Rubrics

What are Rubrics?

A rubric is a list (or a summary) of observable characteristics that will be used to assess the quality of a student’s work or performance. In a rubric, levels of achievement or quality for each criterion are defined. Rubrics provide a more structured and detailed assessment report than letter or number or percentage grades. Rubrics (either holistic or analytic) are scoring guides (or criterion-referenced scoring tools) that allows for more transparency and student confidence in assessment procedures.

“A tool used to assess or guide a student’s performance on a given task in a given context given certain standards.”

Educational Value

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<tr>
<th>Rubrics enables faculty to</th>
<th>Rubrics provide students with a</th>
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<tr>
<td>• Give student explicit expectations for performance on a task</td>
<td>• Guide to assessments</td>
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<td>• Provide formative and summative feedback</td>
<td>• Mechanism for self assessment</td>
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<td>• match assessment criteria to assessment tasks more closely</td>
<td>• Tool for deciphering how performance/product is graded</td>
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<td>• Share the assessment criteria with students</td>
<td>• Mechanism to guide discussion of a performance or product</td>
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<td>• Assess objectively and impartially</td>
<td>• Guide for self study or self monitoring of performance</td>
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<td>• Compare student performances across time or classes</td>
<td>• Rationale for assessments</td>
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<td>• Provide consistency in marking/grading</td>
<td>• Revision tool/guide</td>
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<td>• Consult with peers on assessments or grading</td>
<td>• Confidence builder</td>
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<td>• Maintain assessment reliability between multiple assessors</td>
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Examples of Classroom Application

School of Language Studies – VCC CLB Writing Rubrics

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1 Virgil E. Varvel Jr. Pointer and Clicker Article - Rubrics
university of Illinois [http://www.ion.illinois.edu/resources/pointersclickers/2004_03/rubrics.asp](http://www.ion.illinois.edu/resources/pointersclickers/2004_03/rubrics.asp)

http://cid.vcc.ca/
Development Guide

Getting Started

Developing rubrics is a challenging task. There are several websites to get you started but if you wish to develop a rubric to meet a specific assessment in your program or course here are a few tips courtesy of CSU California State University Institute of Teaching and Learning:

- Identify what you are assessing (e.g. critical thinking).
- Identify the characteristics of what you are assessing (e.g. appropriate use of evidence, recognition of logical fallacies).
- Describe the best work you could expect using these characteristics. This describes the top acceptable category.
- Describe an unacceptable product. This describes the lowest category.
- Develop descriptions of intermediate – level products and assign them to intermediate categories. You might develop a scale that runs 1 to 5 (unacceptable, marginal, acceptable, good, outstanding), 1 to 3 (novice, competent, exemplary) or any other set that is meaningful.
- As colleagues who were not involved in the rubric’s development to apply it to some products or behaviours and revise as needed to eliminate ambiguities.

Contact the CID at cid@vcc.ca. An IA can help you develop Rubrics for your course.

More Information

Educational:


References:


http://cid.vcc.ca/