Taking the Mystery Out of Evaluation: 
Developing Rubrics to Assess Activities and Presentations

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Workshop Objectives

At the end of this workshop, you should be able to:
- Develop measurable learning objectives for your activities.
- Decide when it is appropriate to use a rubric to grade student engagement and presentations.
- Develop a rubric to assess student engagement and growth.
Assessing Your Students

- What is the best way to know whether your students have achieved the learning objectives for the activity?
- How are you going to communicate the evaluation guidelines to your students?
- Does your method of evaluation/feedback match the method you are using to help your students learn?

A Brief Primer on Learning Objectives

- Learning objectives identify what the learner should know and be able to do by the end of a workshop/activity.
- Learning objectives refer to observable and measurable knowledge, skills, and attitudes.
Note the difference:

This class will:

• Provide a stage for you to perform the arts of speech.
• Make you want to become a great speaker.
• Familiarize you with the speech preparation, rehearsal, and delivery processes.
• Develop your speech style with increased articulation and persuasion.

Students will:

➢ Practice developing and performing speeches in front of the class on a variety of topics.
➢ Demonstrate a variety of speech preparation processes, including research, rehearsal and delivery, using appropriate citations.
➢ Describe and successfully demonstrate a variety of current technology mediums for delivery of speeches.
➢ Participate on a panel to demonstrate the “art of argument” and its relationship to public speaking.

Learning objectives should:

➢ Reflect essential knowledge, skills or attitudes
➢ Focus on results of the learning experiences
➢ Reflect the desired end of the learning experience.
➢ Answer the questions:
  ➢ If I’m a student in this program/activity, what should I know and be able to do when I leave?
  ➢ If I’m a student in this program/activity, how will I demonstrate my learning?
Avoid “weasel” words:

Students will …
- Learn
- Know
- Be aware of
- Be familiar with
- Have a firm grasp of
- Understand
- Appreciate

Better choices are observable & measurable.

“Students will be able to”....

- Analyze
- Compare
- Critique
- Integrate
- Write
- Design
- Share
Evaluation Rubrics

- What is a rubric?
  - Systematic scoring guideline
- How does a rubric help you?
  - It helps evaluate student performance.
  - It helps students understand how their performance will be assessed
- How does a rubric work?
  - It provides a detailed description of performance standards.

Evaluation Rubrics

A rubric is the best method to use to assess students if your learning objectives require:
- Synthesis of information
- Learning/practicing new approaches, techniques or methods
- Analyzing/solving problems
- A project or complex assignment as a product.
Steps to Designing Rubrics

- Using your learning objectives as a guide, determine the areas that you want to assess (row headings)
- Establish the performance/grading standards for each area (start at the ends and work to the middle)
- Develop a scoring scale for the rubrics (column headers) and the total points for the assignment.

Steps to Designing Rubrics

- Activity 1: What do you want to assess?
  - Using your learning objectives as a guide, determine the areas that you want to assess (row headings).
Leadership Objectives

Students will:

- **Demonstrate** active listening skills in all interpersonal interactions.
- **Practice** excellence in communication both verbally and in writing.
- **Demonstrate** the ability to **accept suggestions and constructive criticism gracefully.**
- Meaningfully **engage others** in projects and assignments.

Steps to Designing Rubrics

- **Activity 2: What are your criteria?**
  - Using the Learning Objectives you developed in Activity 1, fill in the first column with terms that describe the areas you want to assess.
Leadership Rubric

<table>
<thead>
<tr>
<th>Grammar and Quality of Writing and Speech</th>
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<tbody>
<tr>
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Steps to Designing Rubrics

- Activity 3: What are the Performance Standards?
  - Fill in the performance standard columns on your rubric.
  - Establish the performance/grading standards for each area (start at the ends and work to the middle.)
## Leadership Rubric

<table>
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<tr>
<th>Leadership Area</th>
<th>Description</th>
<th>Examples</th>
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<tbody>
<tr>
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<td>Demonstrates understanding. Reflects on what others say. Listens carefully without interrupting.</td>
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<td><strong>Willingness to accept other’s opinions</strong></td>
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| **Grammar and Quality of Writing and Speech**        | Careless spelling, punctuation and grammar. Limited ability to speak in public. Disorganized. |                           |
| **Active Listening Skills**                          | Interrupts when others are speaking. Misinterprets other’s opinions. Inattentive. |                           |
| **Willingness to accept other’s opinions**           | Argumentative. Disgruntled when disagreed with. Reluctant to make change. |                           |
| **Ability to engage peers.**                         | Assigns all substantive tasks to self. Forgets to acknowledge other’s assistance. |                           |
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### Types of Scoring Scales

- **Holistic** - each criterion receives the maximum number of points assigned to that column.
- **Weighted** - each criterion is weighted to account for differences in the amount of importance or difficulty level.
Steps to Designing Rubrics

- Activity 4: What scoring scale works best for your assignment?
- Based on your assignment and your own grading philosophy, develop a scoring scale for your rubric.

Leadership Rubric - Holistic Scoring

<table>
<thead>
<tr>
<th></th>
<th>Excellent (10 points)</th>
<th>Good (5 points)</th>
<th>Poor (1 point)</th>
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<td><strong>Grammar and Quality of Writing and Speech</strong></td>
<td>Proper use of spelling, punctuation and grammar. Typed using appropriate format. Writing is clear and well-organized. Speech is well considered.</td>
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<td><strong>Active Listening Skills</strong></td>
<td>Demonstrates understanding. Reflects on what others say. Listens carefully without interrupting.</td>
<td>Listens with the occasional interruption. Demonstrates understanding.</td>
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## Leadership Rubric - Weighted Scoring

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<th>Excellent (8 – 10 points)</th>
<th>Fair (5 – 7 points)</th>
<th>Poor (2 – 4 points)</th>
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## Rubric Resources

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