CSUEB GENERAL EDUCATION
RUBRIC DEVELOPMENT PRIMER FOR FACULTY

A **rubric** is a faculty-developed, descriptive assessment tool that provides a consistent method for scoring student work while clearly articulating the indicators of student learning and expectations for student achievement. Although there are different types of rubrics (e.g., holistic, check-list, descriptive), Cal State East Bay uses a **rating scale (or scoring) rubric** for GE and ILO assessment that is consistent with the LEAP VALUE Rubrics of the Association of American Colleges and Universities (AAC&U) and many of the other California State Universities. This type of rubric breaks down each broad learning outcome category (e.g., critical thinking) into multiple **dimensions** (e.g., evidence, influence of context and assumptions, student's position). Each dimension of the learning outcome is associated with a set of **performance descriptors** that detail the **performance level** (or level of achievement) of the outcome. Each performance level is ascribed a numeric score, typically on a scale of 1 (e.g., benchmark or developing) to 4 (e.g., capstone or mastery). These terms used for the components of a rubric are further described below.

Purpose of Rubrics

Because good rubrics provide coherent, explicit guidelines for communicating performance expectations (i.e., *how* students should demonstrate their understanding or skill/competency), they are useful to both evaluators and students. Rubrics also serve other purposes, which includes:

- Providing a consistent, standardized method of measuring student performance, which serves to increase objectivity and inter-rater reliability;
- Diagnosing gaps and informing decisions on curricular improvements;
- Helping students by promoting reflective discussions on the process of learning and making expectations about student learning transparent and clear.

Norming

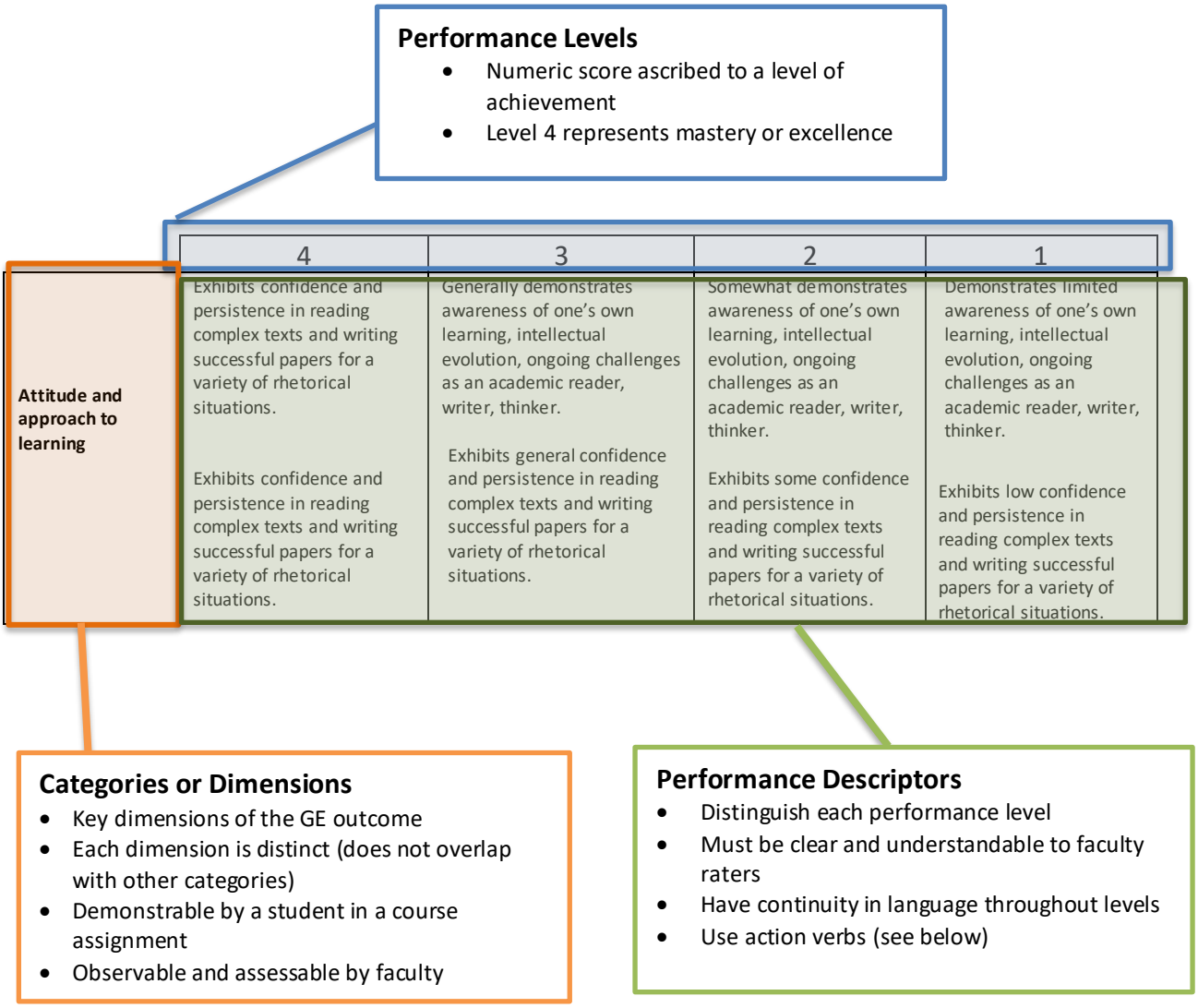
Norming is a process by which faculty members involved in a particular assessment are trained on the application of the rubric to student work. Faculty work together to calibrate the use of the rubric, i.e., they form consensus on how the levels of performance are interpreted and scored. Norming increases consistency and accuracy, thus inter-rater reliability, amongst the assessment faculty.

Levels of Assessment

Rubrics can be used at any level, such as for course, program, or institutional assessment.

- Course. A faculty member evaluates their own students' work aligned a particular course learning outcome (or set of outcomes) with results informing improvements at the course level. A faculty member may apply a rubric to assess virtually any piece of student work, such as a paper, portfolio performance, or multimedia product, and the rubric may be used formatively or summatively (as for grading).
- Program. A department faculty assessment committee evaluates student work sampled from representative courses addressing a particular programmatic learning outcome. Results inform curriculum improvements typically at the department level.
- Institution. The Institutional Learning Outcome (ILO) Subcommittee of CAPR evaluates student work sampled from senior-level/capstone courses addressing a particular institutional learning outcome (ILO). Results inform university-wide curricular improvements.

Components of a Rating Scale (Scoring) Rubric



Robust Words for Performance Descriptors

By Performance Level Score

4	3	2	1
Thoroughly	Adequately	Some	Low
Clearly	Generally	Sometimes	No
Correctly	Mostly	Somewhat	Does not
Consistently	For the most part	Has major errors or	Fails to
Sophisticated	Some minor errors	gaps	Limited
Skillfully	Minor gaps	Elementary	Little
Accurately	Often	Some aspects	Inappropriately
Comprehensively	Usually	incorrectly	Inadequately
Effectively	Frequently	Minimally	Lacks
Appropriately	Acceptable	Inconsistently	Incomplete
Refined	Almost Always		Does not
Advanced			

Associated Descriptors (Some Examples)

By Performance Level Score

4	3	2	1
Consistently	Generally	Somewhat	Minimally
Correct	Mostly correct	Some aspects incorrect	Mostly incorrect
Always	Often	Occasionally	Rarely or never

Action Verbs and Bloom's Taxonomy

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Bloom's Definition	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers	Making meaning from facts and ideas by organizing, comparing, translating, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques, and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating
Verbs	Choose Define Find How Label List Match Name Omit Recall Relate Select Show Spell Tell: *What* *When* *Where* *Which* *Who* *Why*	Classify Compare Contrast Explain Extend Illustrate Infer Interpret Outline Relate Rephrase Show Summarize Translate	Apply Build Choose Construct Develop Experiment Identify Interview Make use of Model Organize Plan Select Solve Utilize	Analyze Assume Categorize Classify Compare Conclude Contrast Discover Dissect Distinguish Divide Examine Function Infer Inspect Simplify Survey Take part in Test for	Agree Appraise Assess Choose Compare Conclude Criteria Decide Deduct Defend Determine Disprove Estimate Evaluate Explain Influence Interpret Judge Justify Mark Measure Opinion Prioritize Prove Rate Recommend Rule on Select Support Value	Adapt Build Change Choose Combine Compile Compose Construct Create Delete Design Develop Discuss Elaborate Estimate Formulate Imagine Improve Invent Make up Maximize Minimize Modify Originate Plan Predict Propose Solve Suppose Test

Adapted from Anderson, Lorin W., David R. Krathwohl, and Benjamin Samuel Bloom. A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives. Allyn & Bacon, 2001