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# **Rubrics for Grading, Guidance & Feedback**



# Overview

- Why use a rubric
- When to use a rubric
- Types of rubrics
  - Holistic
  - Analytic
  - Single-Point
- Designing a rubric
- Sample rubrics for common needs



# Using Rubrics

# Why use a rubric

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Clear expectations



Consistent grading



Feedback – self, peer  
and instructor



Can be used across  
courses as evidence of  
learning

# Challenges with Rubrics

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Training  
students



Language



Grades &  
weighting



Revisions



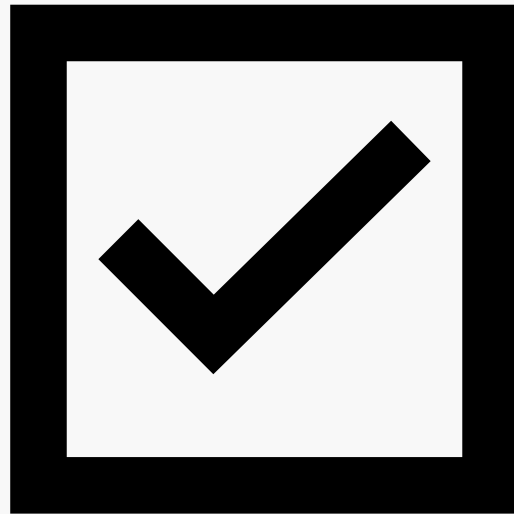
# When to use a rubric

- Group work
- Self-evaluation



# Activity #1

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# **Types of Rubrics**



# The Three Types

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## Analytic

- The usual suspect

## Holistic

- Looking at the big picture

## Single-Point

- Standards listed with written feedback

# Analytic Rubric

## Breakfast in Bed: Analytic Rubric

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Food	Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked.	All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered.	
Presentation	More than one item (tray, napkin, or silverware) are dirty or missing.	Tray, napkin or silverware may be dirty or missing.	Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	Food is served on a clean tray, with napkin and silverware. Several decorative touches are added.	
Comfort	Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal.	Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating.	Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat.	

# **Do I want to use an analytic rubric?**

## **Advantages**

- Students have a very clear idea of why they got the grade they did.
- Weighting criteria by value
- Alignment and learning outcomes are measurable
- Room for personalized feedback by criterion

## **Disadvantages**

- Time-consuming to develop
- Students may not read
- Grade may not reflect learning

# Holistic Rubric

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## Breakfast in Bed: Holistic Rubric

Score	Description
4	All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal.
3	Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal.
2	Some food is cooked poorly, some aspects of presentation are sloppy or unclean, or the recipient is uncomfortable at times.
1	Most of the food is cooked poorly, the presentation is sloppy or unclean, and the recipient is uncomfortable most of the time.

# **Do I want to use a holistic rubric?**

## **Advantages**

- Faster to create
- Faster to grade with
- Easier to standardize across instructors (norming)

## **Disadvantages**

- No specific feedback for students
- Levels can blend
- Criteria can't be weighted



# Single-Point Rubric

## Breakfast in Bed: Single-Point Rubric

<b>Concerns</b> <i>Areas that Need Work</i>	<b>Criteria</b> <i>Standards for This Performance</i>	<b>Advanced</b> <i>Evidence of Exceeding Standards</i>
	<b>Food:</b> All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference.	
	<b>Presentation:</b> Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present.	
	<b>Comfort:</b> Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat.	

# Do I want to use a single-point rubric?

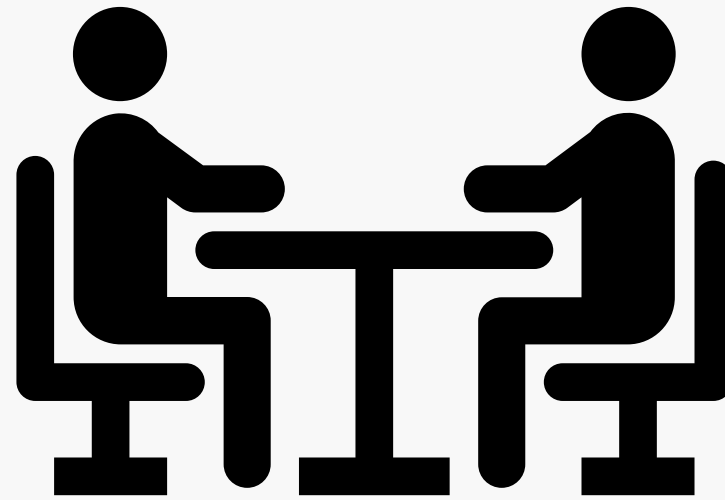
## Advantages

- Faster to develop
- Easy for students to read
- Flexible
- Personal

## Disadvantages

- Requires more grading time

# Activity #2





# **Developing a Rubric**



**Consider the following**

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**Start small**

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**Remember alignment**

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**Grading & weighting**

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**Revising**





# **Sample Rubrics**

# By Learning Outcome

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## AAC&U VALUE rubrics

- Inquiry and analysis
- Critical thinking
- Creative thinking
- Written communication
- Oral communication
- Reading
- Quantitative literacy
- Information literacy
- Teamwork
- Problem solving
- Civic engagement—local and global
- Intercultural knowledge and competence
- Ethical reasoning
- Foundations and skills for lifelong learning
- Global learning
- Integrative learning

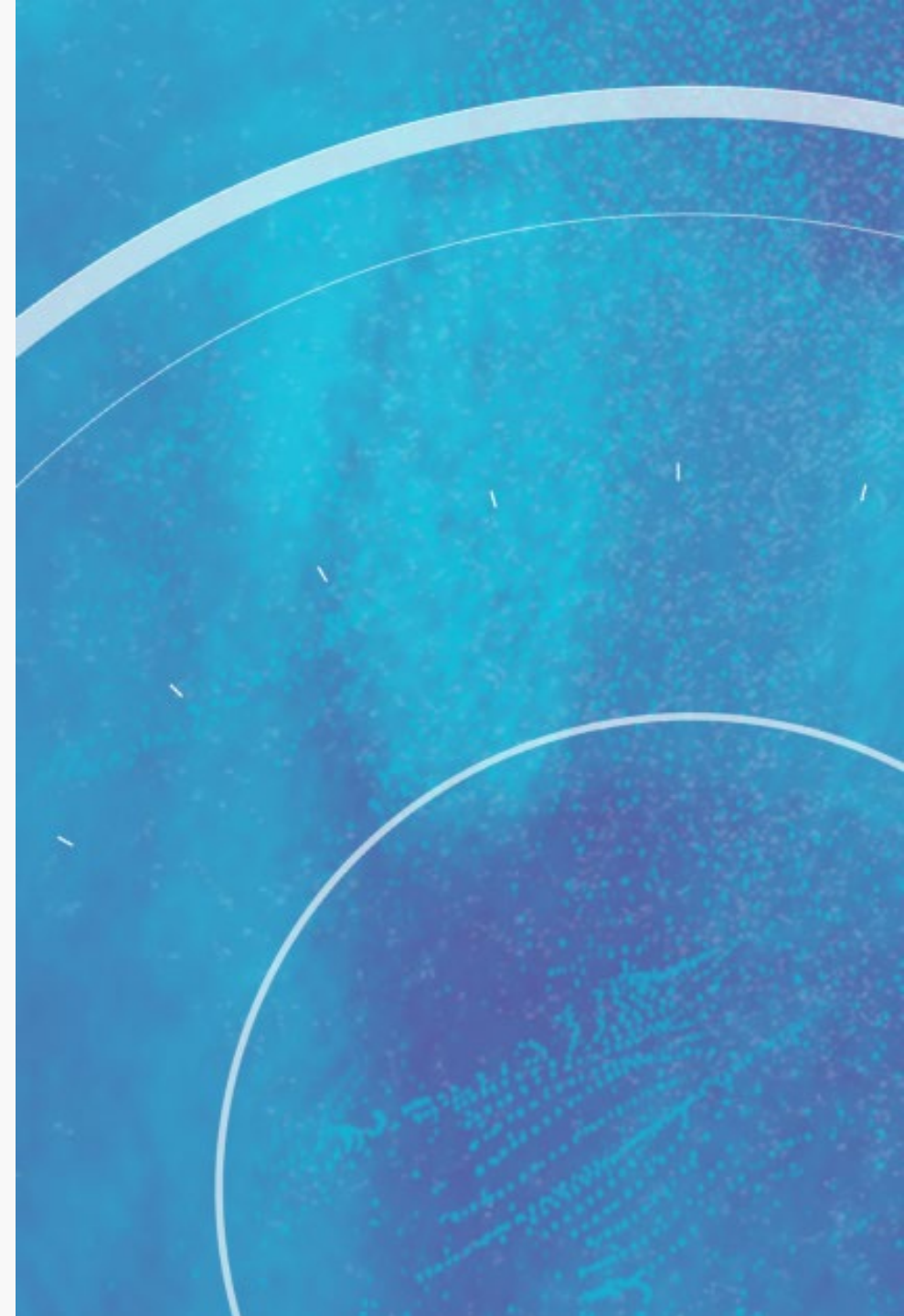


# By Assignment: Discussions

- [Example Discussion Rubric #1](#)
- [Example Discussion Rubric #2](#)
- [Discussion Rubrics collected by Utica College](#)

# By Assignment: Lab Write-Ups

- [Sample Laboratory Report Rubrics from UMichigan](#)
- [Lab Grading Rubric for Biological Sciences from UMN](#)
- [Evaluation of Lab Reports Rubric from Cornell College](#)





# Review

- [Know Your Terms: Holistic, Analytic, and Single-Point Rubrics](#) from Cult of Pedagogy
- [Rubrics](#) from DePaul University
- [VALUE Rubrics](#) from the AAC&
- [Example Discussion Rubric #1](#)
- [Example Discussion Rubric #2](#)
- [Rubric Directory](#) from Cal State Fullerton





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**Thank you!**

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