



illumina
INTERACTIVE LEARNING

RUBRICS 101

IMPROVING PARTICIPANT PERFORMANCE

JEAN MARRAPODI & MICHAEL GETZ

2018 Training Magazine Conference
Session 315





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Agenda

- Overview
- Examples
- Rubrics in corporate training
- How to build rubrics
- Online tools

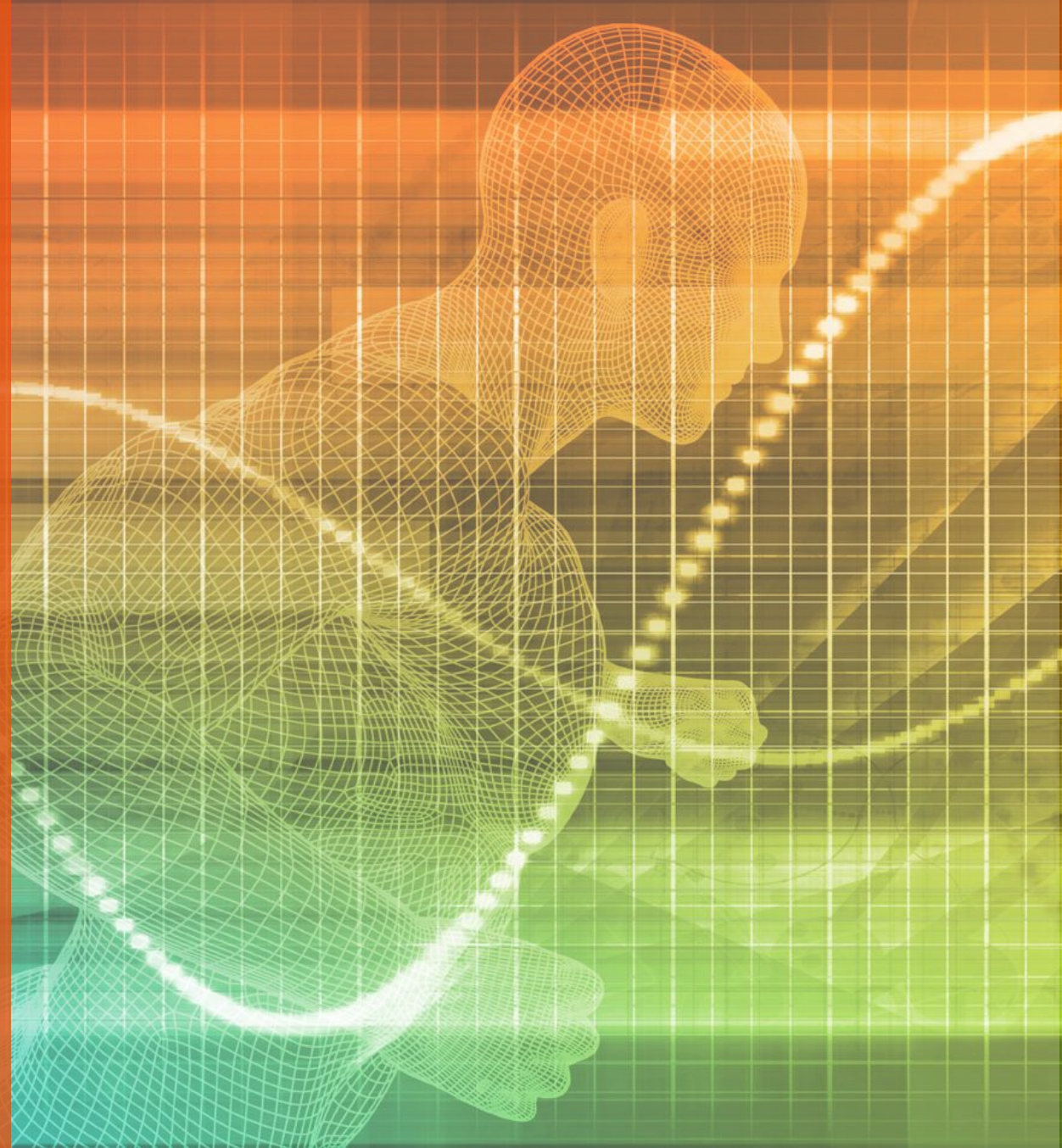
WHAT IS A RUBRIC?

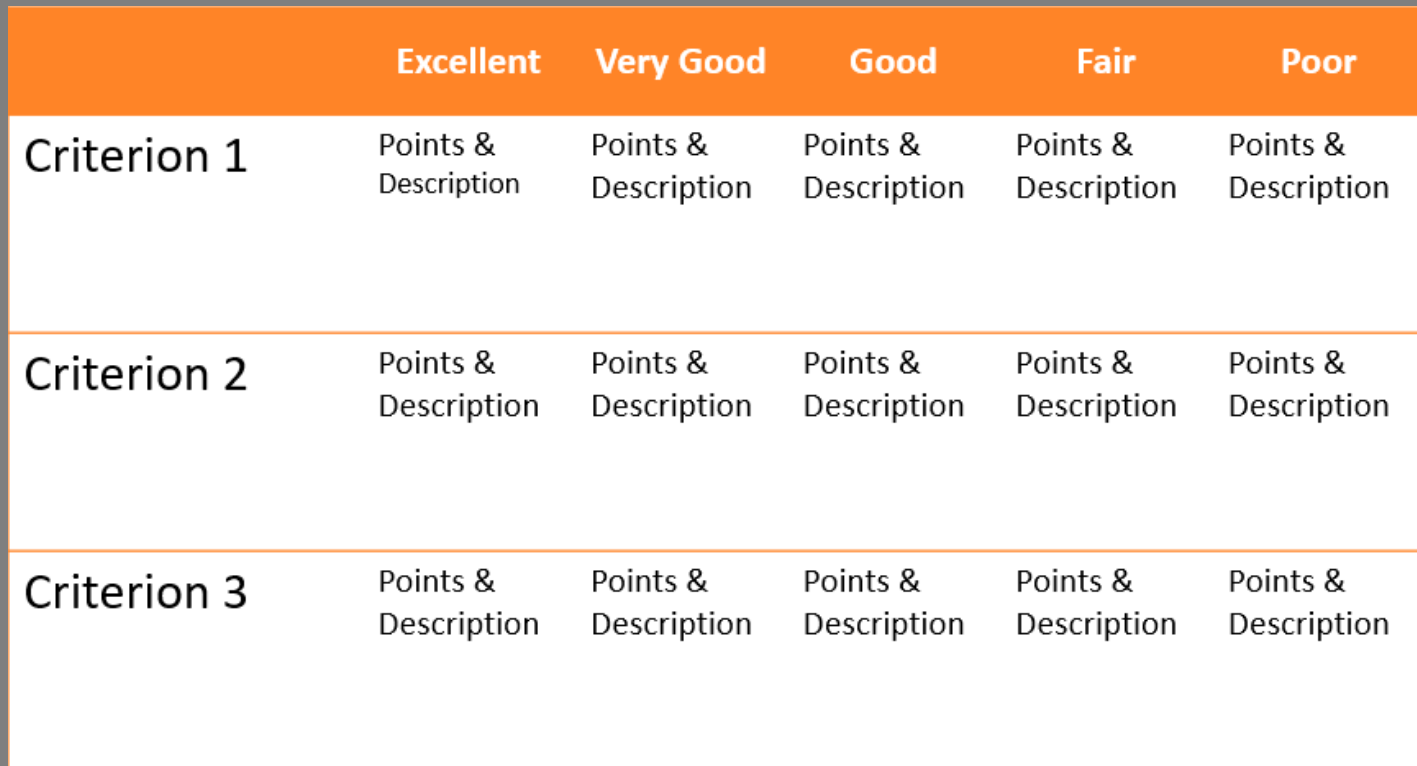
A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria.

Susan Brookhart, *How to Create and Use Rubrics*

- an authoritative rule
- a guide listing specific criteria for grading or scoring academic papers, projects, or tests.

Merriam-Webster Dictionary





	Excellent	Very Good	Good	Fair	Poor
Criterion 1	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description
Criterion 2	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description
Criterion 3	Points & Description	Points & Description	Points & Description	Points & Description	Points & Description

This is a rubric.

WHAT IS THEIR VALUE?

“Rubrics make assessing student work quick and efficient, and they help teachers justify [the] grades that they assign to students. At their very best, rubrics are also teaching tools that support student learning and the development of sophisticated thinking skills. When used correctly, they serve the purposes of learning as well as of evaluation and accountability.”

Andrade, H.G. (2000). Using rubrics to promote thinking and learning. *Educational Leadership*, 57(5). p. 13-18



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Check the handouts for more samples

Final Project Rubric								
Criteria	Ratings							Pts
Message	50.0 pts Exceptional work. Content is thoroughly covered. Presentation is logical and effective.	45.0 pts Content is well defined and covered. Presentation is logical and effective.	40.0 pts Content is defined and covered. Message is effective for understanding.	30.0 pts Content is defined, but limited in scope and/or has issues with organization.	20.0 pts Content sparse. Message is disorganized.	10.0 pts Content appears to be copy and paste of random pieces of information copied from other sources.	0.0 pts Content is off topic.	50.0 pts
Medium	15.0 pts Format presents content exceptionally well. Design enhances the content.		12.0 pts Format presents content in an understandable manner.		9.0 pts Format is acceptable.	6.0 pts Format has issues, detracting from the content	0.0 pts Format does not communicate the content.	15.0 pts
Mechanics	15.0 pts No typos, spelling, grammar or punctuation errors	12.0 pts 1-3 typos, spelling, grammar or punctuation errors	9.0 pts 4-7 typos, spelling, grammar or punctuation errors		6.0 pts 8-10 typos, spelling, grammar or punctuation errors		0.0 pts More than 10 errors	15.0 pts
Research	10.0 pts Used 5 or more sources		5.0 pts 3-4 sources	3.0 pts 1-2 sources		0.0 pts No research sources included		10.0 pts
APA Use	10.0 pts No APA errors in citations or references	8.0 pts Minimal APA issues with punctuation or formatting			6.0 pts Major APA issues with omissions or item order		0.0 pts APA not used	10.0 pts
								Total Points: 100.0

WHY USE RUBRICS?

Make expectations clear

Objective

Easy to use and explain – concise

Provide informative feedback

- Strengths & areas for improvement

Support:

- Learning
- Development of skills
- Understanding & critical thinking



HOW CAN RUBRICS BE USED IN CORPORATE TRAINING?

1. Review of an assignment or work product created **after a training**
 - Scored by peers, trainer or manager
 - Examples: Evaluation of a sales or customer service call or role play
2. Within **self-paced training** to help learners assess modeled behavior
3. Provide as **post-training career development** benchmarks

...and lots more!



Used for Individual Development on a Team

Individuals self assessed then chatted with manager to set goals for the next level

In your handouts

Instructional Designer Skillset

Skill	Beginner Instructional Designer	Intermediate (transition to Senior)	Advanced Senior Instructional Designer	Expert
Communication				
Effective communicator	Effectively conveys content and intent verbally and in writing.	Effectively conveys content and intent verbally and in writing. Interprets messages from others and responds accordingly.	Effective sender, receiver and interpreter of information. Ability to clarify confused messages through questioning.	Effective sender, receiver and interpreter of information. Ability to clarify confused messages and troubleshoot conflict.
Concise writer	Crafts understandable messages to communicate content.	Writes clear explanations and directions	Works to clarify SME content, provides effective transitions and context to material.	Ability to effectively distill complex SME messages to create effective learner content
Writes in Learner Language	Able to write in simplified language.	Able to write in learner-centric language. Understands learner and writes with the learner's perspective.	Able to write in learner-centric language. Understands learner and writes with the learner's perspective. Recognizes new terminology and provides glossaries or hover definitions to scaffold learning.	Ability to write for complex audiences, i.e. Senior management, English language learners
Technical Skills				
Word	Able to edit work of someone else	Creation of documents. Leverages headers, footers, and heading styles	Creation of complex documents. Includes table of contents. May include hidden text for Instructor notes.	Creation of multi-chapter documents. Ensures consistency of all materials in all style elements.
Excel	Able to enter numbers and find data in existing workbooks	Able to build basic worksheets.	Able to create sheets to manipulate and analyze data. Can create charts and graphs to visualize data.	Able to build complex workbooks to analyze data. Can generate reports from qualitative analysis of data.
PowerPoint	Able to enter data in a provided template.	Able to design graphically pleasing presentations. Slides are not overcrowded. Slides support content/	Able to leverage PowerPoint charting, SmartArt, picture editing tools and other features to enhance presentations.	Leverages advanced PowerPoint features. Can design presentations in a variety of styles. Uses

RUBRICS HAVE TWO PARTS

CRITERIA AND DESCRIPTIONS

CRITERIA define the elements being reviewed. It answers **WHAT is being reviewed?** They must be appropriate, definable, observable, distinct, and able to support descriptions along a continuum.

DESCRIPTIONS describe the levels of performance on a scale, which is usually high to low. It answers **What does [excellent, very good, good, fair, poor] look like?** If the rubric is used for scoring, this section includes point values. They center the target performance (acceptable, mastery, passing) at the appropriate level.

	Excellent	Very Good	Good	Fair	Poor
Criteria	Descriptions				

WRITING RUBRICS

- Create the parameters of the assignment first
- Start building the rubric from the learning outcomes
- Rubrics should assess against your goals

THE MANTRA

In the end, the learner should
KNOW _____ and be
able to (DO) _____



WHAT IS THE GOAL?

**IN THE END,
WHAT DO YOU WANT
YOUR LEARNER TO
KNOW
AND DO?**

INSTRUCTIONAL DESIGN 101

GOAL

In the end, the learner will
KNOW _____ and be able to
(DO) _____

GOAL

ESTABLISH THE GOAL

INSTRUCTIONAL DESIGN 101

GOAL

In the end, the learner will
KNOW _____ and be able to
(DO) _____

GOAL

OUTCOMES

Outcome 1

Outcome 2

Outcome 3

ADD OUTCOMES TO THE GOAL

INSTRUCTIONAL DESIGN 101

OUTCOMES

- Focus on the learner
- End state results
- WIIFM

At the end of this lesson, you should be able to use the style features of Word to create professional looking documents.

Focus on **DOING**
Practical application

OBJECTIVES

- Focus on the teacher/designer
- Lesson plans
- How we get there

In this lesson, you will learn how to use the Format Painter to copy font styles

Focus on **LEARNING**
Task based

INSTRUCTIONAL DESIGN 101

GOAL

In the end, the learner will
KNOW _____ and be able to
(DO) _____

GOAL

OUTCOMES

Outcome 1

Outcome 2

Outcome 3

OBJECTIVES

Objective 1a

Objective 1b

Objective 2a

Objective 3a

Objective 3b

ADD OBJECTIVES TO EACH OUTCOME

GOAL

In the end, the learner will KNOW _____ and be able to (DO) _____

In the end, the learner will be able to select, assemble and measure ingredients to bake blueberry muffins

OUTCOMES

Learner will be able to

Assemble correct ingredients and supplies

Accurately measure ingredients and prepare for baking

Bake to proper doneness

OBJECTIVES

Learner will be able to

Locate correct supplies in pantry

Locate correct supplies in refrigerator

Locate measuring tools, bowls & baking pans

Measure liquid items

Measure dry items

Use appropriate tools for mixing

Mix to appropriate consistency

Pour appropriate amount into pan

Set oven temperature

Identify time in recipe

Locate and set oven timer

Determine doneness and adjust recipe

LET'S BAKE SOME BLUEBERRY MUFFINS

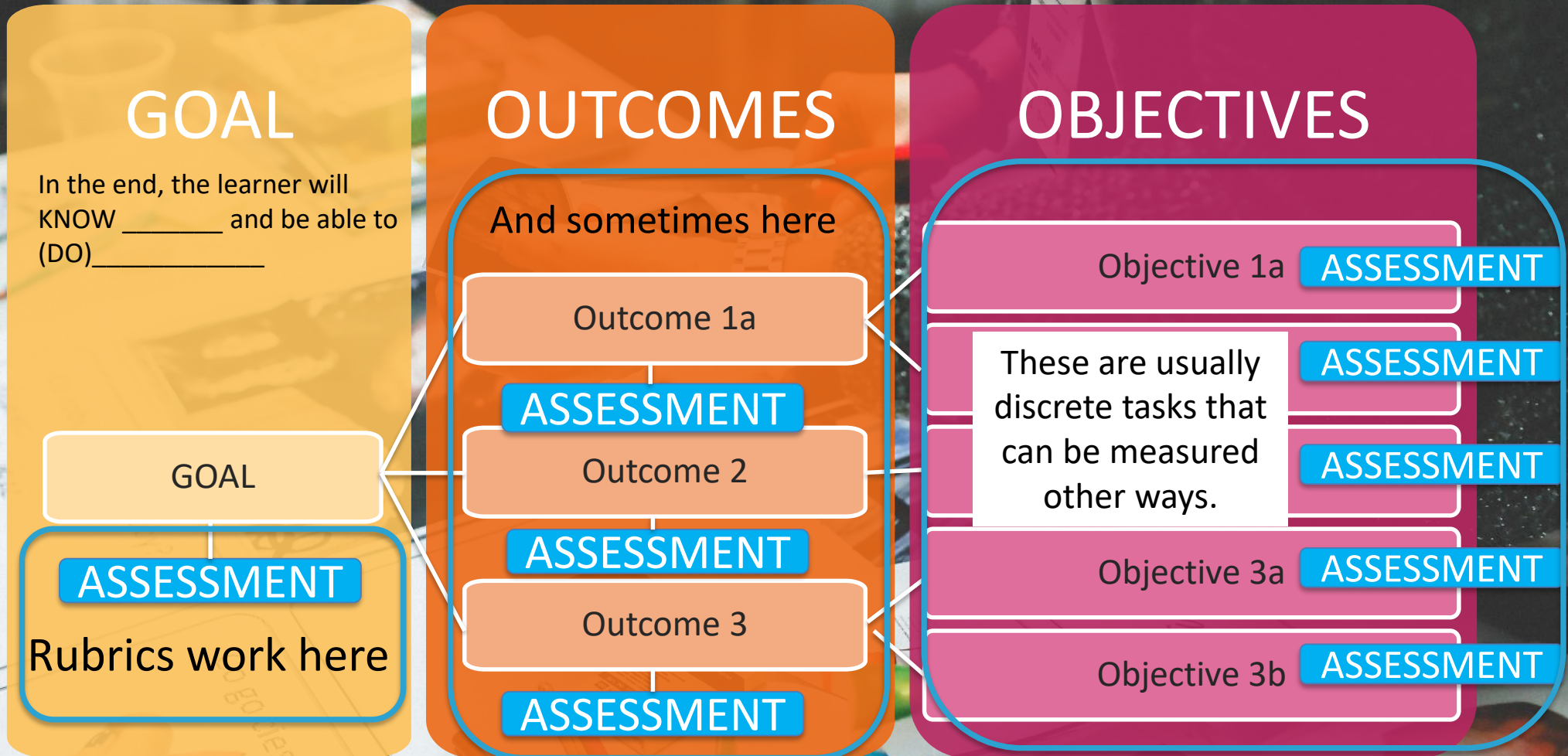


HOW DO YOU KNOW
THAT THEY KNOW?

ASSESSMENT

(This is where rubrics come in)

INSTRUCTIONAL DESIGN 101



ASSESS EACH COMPONENT

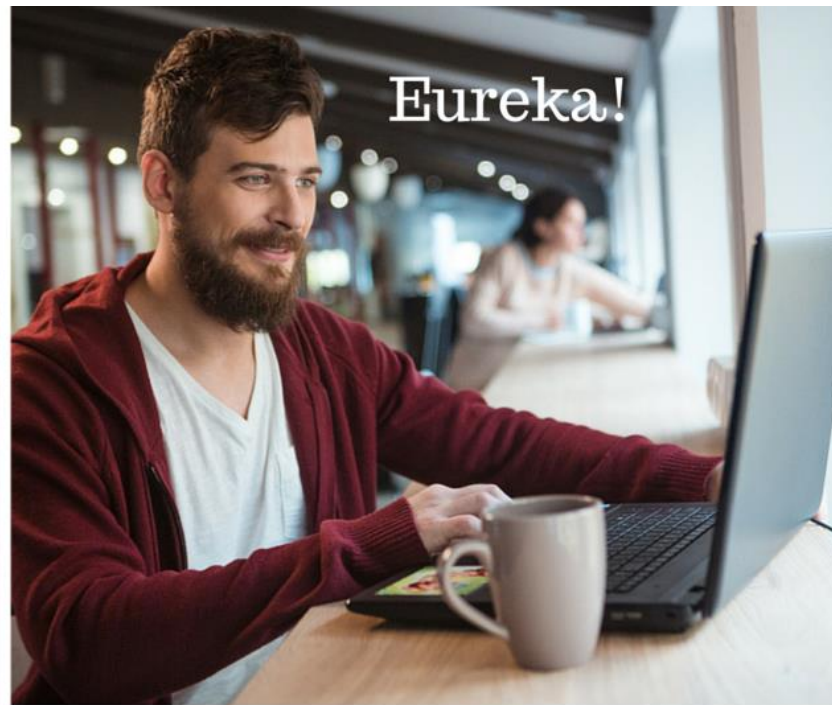
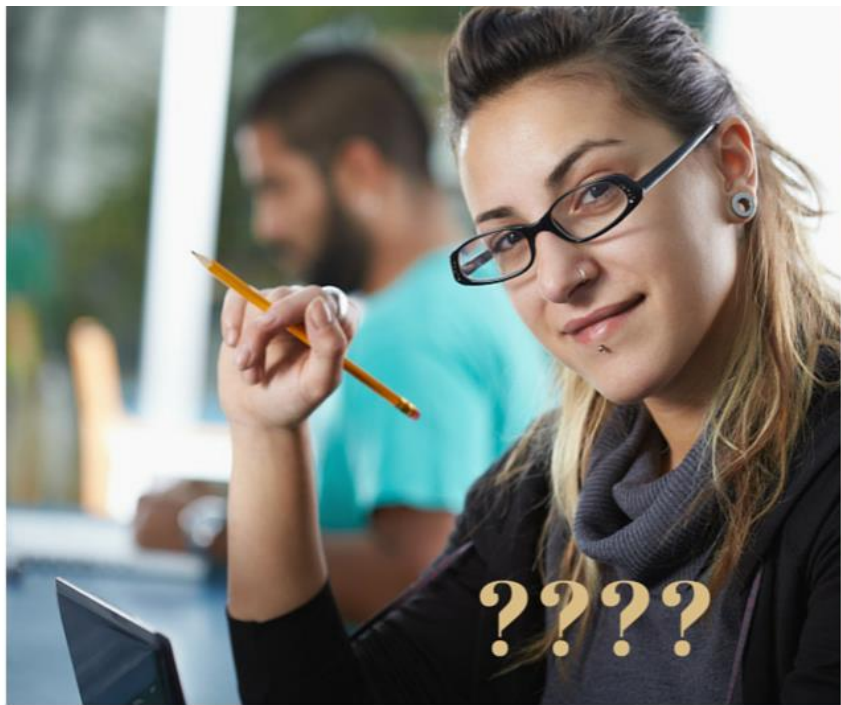
HOW DO THEY KNOW THAT THEY KNOW?

- Feedback
- Self measures
- Progress checks
- Reviews and

ASSESSMENT

(This is where rubrics come in for them)





WRITING RUBRICS

Continued...

- Determine components for criteria
 - Use brief statements or phrases or key words
 - Each rubric item should focus on a different skill
 - Evaluate only measurable criteria
- Determine descriptions for criteria
- Ideally, the entire rubric should fit on one sheet of paper



PRESENTING THE RUBRIC

- Give with the assignment
- Explain criteria
- First use should be a pilot – it **will** need to be adjusted



EVALUATE THE RUBRIC

After using the rubric the first time,
adjust it based on what you learn

Did it work?

Was it sufficiently detailed?

Correct issues



LET'S CONSTRUCT A RUBRIC

1. Define the criteria

Task: To deliver a workshop that empowers learners with new skills

Criteria	Excellent	Good	Satisfactory	Fair	Poor

LET'S CONSTRUCT A RUBRIC

1. Define the criteria

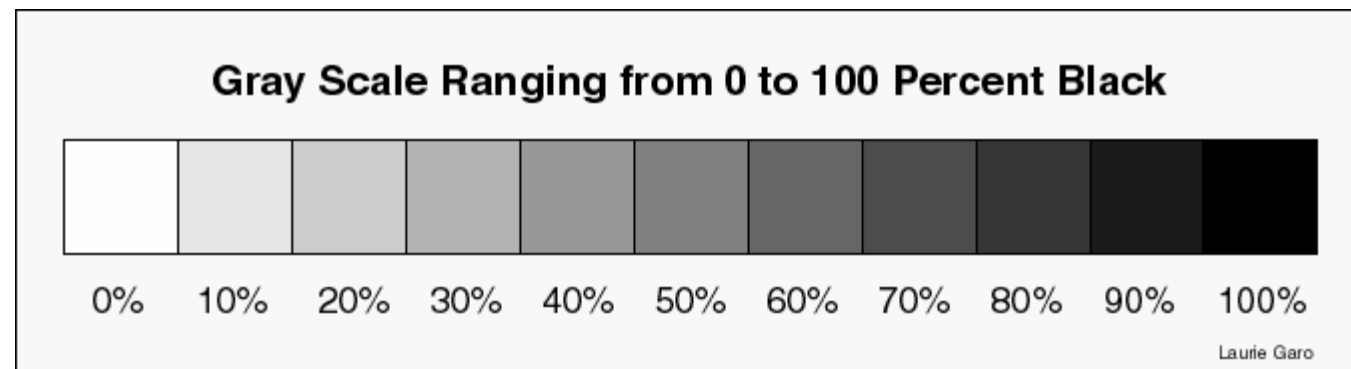
Task: To deliver a workshop that empowers learners with new skills

Criteria	Excellent	Good	Satisfactory	Fair	Poor
Preparation	RULE: Criteria only assess one item per row. ✓				
Content					
Timing					
Delivery					

THERE ARE TWO RULES FOR BUILDING RUBRICS

Rule #1: Criteria only assess one item per row.

Rule #2: Descriptions must include gradations of the same thing. Think gray scale.



LET'S CONSTRUCT A RUBRIC

2. Define the target behavior for each criteria

Task: To deliver a workshop that empowers learners with new skills

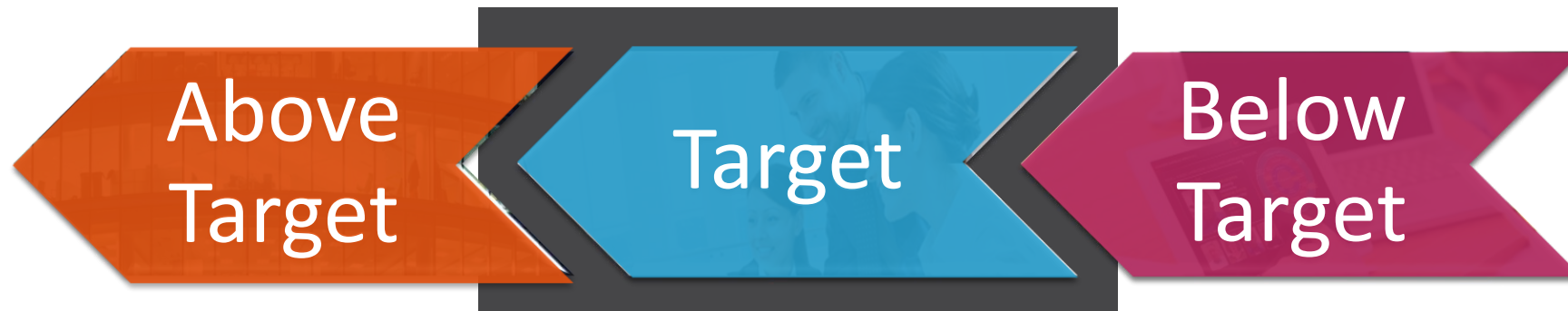
Criteria	Excellent	Good	Satisfactory	Fair	Poor
Preparation					
Content	Ask: How proficient must they be?				
Timing					
Delivery					

How Proficient Must They Be?

Gloria Gery, 1991



RANGE OF DESCRIPTIONS AND TERMS



Above Average

Average

Below Average

Excellent – Very Good

Good

Fair – Poor

Exemplary – Good

Satisfactory

Needs Improvement

Exemplary Accomplished

Successful

Developing – Beginning

Excellent

Good

Needs work

Distinguished – Proficient

Successful

Apprentice – Novice

LET'S CONSTRUCT A RUBRIC

2. Define the target behavior for each criteria

Task: To deliver a workshop that empowers learners with new skills

Criteria	Excellent	Good	Satisfactory	Fair	Poor
Preparation			Handouts, slides, presentation ready before workshop		
Content			Well organized and suited to audience.		
Timing			Steady pace throughout.		
Delivery			Presented with authority, interacted with audience		

THINKING ABOUT DESCRIPTIONS

Ask what is acceptable for the item.
This is the **YES!**

Ranking inferior:

- Yes, but....
- No, but.....
- No

Ranking superior

- Yes, and.....
- Yes, and more!

		Levels of performance (scale)			
		4	3	2	1
Criteria or Dimensions	Rubric design				
	Criterion 1	(Yes, and more!)	(Yes!)	(Yes, but..)	(No)
	Criterion 2	Performance descriptors			
	Criterion 3				
⋮					

[] = [] = []



LET'S CONSTRUCT A RUBRIC

3. Define the behavior scale for each criteria

Task: To deliver a workshop that empowers learners with new skills

Criteria	Excellent	Good	Satisfactory	Fair	Poor
Preparation	Handouts, slides, presentation ready before workshop; exceptional material provided; greets audience at arrival	Handouts, slides, presentation ready before workshop, greets audience at arrival	Handouts, slides, presentation ready before workshop and available in app	Handouts, slides emailed to participants after workshop	No handouts or slides available for workshop
Content	Well organized and suited to audience. Covers topic completely and effectively. Includes practical application and additional resources or research.	Well organized and suited to audience. Covers topic completely and effectively. Includes practical application.	Well organized and suited to audience.	Content is well organized, appropriate to audience but missing key information.	Material disorganized and/or too advanced or simplistic for audience

etc.

YOUR TURN!!

Create a rubric on your own or with a partner

Task: To bake an edible blueberry muffin

Use the **Rubric Activity** in the handouts or recreate in your notes

Criteria	Excellent	Good	Fair	Poor
Flavor		Use GOOD for the baseline		
Texture				
Appearance				

GOAL

In the end, the learner will KNOW _____ and be able to (DO) _____

In the end, the learner will be able to select, assemble and measure ingredients to bake blueberry muffins

OUTCOMES

Learner will be able to

Assemble correct ingredients and supplies

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Bake to proper doneness

OBJECTIVES

Learner will be able to

Locate correct supplies in pantry

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Measure liquid items

Measure dry items

Use appropriate tools for mixing

Mix to appropriate consistency

Pour appropriate amount into pan

Set oven temperature

Identify time in recipe

Locate and set oven timer

Determine doneness and adjust recipe

TRAINING PLAN FOR BLUEBERRY MUFFINS

HERE'S MINE

Task: To bake an edible blueberry muffin

Criteria	Excellent	Good	Fair	Poor
Flavor	4 Blueberry, sweet cake, spices; nice balance	3 Blueberry, sweet cake	2 Tastes fake; Artificial flavors OR too much salt, sugar OR pockets of unmixed flour	1 Tasteless; no identifiable flavors
Texture	4 Moist, light, holds together; minimal crumbs, blueberries moist	3 Moist, holds together; some crumbs	2 Dry, overly crumbly, does not hold together OR too dense; heavy	1 Underdone, Soggy OR overdone, dry
Appearance	4 Light brown; Abundant blueberries, Blossoms over top of wrapper	3 Some blueberries visible; at or above blueberry wrapper	2 Few visible blueberries, not rising above muffin wrapper	1 Burned top No evidence of blueberries

Passing Score=9

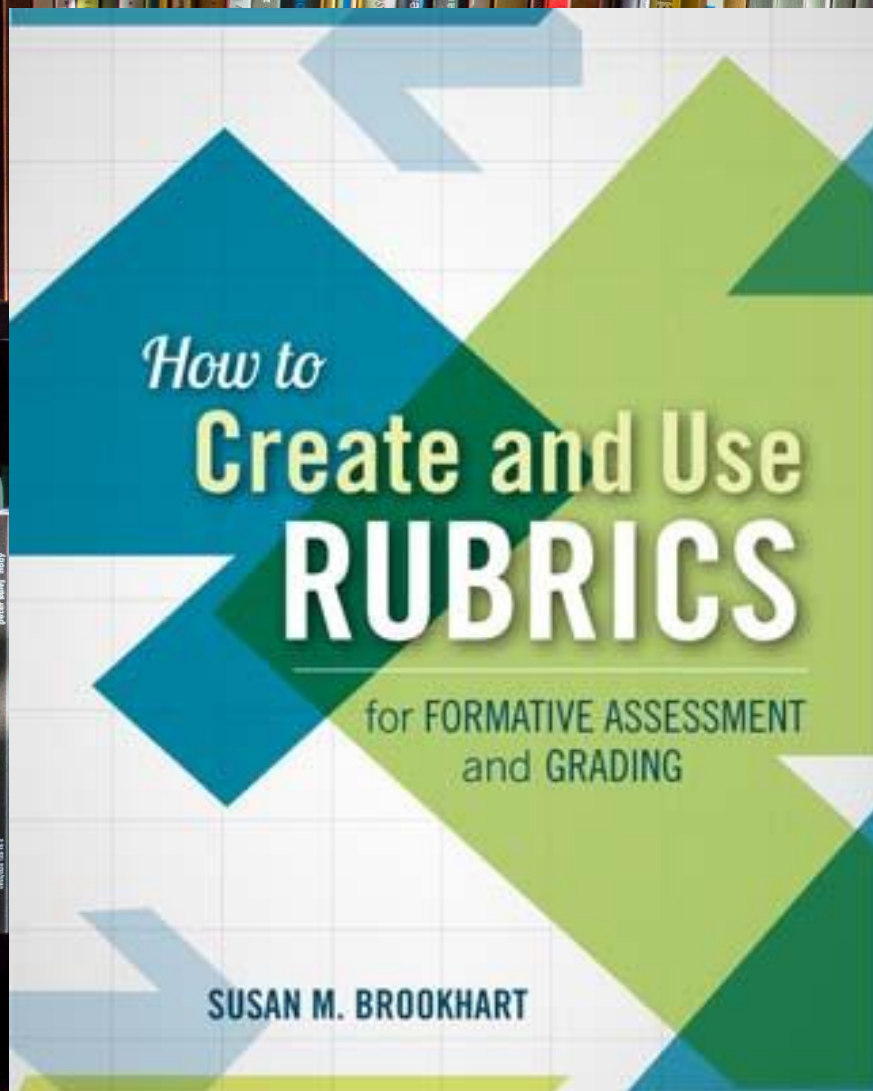
HELPFUL TOOLS

Rubric-Maker.com
www.rubric-maker.com

The screenshot shows the Rubric-Maker.com interface. At the top, the title 'Blueberry Muffins' is displayed. Below it, there are four columns representing performance levels: '4. Distinguished', '3. Proficient', '2. Apprentice', and '1. Novice'. To the left of these columns are input fields for 'Topic', 'Component', and 'Custom Component', along with a 'Description' text area. At the bottom, there is a 'Checklist' section with a text input field. The interface is clean and organized, with a light blue and white color scheme.

Quick Rubric
www.quickrubric.com

The screenshot shows the Quick Rubric interface. At the top, the title 'Quick Rubric' is displayed. Below it, there are three main sections: 'Rubric Title', 'Rubric Description and Instructions', and 'Score'. The 'Score' section includes 'Max Score: 100' and 'Min Score: 50'. Below these sections, there are three performance levels: 'Proficient (33 Points)', 'Emerging (25 Points)', and 'Beginning (17 Points)'. Each level has a corresponding 'Criteria/Topic' input field and an 'Edit Me' button. The interface is clean and organized, with a blue and white color scheme.



How to Create and Use Rubrics for Formative Assessment and Grading

Susan M. Brookhart
©2013 ASCD Press

Excerpt in your handouts

PRACTICAL ADVICE

- Best way to create a rubric is by looking at what existing learners are doing in the assignment
- Revise, revise, revise
- Keep criteria simple – one item per row
- Teach learners to
 - Review rubrics before starting assignment
 - Use rubrics as checklist before submitting
 - Score others with the rubric





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