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Workshop Series on the
Development, Design and Use of Rubrics

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Session 1:
Rubric Development in Outcomes-Based Education

2 July 2021



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Outline:

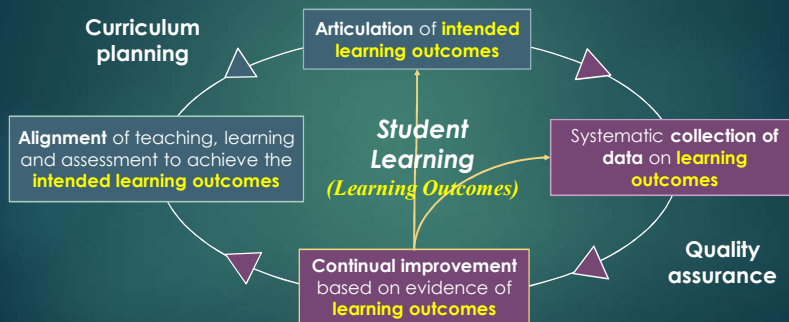
1. Rubric Development in Outcomes-Based Education (OBE)
2. Survey of PolyU Academic/Teaching staff on Their Assessment Practices and Use of Rubrics
3. Group Activity – Experience Sharing
4. Group Activity – Developing assessment tasks and criteria for specified Subject Intended Learning Outcomes (SILOs)
5. Roundup, Q&A



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Rubric Development in Outcomes-Based Education (OBE)

Model of OBE at PolyU



Source: PolyU OBE website http://www.polyu.edu.hk/obe/03_1_PolyU_Experience.php

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Rubric Development in Outcomes-Based Education (OBE)



How do we know that students have achieved the intended learning outcomes (ILOs) and attained an academic standard appropriate for the level of study?

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The role of a rubric in assuring academic standards in OBE

listing the assessment criteria for achieving the subject ILOs

giving subject grades qualitative descriptions of student academic standards

describing levels of quality in relation to each of these criteria

forming a basis for comparing the subject ILOs offered by similar level of subjects within the department and in other institutions

(Reddy & Andrade, 2010)

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The Rubric Policy in 2016

Policy on the use of rubrics [See notes]

Rubrics must be specified for all 'major' assessment items at the subject level, made available to students before the assessment, and used for grading the assessment. Departments have the flexibility to determine what is 'major'. As a rule of thumb:

- For subjects without examinations, rubrics should be required for single assessment items with a weighting of 30% or above of the subject's overall assessment.
- For subjects with examinations, rubrics should be required for single assessment items with a weighting of 20% or above of the subject's overall assessment.

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The implementation of the Revised Institutional Level Subject Grading Descriptors (2020/2021)

Findings from 2nd QAC Audit Panel Report in 2017

Enhancement Action and Relevant Background Information	Issue Owners	Proposed Action Plan for Submission to QAC Secretariat (As per the QAC Audit Manual, please indicate what actions will be taken, by whom and when)
<p>5 Strengthen the differentiation in the levels of performance under the CRA system</p> <p>a The University's approach to CRA requires assessment based on criteria and academic standards derived from the SILOs, as set out in the subject description form. There are clear and comprehensive guidelines for implementation of CRA which provide information on identifying SILOs; selecting assessment methods aligned with ILOs; setting assessment criteria; communicating criteria to students and assessors; assessing and grading; and feeding back to students.</p> <p>The text on grading differentiates between levels of student performance in assessment using adjectives such as 'fully meets', 'largely meets', or 'marginally meets'. The Audit Panel considers that levels of performance could be differentiated more precisely and meaningfully and encourages the University to do so. (Para 4.7, Page 17 - 18)</p>	<p>AVP(LI), Chair persons of WGSQA</p>	<p>The grading scale referred to by the Panel (in the Handbook on Academic Regulations and Procedures, Section B1, 7.1) is necessarily generic in nature as it is intended as a common reference for all subjects.</p> <p>The actual rubrics used at the subject level are typically much more elaborated in terms of level descriptions. To further consolidate the use of rubrics at the subject level, the University has introduced a new policy that requires rubrics to be specified and explicitly shared with students for all major assessment components. In addition, samples of rubrics will be reviewed by external academic advisors on a regular basis.</p> <p>An Working Group on Subject Quality Assurance (WGSQA) has been set up to review the grading system, assessment policy and practice at PolyU with a view to further enhance our ability to set and maintain academic standards.</p>

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Grades	Short description	Elaboration on subject grading description	The Revised Institutional Level Subject Grading Descriptors
A	Excellent	Demonstrates excellent achievement of intended subject learning outcomes by being able to skillfully use concepts and solve complex problems. Shows evidence of innovative and critical thinking in unfamiliar situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.	
B	Good	Demonstrates good achievement of intended subject learning outcomes by being able to use appropriate concepts, and solve problems. Shows the ability to analyze issues critically and make well-grounded judgements in familiar or standard situations, and is able to express the synthesis or application of ideas in a logical and comprehensive manner.	
C	Satisfactory	Demonstrates satisfactory achievement of intended subject learning outcomes by being able to solve relatively simple problems. Shows some capacity for analysis and making judgements in a variety of familiar and standard situations, and is able to express the synthesis or application of ideas in a manner that is generally logical but fragmented.	
D	Marginal Pass	Demonstrates marginal achievement of intended subject learning outcomes by being able to solve relatively simple problems. Can make basic comparisons, connections and judgments and express the ideas learnt in the subject, though there are frequent breakdowns in logic and clarity.	
F	Fail	Demonstrates inadequate achievement of intended learning outcomes through a lack of knowledge and/or understanding of the subject matter. Evidence of analysis is often irrelevant or incomplete.	

Outline:

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1. Rubric Development in Outcomes-Based Education (OBE)
 - a) The model of OBE at PolyU
 - b) The role of a rubric in assuring academic standards in OBE
 - c) The Rubric Policy in 2016
 - d) The implementation of the revised Institutional Level Grading Descriptors in 2020/2021
2. **Survey of PolyU Academic/Teaching staff on Their Assessment Practices and Use of Rubrics**

2. Survey of PolyU Academic/Teaching Staff on their Subject Assessment Practices

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- Survey was sent out (via Survey Monkey link) to academic and teaching staff in all departments in April 2021. By the closing date of 10 May, 112 responses had been collected from colleagues in 29 departments/schools/centres.
- The most common role taken by respondents was Subject Leader (46%).
- The majority (63%) had been teaching at tertiary level for more than 7 years.
- Two-thirds (67%) said that they had been involved in the design and development of assessment rubrics.

Design of Rubrics

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When designing assessment rubrics, which of the following sources of ideas or information do you draw on to help you? Select all that apply.

"External" Sources of Information for Rubric Design	Selected
• The Subject Intended Learning Outcomes	95.65%
• Theoretical models of rubric design sourced personally	31.88%
• Professional judgement (own)	78.26%
• Professional judgement (provided by experts / consultants)	39.13%
• Existing rubrics internal to the Department	75.36%
• Existing rubrics from other sources	56.52%
• Guidelines / directives on rubric design provided by Department / Faculty	60.87%

Comment: Rubrics of the same kind of courses offered by other universities.

Source: Survey of PolyU academic/teaching staff on their subject assessment practices

Design of Rubrics

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When designing assessment rubrics, which of the following sources of ideas or information do you draw on to help you? Select all that apply.

"Internal" Sources of Information for Rubric Design	Selected
• The assessment task(s) / question(s)	93.94%
• Samples of students' answers to the task(s) / question(s)	48.48%
• Statistical data on students' performance on the task(s) / question(s)	28.79%
• Feedback from markers / teachers on students' answers	51.52%
• Feedback from students on the assessment task(s) / rubrics	56.06%

Comment: My rubrics are based on the what I'm evaluating, which depends on external sources (e.g., ILOs), the difficulty of the question itself, the skills required to answer, and the expected length of the answer. I do not retroactively adjust rubrics based on student feedback, nor do I adjust future the rubrics for future tests. I consider student feedback/performance to evaluate my teaching and clarify the source of the biggest mistakes made by students on the tests. In rare circumstances, the feedback also helps to detect mistakes in the assessment, in which case the rubrics is modified accordingly.

Source: Survey of PolyU academic/teaching staff on their subject assessment practices

Design of Rubrics

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When designing assessment rubrics, which of the following sources of ideas or information do you draw on to help you? Select all that apply.

Other Sources of Information for Rubric Design	Selected
• Grade reporting and grade use requirements at Department / Faculty / University level	75.76%
• The PolyU Institutional Level Subject Grading Descriptors	66.67%
• Information / instruction / guidance provided by EDC	60.61%
• None of the above	7.58%

Comment: *Professional: The standards of performance on cognitive, affective and behavior required by Nursing Council of HK.*

Source: Survey of PolyU academic/teaching staff on their subject assessment practices

Activity 1

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In light of the results from the survey, discuss your own views and experiences in the design and development of assessment rubrics.

Activity 2

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1. In groups of 3-4, choose one of the sets of subject materials then work through the questions provided.
2. Nominate a representative to report back to the class at the end of the activity.



- a. What assessments should be used to effectively measure attainment of the SILOs?
- b. What criteria should be included in the rubrics for each assessment?
- c. How could the features from the ILSGDs be included in the criteria?

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Roundup

Thank You For
Your Time Today

ANY QUESTIONS?

Please provide us with your feedback!



<https://argo.page.link/LWRJa>