

Welcome!

- 3" X 5" card, please fill in

Name, first and last

Email address

1. Tell me about your expectations for this workshop.

2. What questions do you have about this topic?

Thank you....

Path to Program Assessment through Rubrics

Dannelle D. Stevens, Ph.D.

Portland State University

Portland, OR

stevensd@pdx.edu



Expectations

- What do you want to learn?

Objectives

- To learn about why and how rubrics are valuable for program assessment (PA) (case study)
- To learn about the 4 basic components of PA
- To compare two different pathways to rubric creation for PA
- To consider the challenge & opportunities

WHY valuable

- What is a rubric?
- How does it work in program assessment?
 - A case study
- What are fundamental assumptions about rubrics and PA?

WHY? What is a rubric?

- A descriptive rubric is a scoring tool that describes the components (sub-skills) of a task across at least three levels of performance.
- Descriptive rubrics are usually used for classroom and program assessment for more complex tasks.

A rubric looks like this....

3 to 5 level Rubric Example

Changing Communities in Our City

Task Description: Each student will make a 5 minute presentation on the changes in one Portland community over the past 30 years. The student may focus the presentation in any way she wishes, but there needs to be a thesis of some sort, not just a chronological exposition. The presentation should include appropriate photographs, maps, graphs, and other visual aids for the audience.

	Excellent	Competent	Needs work
Knowledge/ Understanding 20%	The presentation demonstrates a depth of historical understanding by using relevant and accurate detail to support the student's thesis. Research is thorough and goes beyond what was presented in class or in the assigned texts.	The presentation uses knowledge which is generally accurate with only minor inaccuracies, and which is generally relevant to the student's thesis. Research is adequate but does not go much beyond what was presented in class or in the assigned text.	The presentation uses little relevant or accurate information, not even that which was presented in class or in the assigned texts. Little or no research is apparent.
Thinking/ Inquiry 30%	The presentation is centered around a thesis which shows a highly developed awareness of historiographic or social issues and a high level of conceptual ability.	The presentation shows an analytical structure and a central thesis, but the analysis is not always fully developed and/or linked to the thesis.	The presentation shows no analytical structure and no central thesis.
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.
Use of visual aids 20%	The presentation includes appropriate and easily understood visual aids which the presenter refers to and explains at appropriate moments in the presentation.	The presentation includes appropriate visual aids, but these are too few, in a format that makes them difficult to use or understand, and/or the presenter does not refer to or explain them in the presentation.	The presentation includes no visual aids or visual aids that are inappropriate, and/or too small or messy to be understood. The presenter makes no mention of them in the presentation.
Presentation skills 10%	The presenter speaks clearly and loudly enough to be heard, using eye contact, a lively tone, gestures, and body language to engage the audience.	The presenter speaks clearly and loudly enough to be heard, but tends to drone and/or fails to use eye contact, gestures, and body language consistently or effectively at times.	The presenter cannot be heard and/or speaks so unclearly that s/he cannot be understood. There is no attempt to engage the audience through eye contact, gestures, or body language.

Figure 1.6: Part Four: 3 Level Rubric: Description of Dimensions with all levels of performance described. © Stevens, D. D. & Levi, A. J. (2005). *Introduction to Rubrics*. Sterling, VA: Stylus Press.

WHY? Case study #1

- Student work: Literature Review
- Program Outcomes:
 - Use of references
 - Analysis of research literature
 - Conventions of writing



WHY? Fundamental assumptions

- Rubrics not cast in concrete
- Different kinds of rubrics
- Program rubrics & course rubrics
- Conversation
- Start simple



HOW TO DO IT

- Understand 4 basic components of program assessment
 - Student Learning Outcomes (SLOs)
 - Student work (direct measure)
 - Time
 - Rubrics



HOW? Component 1

- **Student Learning Outcomes**
 - Clear to all through use
 - Consensus
 - Choose one

- Keep it simple

HOW? Component 2

- **Student work**
 - Direct measure vs. indirect measure
 - Decisions to make
 - Which courses?
 - What sample to use?
 - How select?
 - Who scores?
 - NOT about faculty performance ABOUT the program!

HOW? Component 3

- **Time**
 - Beginning of term best
 - 5-8 people
 - Student work without names- faculty or students
 - 2-4 hours



HOW? Component 4

- **Rubrics**
 - Rubrics linked to Student Learning Outcomes
 - Work in pairs, share work to be scored
 - Conversation
 - Organizer take notes to hone process (& rubric)
 - Keep it simple, again

A Mini-Review

- Assemble these 4 components
 - Student Learning Outcomes
 - Student work
 - Time
 - Rubrics

..... Onto how to create rubrics that will really work for program assessment...

Two paths to rubric creation

- Case study of two paths to rubric creation for program assessment.
 - Read the case.
 - Describe advantages and disadvantages of each scenario: Bottom-up rubric creation vs. top-down rubric creation.
 - Tell about which one might work in your department.

Conclusion: Using a rubric

- Consensus creation of rubric
 - Inter-rater reliability
- Rubric not isolated from other components
- Keep it simple & build from there

- WHAT ELSE DID YOU LEARN?

Thank you.....

It has been a pleasure working with you...

Dannelle

PATHS TO PROGRAM ASSESSMENT THROUGH RUBRICS

Workshop, University of Hawai‘i Case study #1.

10 SAMPLES OF STUDENT LITERATURE REVIEWS

Faculty worked in pairs and scored 2 samples each. Scores below represent the consensus scores across all groups.

Course OBJECTIVE	PROGRAM OBJECTIVE	CLASS ASSIGNMENT
2. Know how to access and summarize resources to write a review of the literature on selected teaching problem.	A5: Write skillfully for a variety of audiences K5: Critically examine theory and practice as integrated and inseparable A3: Read & critique research.	2B. Write a literature review for action research project

DEMOGRAPHICS			DIMENSIONS of TASK			
STU. #	GENDER	ETHNICITY	REFERENCES	ANALYSIS	CONVENTIONS	TOTAL
1.	F	A	4	4	3	11
2.	F	A	3	3	4	10
3.	M	H	4	2	2	8
4.	F	H	3	2	2	7
5.	M	A	4	4	4	12
6.	M	A	3	4	4	11
7.	F	A	4	4	2	10
8.	F	H	4	2	2	8
9.	F	A	4	3	4	11
10.	F	H	3	3	2	8

Guiding questions: (LOOKING FOR PATTERNS ACROSS THE DATA.... DOWN & ACROSS THE COLUMNS)

1. How well are our students doing in writing the literature review in general?
2. Is there one dimension of the task that seems to cause them more difficulty? Which one?
3. What ideas do we have to improve our instruction in that area that might bring improvement?
4. Some faculty have been concerned that our Hispanic students are not doing as well as others. Are there any patterns here?

CI 591 (CI 501)- Literature Review Identifier on student paper ____ Term written: F W Sp Su Yr: ____
 Portland State University Name of reviewer: _____ Date of review: _____
 Graduate School of Education (GSE)

Program Review—Action Research Literature Review Paper Rubric

The Graduate School of Education's Conceptual Framework

This literature review helps our candidate provide leadership in;

2. *Research-Based practices & Professional Standards*

2.1 to critically analyze and implement research-based practices

Scoring Guide: Exemplary (4): Exceptional qualities (put specifics in comments section)

Proficient (3): All of the characteristics are present in the paper

Emerging (2): Many of the characteristics are present in the paper

No Evidence (0): None of the characteristics are present in the paper

Dimension	Characteristics of an exemplary paper		Comments/Score
1. Selection of References	<p>How does the literature review demonstrate that the researcher has read a sufficient quantity and quality of literature related to research problem and purpose?</p> <p>__ Paper includes sufficient references, including citations of original research, primary sources.</p> <p>__ References cited are appropriate for the topic, and include both current and seminal citations.</p> <p>__ References are of high quality.</p> <p>__ References include peer-reviewed articles.</p>	<p>MA/MS Standards</p> <p>A3: Read & critique both experimental & naturalistic research</p>	
2. Quality of analysis of the literature	<p>How does the literature review introduce, describe and synthesize the research studies? How well does the review link to the research purpose and research question?</p> <p>__ Introductory paragraph to remind reader about what the researcher seeks to accomplish with this review</p> <p>__ Synthesizes the studies and selects the relevant parts of the studies</p> <p>__ The ideas flow logically across the studies</p> <p>__ Compares and contrasts data and ideas from the studies to support the research project</p> <p>__ Relevance of particular studies to student research is clear and compelling</p> <p>__ Accurate about the facts cited from the studies</p> <p>__ Summary paragraph which indicates what the student has learned about research question and purpose and methods from doing this literature review.</p> <p>Includes multiple perspectives on the topic</p>	<p>MA/MS Standards</p> <p>A3: Read & critique both experimental & naturalistic research</p> <p>K5: Critically examine theory & practice as integrated and inseparable</p>	
3. Format & Conventions	<p>How well does the review follow the guidelines of professional presentation of papers?</p> <p>__ Writing is very easy to understand and flows logically.</p> <p>__ Follows conventions: typed, double-spaced throughout, pages numbered, appropriate use of headings (See APA formatting of subheads)</p> <p>__ Free of mechanical errors: spelling/typos, punctuation, grammar</p> <p>__ References follow APA format: <i>within</i> paper</p> <p>__ References follow APA format: <i>at end</i> of paper</p>	<p>MA/MS Standards</p> <p>A5: Write skillfully for a variety of audiences</p>	



Paths to Program Assessment through Rubrics

Case #2---- Two pathways to creation of rubrics: Bottom-up or Top-down

Assemble

Student Learning Outcomes

10 -15 samples of student work that you value as an indicator of outcomes

Stickies for Bottom-up method

Time-- 1.5 to 2 hours

BOTTOM UP PATH TO PROGRAM ASSESSMENT THROUGH RUBRICS

1. Get samples of student work.
2. Read them and stack them in three stacks
 - a. Exemplary
 - b. Competent
 - c. Weak
3. Read all those in each stack and begin to write short descriptions of these papers. One idea per stickie. Don't focus on criteria so much as just what the paper is doing that makes it exemplary, for example. Don't avoid small points like numbering pages, etc.
Make 3 to 5 groups of common descriptions and label.
4. Put the labels on a rubrics grid and move the descriptions over to the rubric grid. This is the beginning of the program rubric.
5. Check these descriptions against your SLOs.
6. Refine either (or both) the SLOs or the rubric descriptions to facilitate scoring student work.
7. Get samples of student work.
8. Read them and stack them in three stacks
 - a. Exemplary
 - b. Competent
 - c. Weak
9. Read all those in each stack and begin to write short descriptions of these papers. One idea per stickie. Don't focus on criteria so much as just what the paper is doing that makes it be exemplary, competent or weak. Don't avoid small points like numbering pages, etc. Don't edit.
10. Put these descriptions on a rubric grid. This is the beginning of the program rubric.
11. Check these descriptions against your SLOs.
12. Refine either (or both) the SLOs or the rubric descriptions to facilitate scoring student work.

TOP DOWN PATH TO PROGRAM ASSESSMENT THROUGH RUBRICS

1. Gather SLOs and read carefully.
2. Use stickies to write many descriptions of a single SLO across 3 levels. Have individuals do it first and then share the work. (This builds confidence that faculty do share similar values.)
3. Group and label these descriptors with labels like "conventions", "organization" etc.
4. Create levels of performance that describe the student work in three levels (usually).
5. Gather sample of student work (10-15 samples) try out the rubric on the samples to see if it discriminates across the samples. Just check how well the descriptions work.
6. Converse all along in your faculty group.



Case study #2 questions:

1. What is the difference between the “Bottom-up” and the “Top-down” method of rubric creation for program assessment?
2. What are the advantages of each?
3. What are the disadvantages?
4. Which one do you think would work in your department?