

Using Effective Rubrics to Evaluate Student Performance

Educational Situation:

The course professor assigns her students to write a report on one of the lesson topics. She uploads the performance task on the course page on Blackboard, with a brief explanation of how to write the report. She also attaches a rubric that shows the criteria required to complete the report. The course professor notices the students' many questions about what is required, and the students barely submit the report after many endless inquiries via email. After the lecture, the reports are corrected by the professor, and the grades are uploaded into the system. The professor says: "Although I attached a rubric that shows the evaluation criteria, I did not find any benefit from it for the students. Their questions are still repeated during the performance of the assignment, and after finishing, correcting, and assigning the grade, their questions increase about the reason for the deduction. As for me, I also did not find the desired benefit from it in investing my time." The professor took the initiative to ask the students about the reason for the many questions? Did they review the attached rubric? Was the description of the criteria clear? A student answered: "She did not look at it," another said: "She looked at it quickly," and some of them answered: "Some of the criteria were not clearly described."

The Issue:

Students do not pay attention to the rubric, or they look at it but do not understand it as required. Also, the description of some of the criteria was not clear, and therefore did not save the professor time as hoped.

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Educational Practice: Effective Rubrics

Rubrics are one of the most important ways to organize the teaching process, and they contribute to achieve the desired learning outcomes, and provide a fair and just method of assessment that can be understood and applied by the professor and the learner. Rubric is a comprehensive set of criteria used to evaluate students in a specific task based on a list of performance levels. The importance of rubrics lies in communicating the professor's expectations to students for each aspect of the task, and they also give students more confidence about task expectations and removes a lot of ambiguity.

It also increases students' confidence in the educational process, saves effort and time, and provides quick and easy feedback to both the professor and the students. It also measures teaching for the professor so that the criteria match the objectives and allows her to track changes in student performance over several semesters. Recent research indicates the need to allow students to participate in how the rubric is used by asking them questions: What does a successful assignment look like? What are the criteria? We identify the attributes or dimensions that will be measured, and it is necessary to define this attribute and provide an example of it. This is important to prevent misunderstandings; it also increases students' awareness of themselves as they are the beneficiaries. It reduces the load on the professor when she allows her students to create part of their own rubric, or work on developing it collaboratively, allowing them to think through and search for elements that are relevant and appropriate to the performance levels of the task. This ensures that students understand the task much deeply.

Implementation Procedures:

- Choose a rubric that is consistent with the objectives of the task to be evaluated.
- Ensure the clarity and accuracy of the rubric criteria, the level of performance evaluation of each criterion, and the grade due to it according to the different levels from high to low.

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- Involve students in how to use the rubric, by explaining the criteria and describing each level.
- Attach the rubric with the assignment and encourage students to use the rubric for self-evaluate.
- You can refer to the rubrics' models listed in the rubrics' website:

<https://rubrics.ksu.edu.sa/ar/node/1168>

Examples:

Example1: The professor chooses rubric for presentation from the rubrics' website <https://rubrics.ksu.edu.sa>, attaches it to a description of presentation assignment. She discusses with the students the link between the criteria and the presentation objectives and ensures that the students understand the evaluation levels.

Example2: The professor chooses a project rubric from the rubrics' website <https://rubrics.ksu.edu.sa>, attaches it with the course project description. She discusses the criteria and description of the evaluation levels with the students and asks each student to self-evaluate the project using the rubric.

المعيار	الدرجة	الوصف
محتوى العرض	5	محتوى العرض واضح ومفيد ويتناول الموضوع المطلوب بشكل كامل.
إلقاء العرض	5	إلقاء العرض سلس وواضح ويتضمن عناصر العرض المطلوبة.
استخدام الوسائل التعليمية	5	استخدام الوسائل التعليمية بشكل فعال وواضح.
التفاعل مع الجمهور	5	التفاعل مع الجمهور بشكل فعال وواضح.
إدارة الوقت	5	إدارة الوقت بشكل فعال وواضح.
إجابة أسئلة الجمهور	5	إجابة أسئلة الجمهور بشكل فعال وواضح.
إخراج العرض	5	إخراج العرض بشكل فعال وواضح.
إعداد العرض	5	إعداد العرض بشكل فعال وواضح.
إلقاء العرض	5	إلقاء العرض بشكل فعال وواضح.
إجابة أسئلة الجمهور	5	إجابة أسئلة الجمهور بشكل فعال وواضح.
إدارة الوقت	5	إدارة الوقت بشكل فعال وواضح.
إخراج العرض	5	إخراج العرض بشكل فعال وواضح.
إعداد العرض	5	إعداد العرض بشكل فعال وواضح.
إلقاء العرض	5	إلقاء العرض بشكل فعال وواضح.
إجابة أسئلة الجمهور	5	إجابة أسئلة الجمهور بشكل فعال وواضح.
إدارة الوقت	5	إدارة الوقت بشكل فعال وواضح.
إخراج العرض	5	إخراج العرض بشكل فعال وواضح.
إعداد العرض	5	إعداد العرض بشكل فعال وواضح.

Resources:

Allen, S., & Knight, J. (2009). A Method for Collaboratively Developing and Validating a Rubric. *International Journal for the Scholarship of Teaching and Learning*, 3(2).

Bearman, M., & Ajjawi, R. (2021). Can a rubric do more than be transparent? Invitation as a new metaphor for assessment criteria. *Studies in Higher Education*, 46(2), 359-368.

Morton, J. K., Northcote, M., Kilgour, P., & Jackson, W. A. (2021). Sharing the construction of assessment rubrics with students: A Model for collaborative rubric construction. *Journal of University Teaching & Learning Practice*, 18(4), 9.

Daniel izume, AFACCT 2023 Conference - Using Rubrics and Checklists to Enhance Student Learning. <https://youtu.be/i6wAnyirOdU?si=dvYSpwh6TmqHs9K>

RUBRICS website - King Saud University <https://rubrics.ksu.edu.sa/ar/node/1168>