



# **Developing Rubric for Assessment**

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**Universiti Malaysia Terengganu  
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# 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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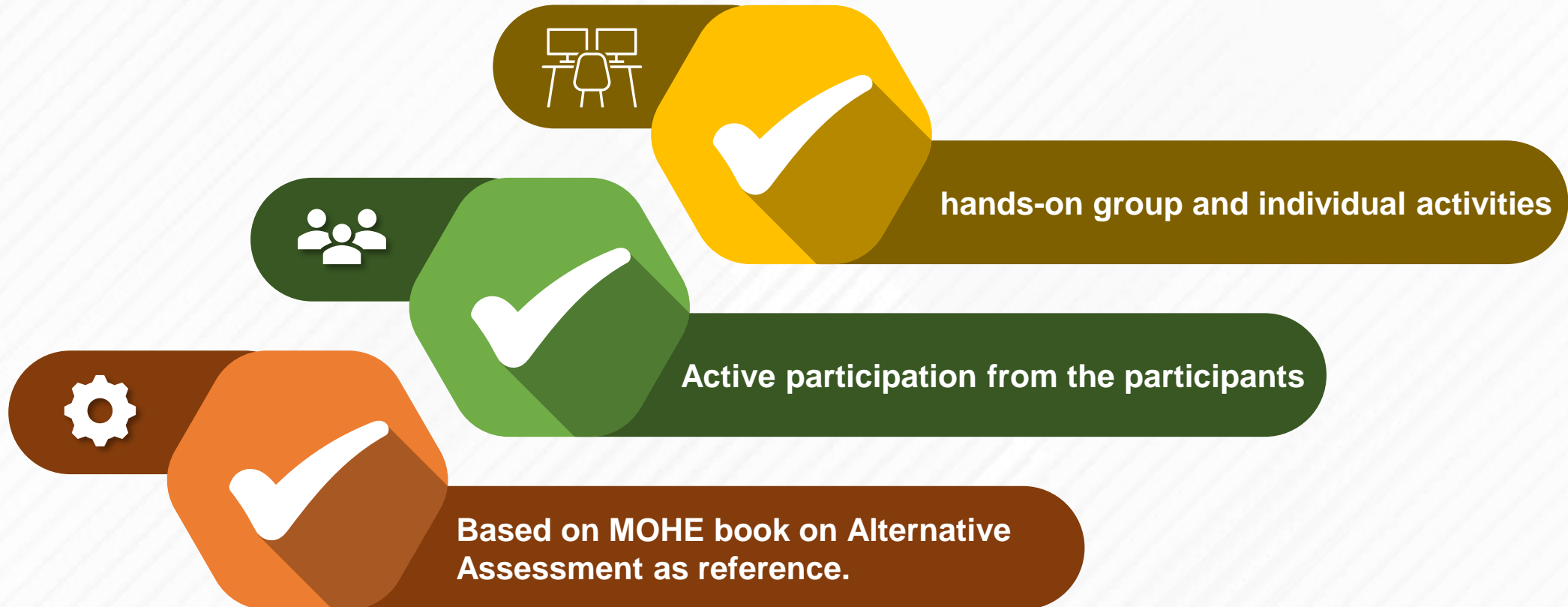


03

Assessing your rubric



# What will we do during the workshop



# Reference :



E-book Alternative Assessment

<https://tinyurl.com/yhgw4ryy>

Holistic Learning

<https://tinyurl.com/3f4vfnjw>

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# *Introduction to Rubrics*



# 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 learners need to do" that will be assessed



# Benefits of using Rubrics

**Support authentic assessment**  
Reflects how well learners are able to apply knowledge in the real-world context.

1

**Communicate expectations**  
Gives learners an idea of what is expected of them. It is especially useful when the rubrics are communicated to the learners before they are assessed.

2

**Improve performance**  
Explicit criteria and performance level descriptions allow learners to understand the desired performance. Learners are able to assess themselves by referring to the specific criteria and performance-level descriptions.

3

**Provide informative feedback**  
Instructors are able to provide constructive feedback to learners on their weaknesses and strengths.

4

**Promote thinking and learning**  
Learners are able to review and revise their work, thus reflecting on their learning experiences.

5

**Ensure fairness**  
Learner performance assessed fairly given its objectivity. It helps avoid disputes between learners and instructors about the scores/grades achieved.

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# Types of Rubric

## HOLISTIC RUBRIC

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

## Holistic Rubric

- A rubric which consist of individual criterion with 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

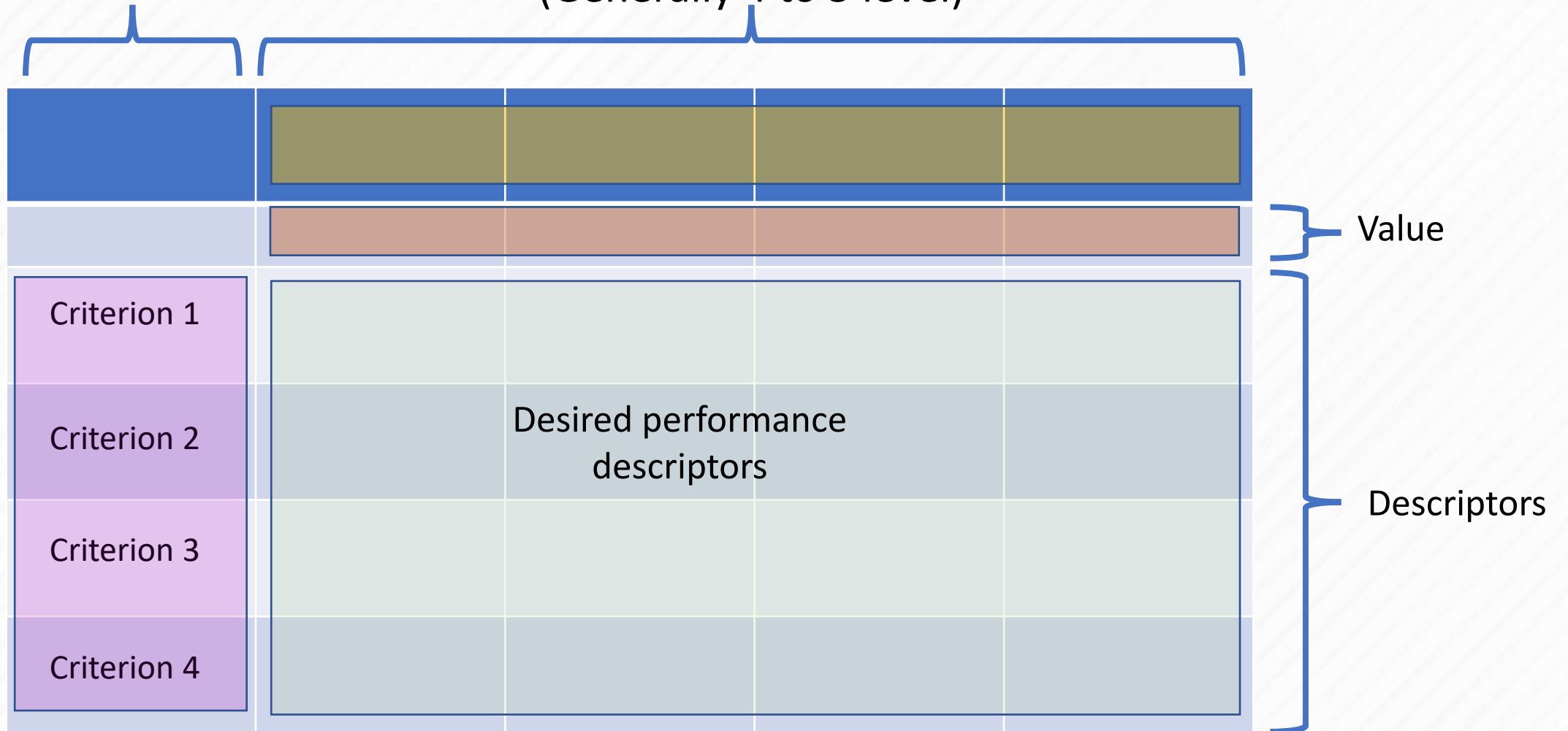
## ANALYTIC RUBRIC

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 an Analytic Rubric

Criteria  
&  
weightage

Level of performance  
(Generally 4 to 5 level)



# Anatomy of a Holistic Rubric

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

} Descriptors

# Example of a Holistic Rubric

## Reading Scoring Guide

Essay Score	Explanation
<b>Score of 4</b>	<ul style="list-style-type: none"><li>• Demonstrates thorough comprehension of the source text.</li><li>• 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.</li><li>• Is free of errors of fact or interpretation with regard to the text.</li><li>• Makes skillful use of textual evidence (quotations, paraphrases, or both), demonstrating a complete understanding of the source text.</li></ul>
<b>Score of 3</b>	<ul style="list-style-type: none"><li>• Demonstrates effective comprehension of the source text.</li><li>• Shows an understanding of the text's central idea(s) and important details.</li><li>• Is free of substantive errors of fact and interpretation with regard to the text.</li><li>• Makes appropriate use of textual evidence (quotations, paraphrases, or both), demonstrating an understanding of the source text.</li></ul>
<b>Score of 2</b>	<ul style="list-style-type: none"><li>• Demonstrates some comprehension of the source text.</li><li>• Shows an understanding of the text's central idea(s) but not of important details.</li><li>• May contain errors of fact and/or interpretation with regard to the text.</li><li>• Makes limited and/or haphazard use of textual evidence (quotations, paraphrases, or both), demonstrating some understanding of the source text.</li></ul>
<b>Score of 1</b>	<ul style="list-style-type: none"><li>• Demonstrates little or no comprehension of the source text.</li><li>• Fails to show an understanding of the text's central idea(s), and may include only details without reference to central idea(s).</li><li>• May contain numerous errors of fact and/or interpretation with regard to the text.</li><li>• Makes little or no use of textual evidence (quotations, paraphrases, or both), demonstrating little or no understanding of the source text.</li></ul>

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## *Developing Rubrics for Assessment*



# Constructive Alignment

Constructive alignment is one of the key element in OBE

**Intended Learning Outcomes**

*The intended knowledge and skillset that is expected to be attained by learner at the end of the course*

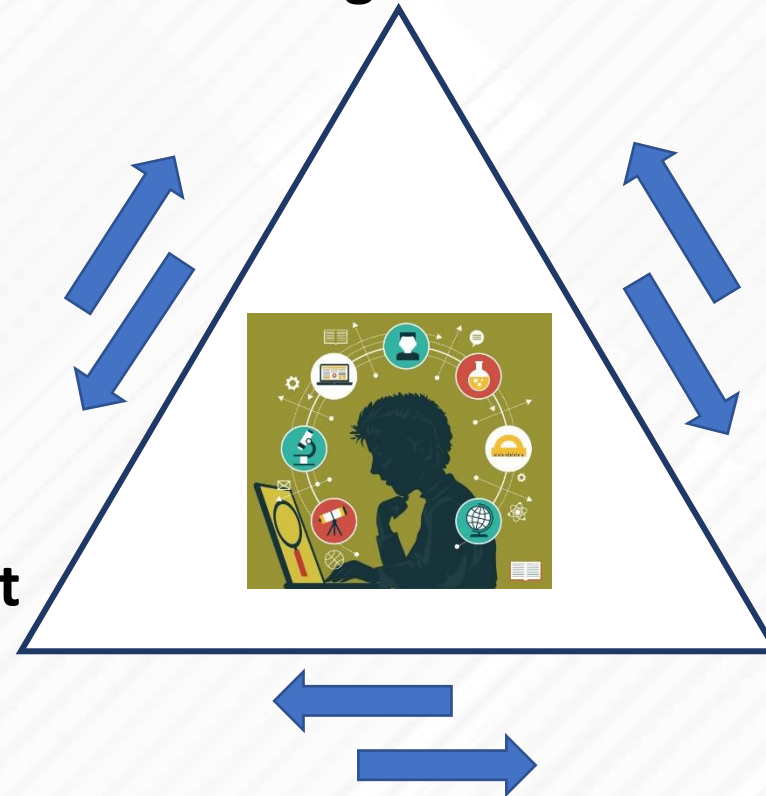
- The method used that enable lecturer to determine how far the learner has attain the intended learning outcome.*
- It is an on-going process*

**Assessment Method**



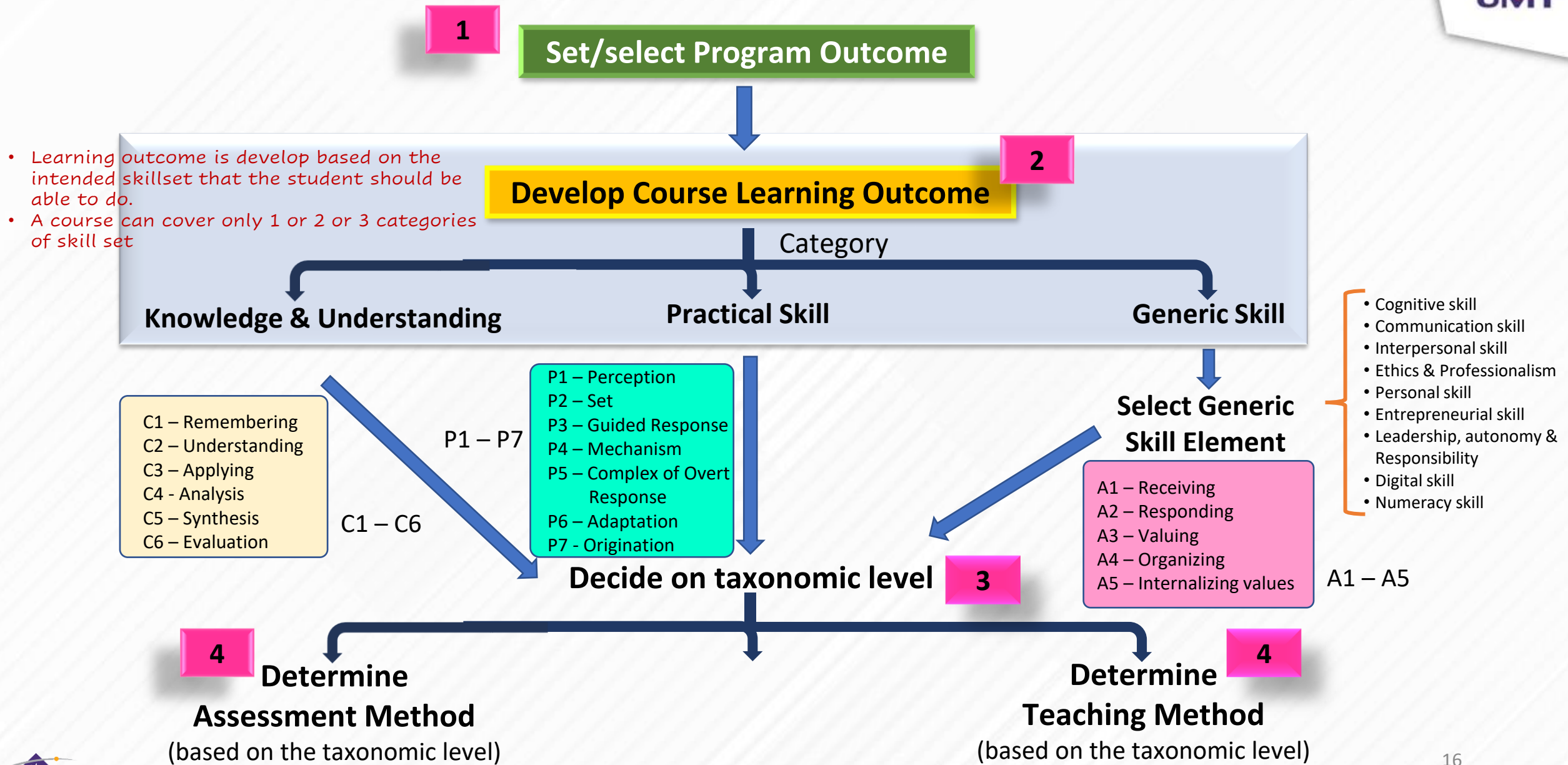
**Teaching Method**

*The teaching and learning method that is implemented to enable learner to attain the intended learning outcome.*





# Constructive Alignment in a course



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

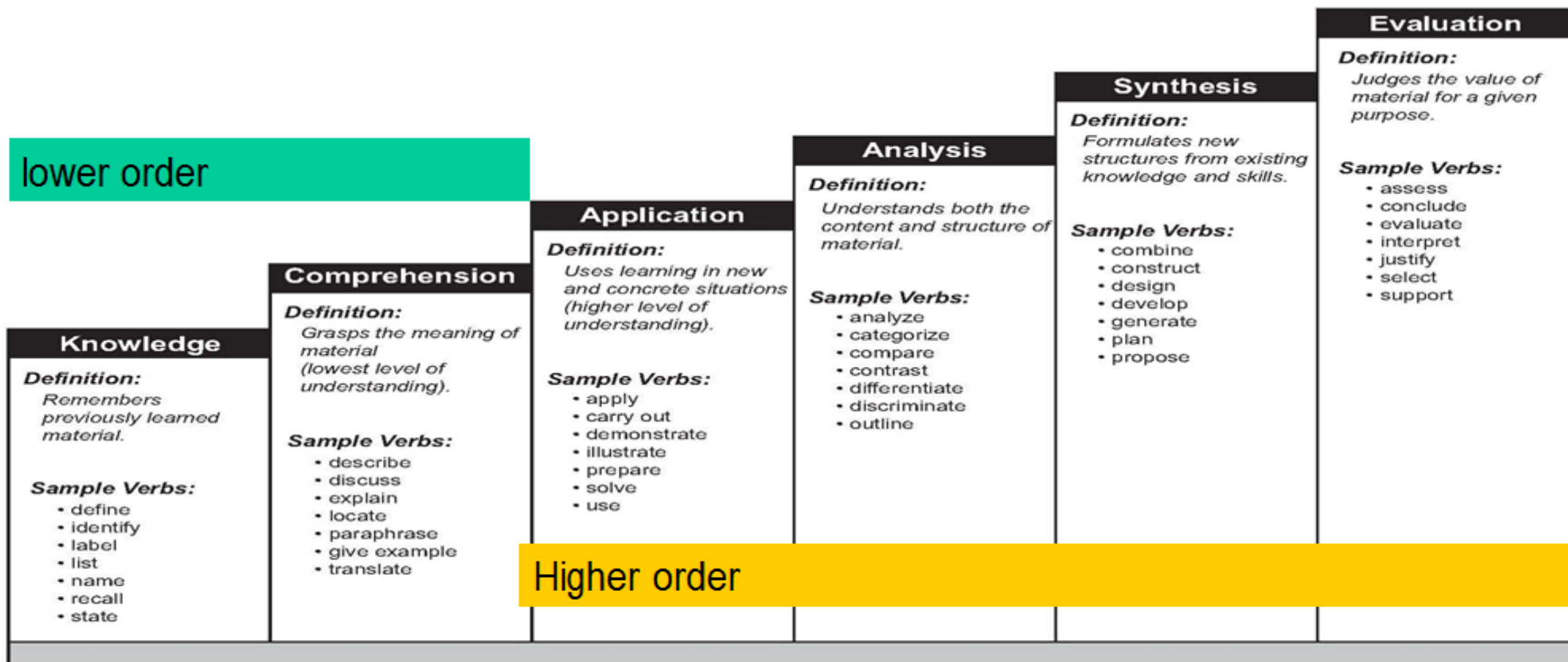
SEDIA ADA			BAHARU (Mengikut MQF2.0)			KLUSTER							
						1	2	3			4	5	
PLO UMT		Domain Pembelajaran	PLO UMT		Domain Pembelajaran	Knowledge & Understanding	Cognitive Skills	3 Practical Work Skills	4 Interpersonal & Communication Skills	5 Digital Skills Numeracy Skills	6 Leadership, Autonomy & Responsibility	7 Personal & Entrepreneurship	8 Ethics & Professionalism
PLO1	Knowledge	C	PLO1	Knowledge & Understanding	C	/							
PLO2	Practical Skills	P	PLO2	Practical Work Skills	P			/					
PLO3	Critical Thinking & Problem Solving	C / A	PLO3	Cognitive Skills	C		/						
PLO4	Communication	A	PLO4	Communication Skills	A				/				
PLO5	Social Skills, Teamwork & Responsibility	A	PLO5	Interpersonal Skills	A				/				
PLO6	Ethics & Professionalism	A	PLO6	Ethics & Professionalism	A								/
PLO7	Lifelong Learning	A	PLO7	Personal Skills	A							/	
PLO8	Entrepreneurship	A	PLO8	Entrepreneurship	A							/	
PLO9	Leadership	A	PLO9	Leadership, Autonomy & Responsibility	A						/		
-	-	-	PLO10	Digital Skills	C / P / A					/			
-	-	-	PLO11	Numeracy Skills	C					/			

Nota: C=Kognitif    A=Afektif    P=Psikomotor

# Cognitive Domain

(thinking, knowledge)

INVOLVES KNOWLEDGE AND THE DEVELOPMENT OF INTELLECTUAL SKILLS

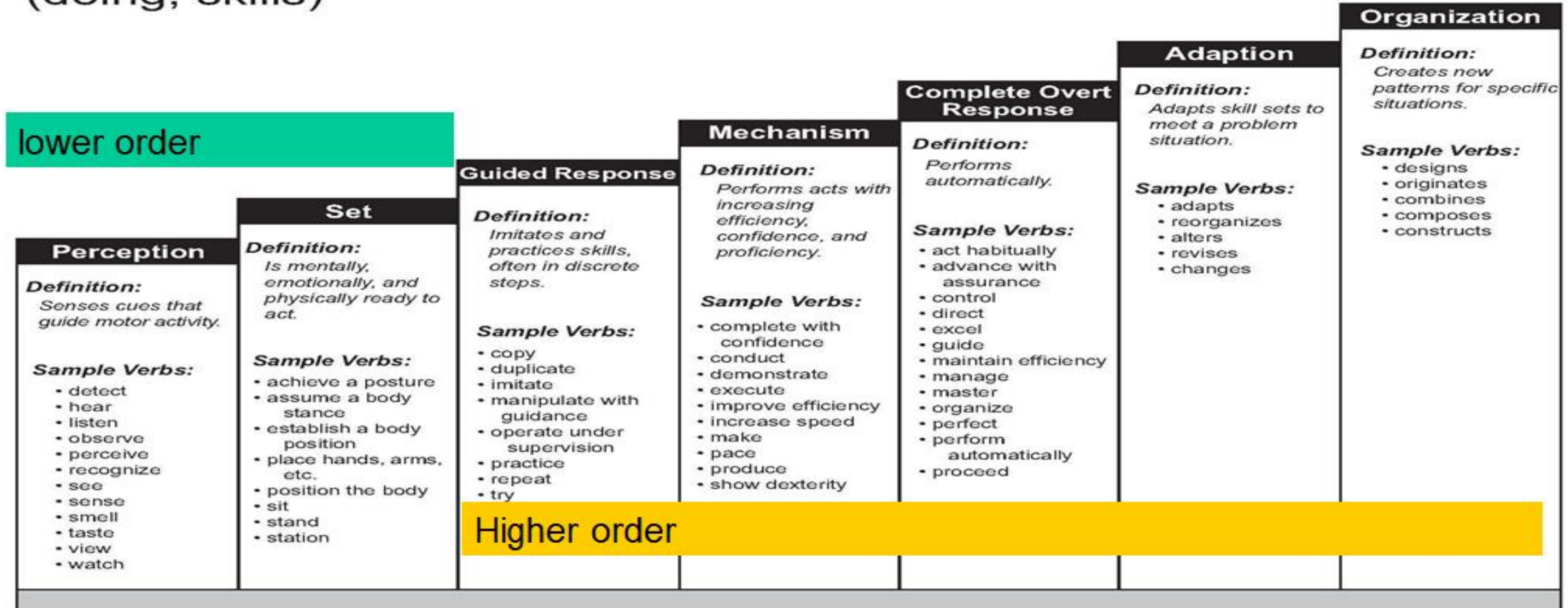


Based on "Taxonomy of Educational Objectives", B.S. Bloom Editor. 1956

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

# Psychomotor Domain

(doing, skills)



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

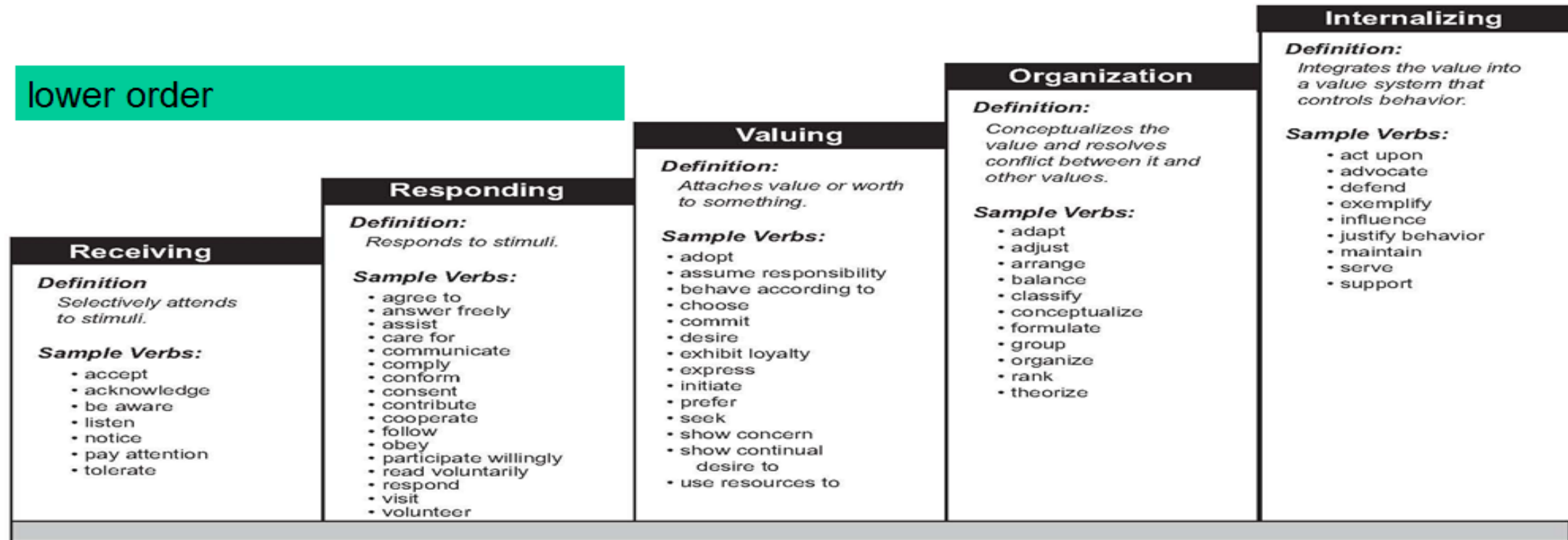
# Affective Domain

(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

lower order



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



# Steps in Developing Rubrics

## 1 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 learner'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?
- What are the attributes of the final product.

## 5 Write performance descriptors for scale level

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

## Choose a Rubric type

### Analytical Rubric

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

### 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?

## 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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