- Metacognitive awareness of skill development

What

- Communication framework
- Guide for student's metacognitive awareness
- Tool for educational equity

How

- Purpose (Skills & knowledge)
- Tasks (Expectations)
- Criteria (Assessment descriptors)

Source: The [TILT](#) Framework (Winkelmes, 2023)

Northwestern Principles of Inclusive Teaching

Principle 1: Consider your and your students' social identities and their implications for learning

Principle 2: Establish and communicate clear course standards and expectations

Principle 3: Offered varied ways for students to demonstrate their learning and knowledge

Principle 4: Communicate sources of support for learning

Principle 5: Cultivate a welcoming and inclusive course climate

Principle 6: Consider diverse teaching and learning frameworks and methods

Principle 7: Assess your inclusive teaching

Principle 8: Stay current with inclusive teaching literature and strategies

Source: [Northwestern Principles of Inclusive Teaching](#) (revised 2024)

What is a Rubric?

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

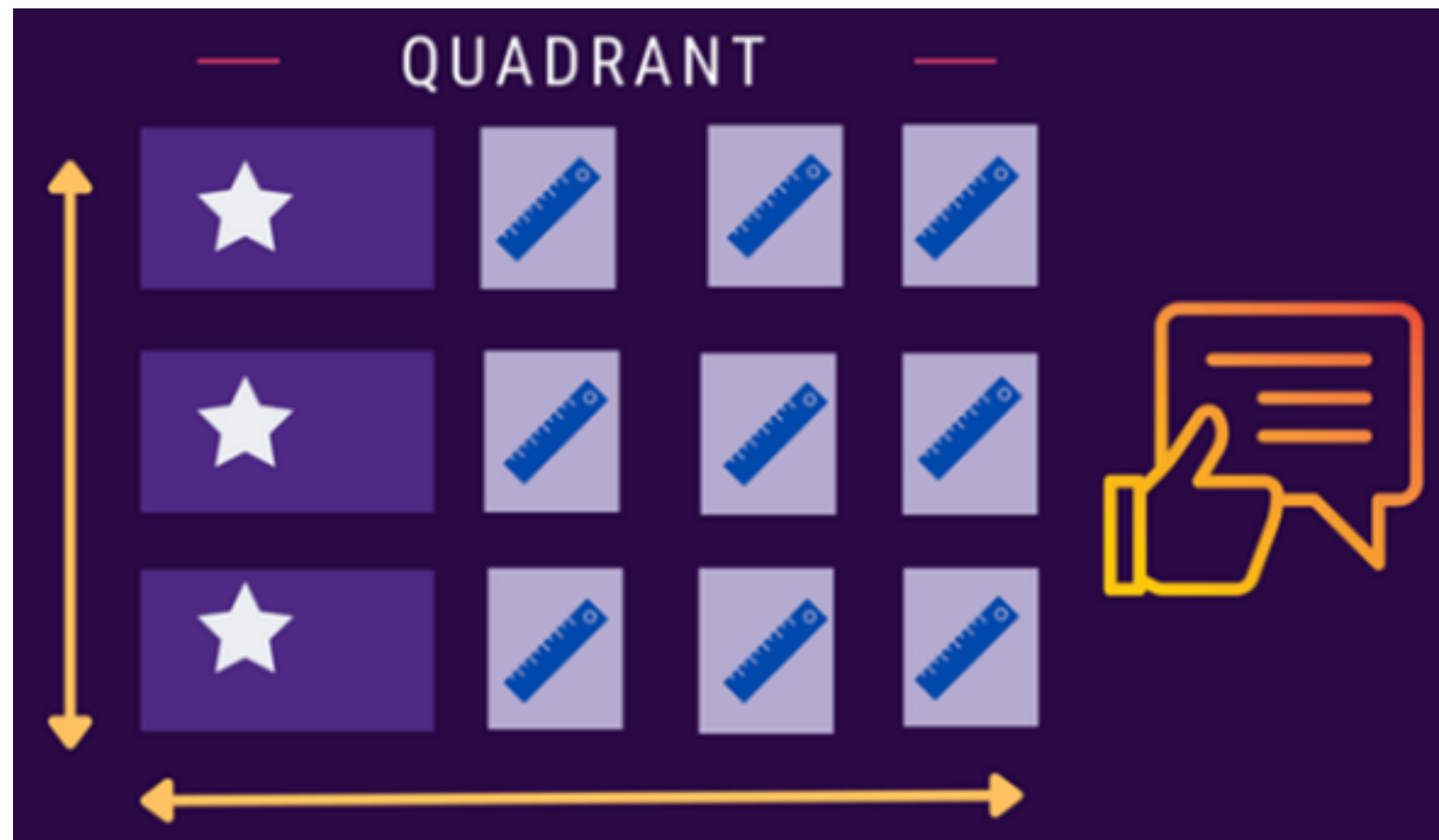


Aligns with both formative and summative assessment.



Is a tool for equitable assessment, it provides more clear, consistent, and transparent ways to assess.

Types of Rubrics



Analytical



Holistic

Definition

Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

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

Criteria or dimensions

	Capstone 4	Milestones 3 2		Benchmark 1
Connections to Experience Connects relevant experience and academic knowledge	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view.	Effectively selects and develops examples or experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/ frameworks of fields of study.	Compares life experiences and academic knowledge to note differences as well as similarities and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
Connections to Discipline Sees (makes) connections across disciplines, perspectives	Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations	Independently adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways .	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues .	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues .	In a basic way, uses skills, abilities, theories, or methodologies gained in one situation in a new situation .
Integrated Communication	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in a way that enhances meaning , making clear the interdependence of language and meaning, thought, and expression.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) to explicitly connect content and form , demonstrating awareness of purpose and audience.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Fulfills the assignment(s) (e.g., to produce an essay, a poster, a video, a PowerPoint presentation, etc.) in an appropriate form .
Reflection and Self-Assessment Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)	Envisions a future self (and possibly makes plans that build on past experiences that have occurred across multiple and diverse contexts).	Evaluates changes in own learning over time, recognizing complex contextual factors (e.g., works with ambiguity and risk, deals with frustration, considers ethical frameworks).	Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness).	Describes own performances with general descriptors of success and failure.

Performance levels

Descriptors

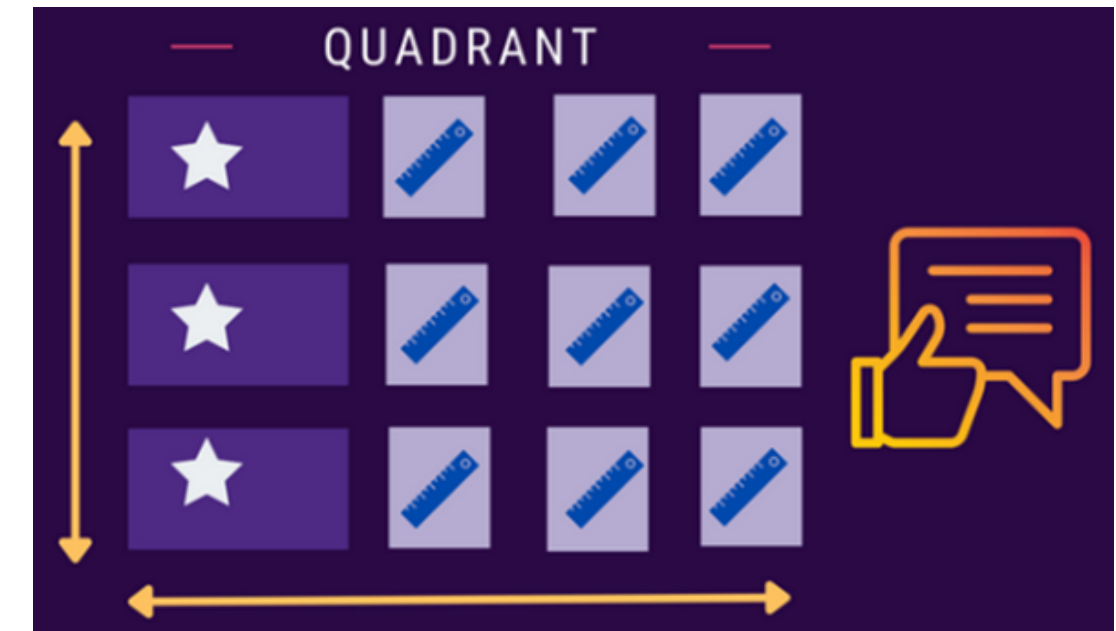


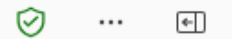
This work is licensed under a [CC BY-NC-SA 4.0](https://creativecommons.org/licenses/by-sa/4.0/) International License.

Source: Analytical rubric example from AAC&U (<https://www.aacu.org/initiatives/value-initiative/value-rubrics/value-rubrics-integrative-and-applied-learning>)

Creating an Analytical Rubric in 4 Steps

- ① Identify the Criteria
- ② Customize Performance Levels
- ③ Ensure Clarity
- ④ Ask for Feedback (students and colleagues)



[+ New chat](#)

Leveraging AI with Copilot for Rubric Design

Your everyday AI companion

Stand out on socials

What are some tips for writing a great LinkedIn post?

Going on holiday?

Write some funny Out of Office email responses to use while I'm on vacation from [Dec 15-27]

Interview warning signs

What are some red flags to watch out for during an interview?

Code a binary search in Python

Write a Python script to perform binary search

Show me the result

Execute and explain this code...

Graph the data quickly

Create a pie chart showing the market share of smartphones in the United States

[📌 View prompts](#)

Ask me anything...

0 / 16000



Creating an Analytical Rubric in 4 Steps

1

Identify the Criteria

Example Prompt: “Help me create a rubric for an undergraduate capstone paper in Latin American history with a learning outcome focused on critical thinking”

2

Customize Performance Levels

Example Prompt: “Create a rubric for an assignment on the hero's journey, with a learning outcome that focuses on creative writing, using five performance levels.”

3

Ensure Clarity

Example Prompt: “Simplify the performance level language to make it clearer for first-year college students.”

4

Ask for Feedback

For this learning lab, we will be conducting peer reviews.

Let's practice!

Choose one:

Option 1

Go through each of the first three (3) steps from the previous slide and adapt prompts based on your assignment goals.
Iterate as needed.

Option 2

Create a prompt that asks Copilot to generate a rubric for your assignment. Use remainder time to customize based on your specific assignment needs.

Feel free to turn off your camera while working individually, and use the chat function if you have any questions for me. Next, we will be grouping into pairs for peer reviews.

Peer Review

In pairs, spend ~10-15 minutes per person. Take turns sharing your rubric. As you review each other's rubrics, discuss the following questions:

- Is the rubric in alignment with the assignment's learning outcomes?
- Is the language clear, specific, and free from ambiguity for students to understand what is exactly needed to succeed?
- Are the performance levels' descriptors balanced and differentiated by level?
- What is the plan to ensure that students understand how to use the rubric to guide their work?

Resources

- **AAC&U VALUE Rubrics:** <https://www.aacu.org/initiatives/value-initiative/value-rubrics>
- **Northwestern Principles of Inclusive Teaching:** <https://searle.northwestern.edu/resources/principles-of-inclusive-teaching/>
- **How to Use Copilot and ChatGPT to Create Rubrics:** <https://stars.library.ucf.edu/trail/7/>
- **Transparency In Learning & Teaching (TILT) Higher Ed Resources:** <https://www.tilthighered.com/resources>

What's next?

Synchronous Online Session 4:
How are we assessing student success?
Tuesday, Apr. 22 @ 1-2:30pm (CT)

Check back for a response to your feedback or questions on the [Feedback & Insights Board!](#)
(Add more feedback or questions at any time)

**Schedule a
consultation**



Eun Sandoval-Lee, EdS
SSSP Consultant

<https://bit.ly/ESLconsultation>

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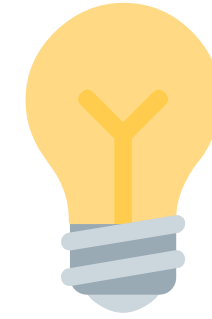
Peer Review

Wrap Up

**WE WANT YOUR
FEEDBACK!**

Exit Ticket

Before you leave,
please complete the Zoom poll



**What specific aspects of
the session did you find
most valuable?**



**What else would you like to
learn more about?**

thank you

