

Developing Rubric for Assessment

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TEROKAAN SELUAS LAUTAN DEMI KELESTARIAN SEJAGAT OCEAN OF DISCOVERIES FOR GLOBAL SUSTAINABILITY





OBJECTIVE

- To give an overview about rubric in student assessment
- To explain the technique on developing rubric for student assessment.



Hello Everyone!

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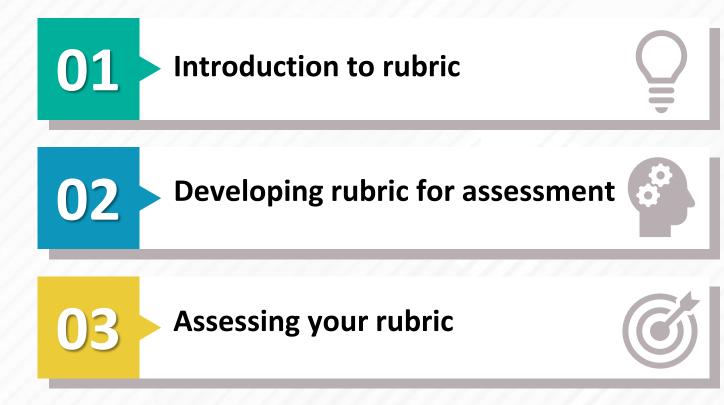


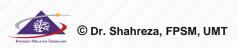


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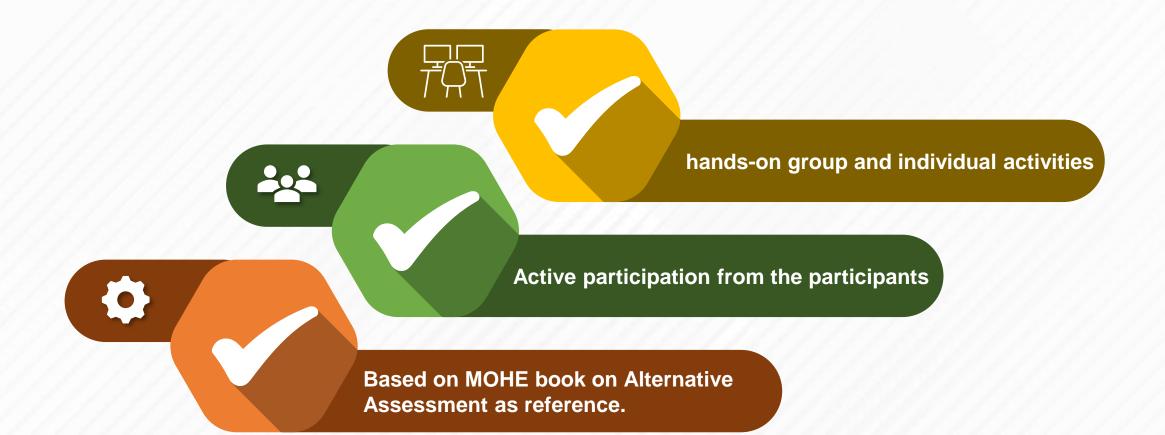
CONTENT

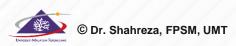




What will we do during the workshop





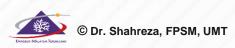


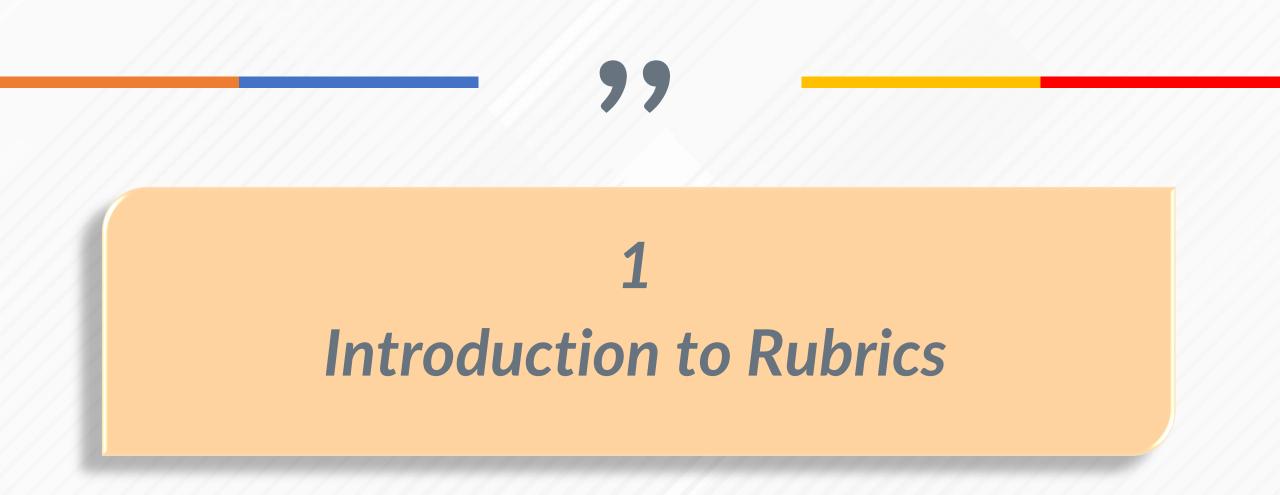


Reference:

E-book Alternative Assessment https://tinyurl.com/yh9w4ryy

Holistic Learning <u>https://tinyurl.com/3f4vfnjw</u>







What is a Rubric?

What is it?

- A tool to assess students' performance
- Comprise of specific criteria, level of performance for each criteria, weightage and score.
- Each level describe degree of proficiency and are given a value

What can it assess?

Student work :

- Written
- Oral
- Visual
- Skill



What performance can it measure?

- Process of doing something : Ex. Making presentation, playing musical instrument, teamwork, leadership)
- Product :

Ex. concept map, poster, lab report, product from certain method

What can it provide?

• Guide to :

i. How learners can be assessed

ii. "What leaners need to do" that will be assessed



Benefits of using Rubrics







Types of Rubric

HOLISTIC RUBRIC

SCORES	DESCRIPTIONS
LOW (0 - 15%)	Descriptor for criteria 1, 2 & 3
MODERATE (16 - 20%)	Descriptor for criteria 1, 2 & 3
HIGH (21 - 30%)	Descriptor for criteria 1, 2 & 3

Holistic Rubric

- A rubric which consist of individual criterion wih corresponding descriptors of performance
- Each criterias evaluated are combined and evaluated simultaneously



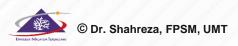


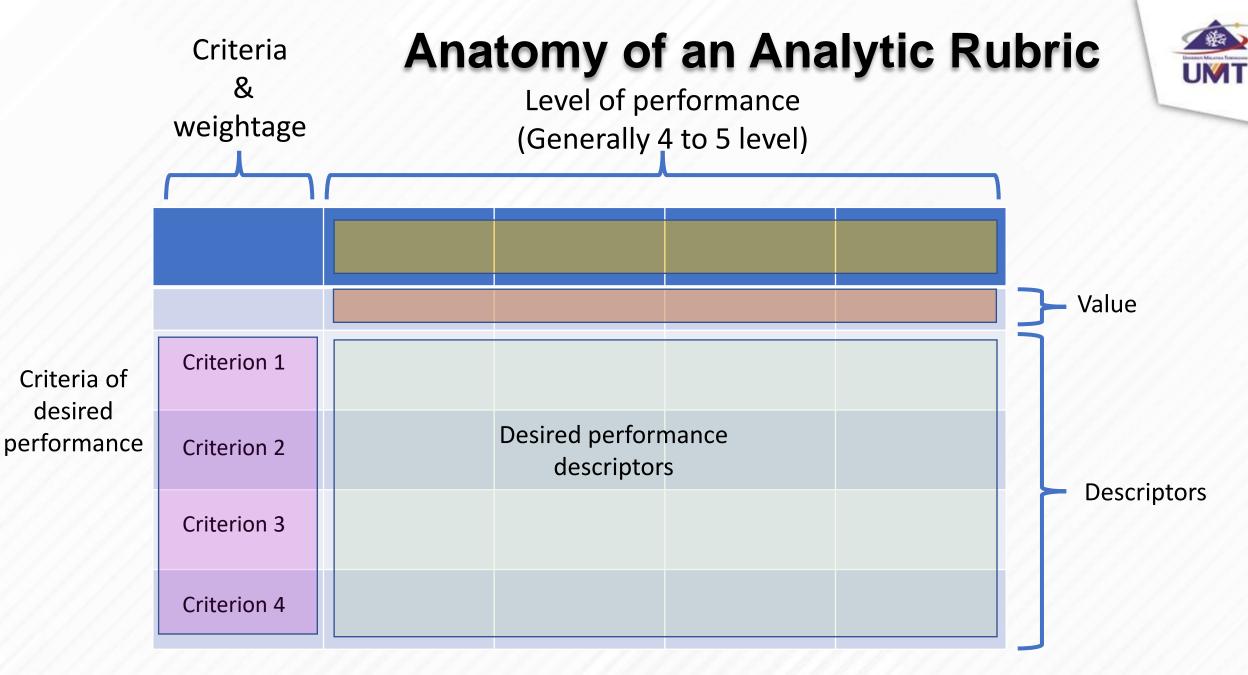
Analytical Rubric

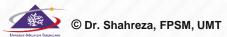
- A rubric which consist of descriptors that are placed together to reflect the overall performance.
- Each criteria evaluated separately
- The level of proficiency can be in a descending or ascending order

ANALYTIC RUBRIC

CRITERIA	LOW (0 - 15%)	MODERATE (16 - 20%)	HIGH (21 - 30%)
CRITERIA 1	Criteria 1 descriptor	Criteria 1 descriptor	Criteria 1 descriptor
CRITERIA 2	Criteria 2 descriptor	Criteria 2 descriptor	Criteria 2 descriptor
CRITERIA 3	Criteria 3 descriptor	Criteria 3 descriptor	Criteria 3 descriptor









Anatomy of a Holistic Rubric

Score & Value	Descriptor	
Score 1		
Score 2	Desired performance	Descriptors
Score 3	descriptors	Descriptors
Score 4		



Example of a Holistic Rubric

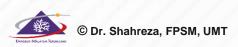
Reading Scoring Guide

Essay Score	Explanation
Score of 4	 Demonstrates thorough comprehension of the source text. Shows an understanding of the text's central idea(s) and of most important details and how they interrelate, demonstrating a comprehensive understanding of the text. Is free of errors of fact or interpretation with regard to the text. Makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.
Score of 3	 Demonstrates effective comprehension of the source text. Shows an understanding of the text's central idea(s) and important details. Is free of substantive errors of fact and interpretation with regard to the text. Makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.
Score of 2	 Demonstrates some comprehension of the source text. Shows an understanding of the text's central idea(s) but not of important details. May contain errors of fact and/or interpretation with regard to the text. Makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.
Score of 1	 Demonstrates little or no comprehension of the source text. Fails to show an understanding of the text's central idea(s), and may include only details without reference to central idea(s). May contain numerous errors of fact and/or interpretation with regard to the text. Makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.





Developing Rubrics for Assessment



Constructive Alignment

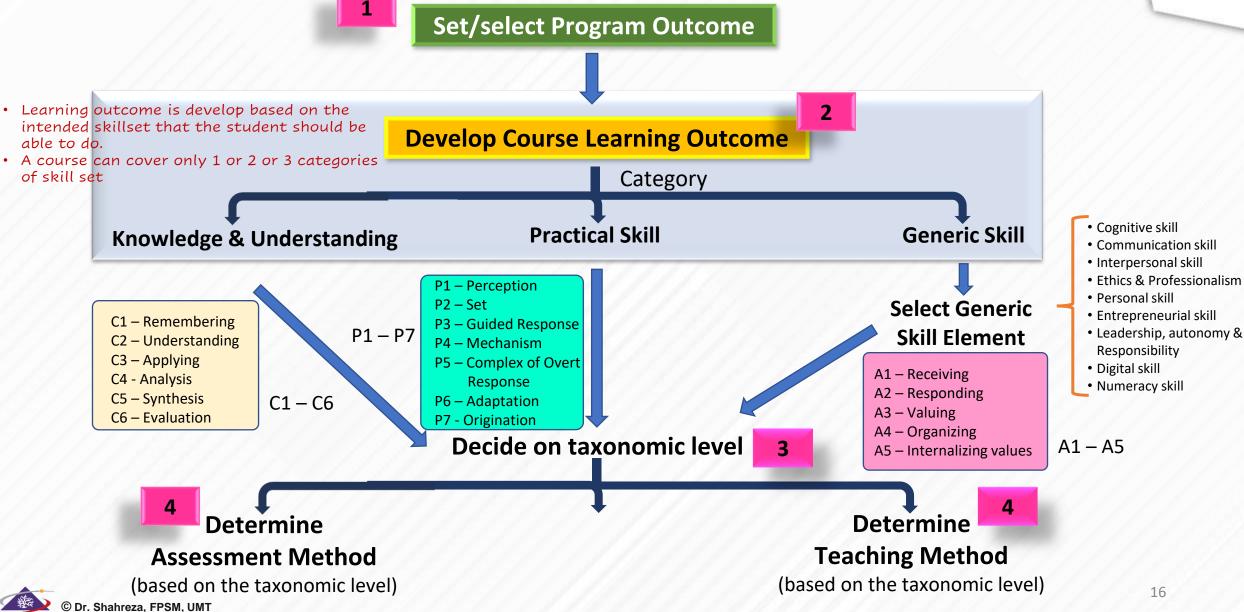


Constructive alignment is one of The intended knowledge and skillset that is expected to be attained by Intended the key element in OBE learner at the end of the course **Learning Outcomes** • The method used that enable lecturer to determine how far the The teaching and learning method leaner has attain the intended that is implemented to enable learning outcome. learner to attain the intended learning outcome. • It is an on-going process Assessment Teaching Method **Method**

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Constructive Alignment in a course





Lampiran 2

Pemetaan Hasil Pembelajaran Program (PLO) UMT *melawan* 5 Kluster MQF 2.0

SEDIA ADA BAHARU (Mengikut MQF2.0)			2.0)	1 2 State Street					4	5				
	PLO UMT	Domain Pembela- jaran		PLO UMT	Domain Pembela- jaran	Knowledge & Understanding	Cognitive Skills	3 Practical Work Skills	4 Interpersonal & Communication Skills	g Digital Nume		6 Leadership, Autonomy & Responsibility	7 Personal & Entrepreneur ship	8 Ethics & Professionalism
PL01	Knowledge	С	PL01	Knowledge & Understanding	С	/								
PLO2	Practical Skills	Р	PLO2	Practical Work Skills	Ρ			1						
PLO3	Crtitical Thinking & Problem Solving	C/A	PLO3	Cognitive Skills	С		/							
PL04	Communication	А	PLO4	Communication Skills	A				/					
PLO5	Social Skills, Teamwork & Responsibility	A	PLO5	Interpersonal Skills	A				/					
PLO6	Ethics & Professionalism	A	PLO6	Ethics & Professionalism	A									1
PL07	Lifelong Learning	Α	PLO7	Personal Skills	Α								/	
PLO8	Entrepreneurship	Α	PLO8	Entrepreneurship	A								1	
PLO9	Leadership	A	PLO9	Leadership, Autonomy & Responsibility	A							1		
-	-	-	PLO10	Digital Skills	C/P/A					1				
-	-	-	PI 011	Numeracy Skills	С						1			

Cognitive Domain

(thinking, knowledge)

INVOLVES KNOWLEDGE AND THE DEVELOPMENT OF INTELLECTUAL SKILLS

					Evaluation
lower order		Application	Analysis Definition: Understands both the content and structure of	Synthesis Definition: Formulates new structures from existing knowledge and skills.	Definition: Judges the value of material for a given purpose. Sample Verbs: • assess • conclude • evaluate
Knowledge Definition: Remembers previously learned material. Sample Verbs: • define • identify • label	Comprehension Definition: Grasps the meaning of material (lowest level of understanding). Sample Verbs: • describe • discuss • explain • locate • paraphrase • discuss	Definition: Uses learning in new and concrete situations (higher level of understanding). Sample Verbs: • apply • carry out • demonstrate • illustrate • prepare • solve • use	Sample Verbs: • analyze • categorize • compare • contrast • differentiate • discriminate • outline	Sample Verbs: • combine • construct • design • develop • generate • plan • propose	 interpret justify select support
• list • name • recall	• give example • translate	Higher order			
• state					

Based on "Taxonomy of Educational Objectives", B.S. Bloom Editor. 1956

Psychomotor Domain (doing, skills)

PSYCHOMOTOR DOMAIN INCLUDES PHYSICAL MOVEMENT, COORDINATION & USE OF THE MOTOR SKILL AREAS

ower order		Guided Response	Mechanism	Complete Overt Response Definition: Performs automatically.	Adapts skill sets to meet a problem situation.	Creates new patterns for specifi situations. Sample Verbs: • designs • originates
Perception Definition: Senses cues that guide motor activity. Sample Verbs: • detect • hear • listen • observe • perceive • recognize • see • sense	Set Definition: Is mentally, emotionally, and physically ready to act. Sample Verbs: • achieve a posture • assume a body stance • establish a body position • place hands, arms, etc. • position the body • sit	Definition: Imitates and practices skills, often in discrete steps. Sample Verbs: • copy • duplicate • imitate • manipulate with guidance • operate under supervision • practice • repeat • try	Performs acts with increasing efficiency, confidence, and proficiency. Sample Verbs: • complete with confidence • conduct • demonstrate • execute • improve efficiency • increase speed • make • pace • produce • show dexterity	Sample Verbs: • act habitually • advance with assurance • control • direct • excel • guide • maintain efficiency • manage • master • organize • perfect • perform automatically • proceed	Sample Verbs: • adapts • reorganizes • alters • revises • changes	 combines composes constructs
• smell • taste • view • watch	• stand • station	Higher order				

Based on "Taxonomy of Educational Objectives", B.S. Bloom Editor. 1956

Affective Domain

(feeling, attitudes)

AFFECTIVE DOMAIN – INCLUDES MANNER WE DEAL WITH THINGS EMOTIONALLY (e.g. FEELINGS, INTERESTS, ATTITUDES, APPRECIATION, ENTHUSIASMS, MOTIVATIONS) - THAT MIGHT RESULT FROM INSTRUCTION)

Higher order

Nower order Valuing Definition: Definition: Definition: Definition: Definition: Conceptualizes the value into a value system that controls behavior. Receiving Definition: Attaches value or worth to something. Definition: Conceptualizes the value into a value system that controls behavior. Sample Verbs: - act upon - act upon				Internalizing
• listen • cooperate • seek • notice • follow • show concern • pay attention • participate willingly • show continual • tolerate • read voluntarily desire to	ReceivingDefinitionSelectively attends to stimuli.Selectively attends to stimuli.Sample Verbs:• accept • acknowledge • be aware • listen • notice • pay attentionResponds to stimuli.Complexity of the second state of t	Definition: Attaches value or worth to something. Sample Verbs: • adopt • assume responsibility • behave according to • choose • commit • desire • exhibit loyalty • express • initiate • prefer • seek • show concern • show continual	Definition: Conceptualizes the value and resolves conflict between it and other values. Sample Verbs: • adapt • adjust • arrange • balance • classify • conceptualize • formulate • group • organize • rank	Integrates the value into a value system that controls behavior: Sample Verbs: - act upon - advocate - defend - exemplify - influence - justify behavior - maintain - serve

Based on "Taxonomy of Educational Objectives", B.S. Bloom Editor. 1956

Steps in Developing Rubrics

Define purpose of your

learning task

- What are the learning outcome of the task. (Learning Domain & level)
- Will I use the rubric to assign the leaner's grade?
- Will I use the rubric to provide informative feedback to the learners?
- How will learners demonstrate the achievement of the learning outcome

3 Define the criteria

- What do I want the learners to learn from the learning task?
- In what way the learners demonstrate what they have achieved in terms of the learning domain?

4

• What are the attributes of the final product.

Choose a Rubric type

Analytical Rubric

• Do I want to provide detailed feedback for the learning task

2

Holistic Rubric

- Do I want to assess the learning task as a whole and make general judgement?
 - Do I want to assess the learner's overall performance of the learning task?

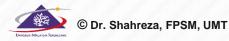
Write UN performance descriptors for scale level

- Observable, measureable & specific
- Consistency in variation in degree of performance for descriptors

Design the rating scale

- Decide the level of mastery with the corresponding score
- The arrangement of the scores can be either ascending or descending

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