

# All about Rubrics

FLO Micro: Monday 6 June, 2022



**Dr. Nicki Rehn**

Adventure - Joy - Learning

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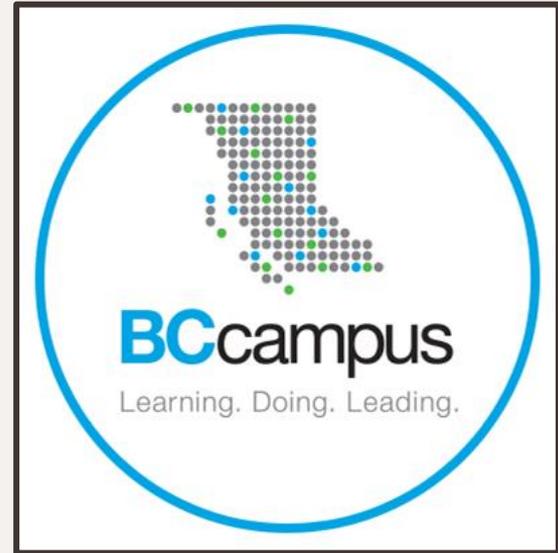
I am grateful to live, work and play on the traditional territories of the Blackfoot Confederacy (Siksika, Kainai, Piikani), the Tsuut'ina, the Stoney Nakoda Nations, the Metis Nation (Region 3), and all the people who make their homes in the Treaty 7 region of Southern Alberta.



# BCcampus

I am also really thankful to BCcampus for the incredible opportunities they facilitate.

- FLO Courses & Workshops
- Grants
- Open Textbooks
- Community



# Zoom Poll

How many Friday FLO Sessions have you attended?

- ★ This is my first
- ★ 1-3
- ★ 4-6
- ★ I've lost count!

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# Agenda

**01**

Introductions

**02**

Rubrics: An Overview

**03**

Words, Words, Words

**04**

Conclusion

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01

**Introduction**

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# Moodle

- Watch the Introduction and Overview Video
- 3 Phases - Consider, Create, and Collaborate
- Course is accessible for 3-4 months.
- Three requirements for the badge.
- Hit the “Mark as Done” button for the badge



The screenshot shows a Moodle forum post titled "Meet and Greet Forum". The text of the post reads: "Use this space to introduce yourself to the cohort. Just for fun, create a catchy title for your forum thread. Feel free to use the following prompts to guide you:". A red circle highlights the "Mark as done" button, and a red arrow points to it from the right.

# Breakout Rooms - Meet & Greet

Take a minute to think about what you want to share in response to the following questions:

- i. Name and where you are from
- ii. What's your general feeling about rubrics?
- iii. What do you hope to learn?
- iv. What are you reading at the moment?

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02

**Rubrics: *An Overview***

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Name: \_\_\_\_\_

Score: \_\_\_\_\_

### Oral Presentation Rubric

	4—Excellent	3—Good	2—Fair	1—Needs Improvement
Delivery	<ul style="list-style-type: none"><li>• Holds attention of entire audience with the use of direct eye contact, seldom looking at notes</li><li>• Speaks with fluctuation in volume and inflection to maintain audience interest and emphasize key points</li></ul>	<ul style="list-style-type: none"><li>• Consistent use of direct eye contact with audience, but still returns to notes</li><li>• Speaks with satisfactory variation of volume and inflection.</li></ul>	<ul style="list-style-type: none"><li>• Displays minimal eye contact with audience, while reading mostly from the notes</li><li>• Speaks in uneven volume with little or no inflection</li></ul>	<ul style="list-style-type: none"><li>• Holds no eye contact with audience, as entire report is read from notes</li><li>• Speaks in low volume and/or monotonous tone, which causes audience to disengage</li></ul>
Content/ Organization	<ul style="list-style-type: none"><li>• Demonstrates full knowledge by answering all class questions with explanations and elaboration</li><li>• Provides clear purpose and subject; pertinent examples, facts, and/or statistics; supports conclusions/ideas with evidence</li></ul>	<ul style="list-style-type: none"><li>• Is at ease with expected answers to all questions, without elaboration</li><li>• Has somewhat clear purpose and subject; some examples, facts, and/or statistics that support the subject; includes some data or evidence that supports conclusions</li></ul>	<ul style="list-style-type: none"><li>• Is uncomfortable with information and is able to answer only rudimentary questions</li><li>• Attempts to define purpose and subject; provides weak examples, facts, and/or statistics, which do not adequately support the subject; includes very thin data or evidence</li></ul>	<ul style="list-style-type: none"><li>• Does not have grasp of information and cannot answer questions about subject</li><li>• Does not clearly define subject and purpose; provides weak or no support of subject; gives insufficient support for ideas or conclusions</li></ul>
Enthusiasm/ Audience Awareness	<ul style="list-style-type: none"><li>• Demonstrates strong enthusiasm about topic during entire presentation</li><li>• Significantly increases audience understanding and knowledge of topic; convinces an audience to recognize the validity and importance of the subject</li></ul>	<ul style="list-style-type: none"><li>• Shows some enthusiastic feelings about topic</li><li>• Raises audience understanding and awareness of most points</li></ul>	<ul style="list-style-type: none"><li>• Shows little or mixed feelings about the topic being presented</li><li>• Raises audience understanding and knowledge of some points</li></ul>	<ul style="list-style-type: none"><li>• Shows no interest in topic presented</li><li>• Fails to increase audience understanding of knowledge of topic</li></ul>
Comments				

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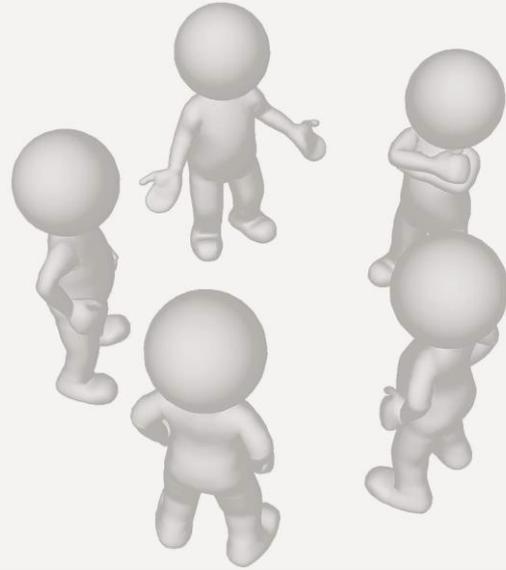
# First principles

A rubric is a tool that...

- Makes grading more valid, reliable, transparent, and efficient.
- Shows expected performance.
- Provides feedback.

Tip #1

**Collaborate**  
with others -  
colleagues,  
students,  
experts.



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# Breakout Rooms - A Cookie Rubric

Take a minute to think about what makes a good cookie? Name 2-3 criteria you would include on a rubric for a cookie.

- Share your criteria and discuss



Tip #2

**Interrogate**  
the outcome  
and the  
assessment  
task!



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03

**Words, Words, Words.**

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Exceptional	Skilled	Proficient	Developing	Inadequate
<b><u>Convincing</u></b> argument that is <b><u>effectively</u></b> supported with resources.	<b><u>Strong</u></b> argument that is <b><u>mostly</u></b> supported with resources.	<b><u>Good</u></b> argument that is supported with resources.	<b><u>Weak</u></b> argument that <b><u>needs</u></b> <b><u>more</u></b> support.	<b><u>Poor</u></b> argument with <b><u>no</u></b> support.

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# Nicki's Bad Words

When assigned a poor score:

- “Developing”
- “More improvement needed”
- “With support”

How do you build a rubric that promotes risk-taking and growth mindset?

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# Delineations of Quality

- Where do you start?
  - How many do you have?
  - Are you clear about what constitutes failure?
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Tip #3

**Show, don't tell.**



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Tip #4

If you're going  
to go to all  
that **effort**...



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# Breakout Rooms - “Exhaust your rubric”

- Build it with students.
- Have students use it as a tool to examine exemplars.
- Ask students, “What does this rubric say to you about what’s most important?”
- Require self-evaluation and justification

Discuss rubrics as an opportunity for more learning!

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04

**Conclusion**

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# Final Words

- There is no perfectly designed rubric.
  - This week, play and discuss.
  - Join on Friday @ 9 am!
  - Put your burning question in chat.
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