Title: **Rubrics in support of Learning and assessment: how to design and integrate to curriculum planning.**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Identify new, additional or improved ways to use rubrics in their own setting
- Develop a rubric for use in their own setting that includes the four essential features of a rubric

Session Outline

Rationale: As rubrics may be used to guide self, peer and/ or tutor assessment, they provide support for teaching and learning as well as for evaluation (Reddy & Andrade, 2010). Rubrics provide guidance to students seeking to improve the quality of their work and help them interpret grades received (Huball & Burt, 2004).
Rubric development forces detailed consideration of the purpose of the assignment, thereby increasing alignment between teaching, learning and assessment, and enabling a move from the current strong focus on assessment of learning, towards assessment for and as learning. Rubrics can increase transparency in assessment because they make public the criteria for judgment of student performance (Price et al, 2012; Reddy & Andrade, 2011). Provided assessors are trained, rubrics increase inter-rater reliability (Reddy & Andrade, 2011). Rubrics support programme evaluation, and help identify areas for improvement in teaching and instructional design. Online tools enable integration of rubrics with activities and grading.
Process: A six step approach to rubric development, by an individual or by a team, might be structured as follows (adapted from: Arter & Chappuis, 2006; Stevens & Levi, 2005):
1) Identify the outcome desired from the assessment.
2) Specify key aspects of each criterion.
3) Group criteria according to components of the assignment.
4) Develop a grading scale in which levels align with institutional and programme specific progression and awards process, and describe each level.
5) Assign weights if a percentage grade is required
6) Share and discuss with students, with your peers, other contributors to the programme, and/ or management and accreditation committee(s) as appropriate.
Outcomes: This approach has been applied in face-to-face, online and blended learning programmes at both undergraduate and post-graduate levels (Roche, Thoma & Wingfield, 2014; Roche, 2014). Enablers and challenges will be discussed during the workshop.

Session Activities and Approximate Timings

7)   Participants will be provided with a two-page resource that outlines: 4 key features of rubric; key benefits of using rubrics, and the six-step approach to the development of a rubric. Attendees are encouraged to bring a sample of a rubric in use in their teaching and learning. Participants are asked to prepare a single sentence response to the question: 'what is your most important question regarding the development of rubrics'.

8)   Introduction (10 minutes): Welcome participants to the workshop. Briefly outline 4 key features of rubric; key benefits of using rubrics, and the six-step approach to the development of a rubric – as per pre-reading. Invite participants to share their prepared single sentence outlining 'the single most important question regarding the development of rubrics that they want to get out of the workshop'. Depending on group size capture all or 'one per group' on a flipchart. Introduce the two learning outcomes.

9)   Group work (15 minutes): Divide participants into groups of 3-5 people. Provide template outline of rubric – aligned with Learning outcomes and assessment. Provide printed copies of relevant samples of rubrics. Support development of rubric and identification of barriers and challenges using appropriate prompt questions on template provided.

10)   Group feedback facilitated (5 minutes)

11)   Individual or group as attendees prefer (5-10 minutes) – develop/adapt a rubric for use in their own setting that includes the four essential features of a rubric.

12)   Conclude session (5 minutes): summarise common challenges and barriers, and how they might be overcome.

Preparation before session

* Please outline, in a single sentence, the most important outcome, related to the development of rubrics, you want from this workshop. You will be invited to share this at the start of the workshop.

The following resource might assist with your preparation for this workshop.

* Two page *resource that outlines: 4 key features of rubric; key benefits of using rubrics, and the six-step approach to the development of a rubric.*

* AACU (Association of American colleges and universities): VALUE rubric development project. Available at: https://www.aacu.org/value/rubrics Accessed on 19th May 2019

References

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