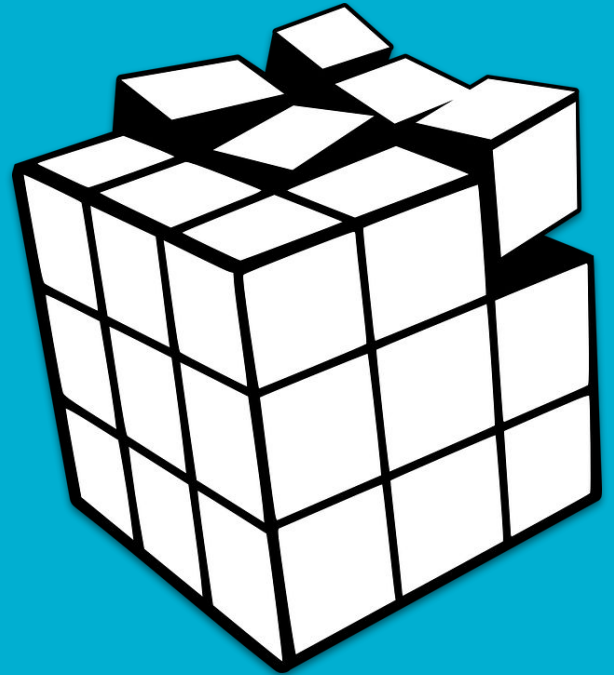


Pro-SLO: Rubrics

Making Rubrics work for you.



Learning Outcomes

1. Participants will be able to identify the parts of a rubric.
2. Participants will be able to align rubric scales to institutional standards.
3. Participants will be able to create a basic rubric for an assignment.
4. Participants will be able to identify 3 types of rubrics.



Rubric Types

Holistic

Score	Criteria
4	The student is exceptional in all areas of Jedi training and/or has 0 instances of “Dark-side” thinking.
3	The student is adequate in their Jedi training and/or has only 1 instance of Dark-side thinking.
2	The student is below-level with Jedi training and/or has been brooding about fear and anger in the depths of a dark cowl.
1	The student is actually a translator droid.

Rubric Types

Analytical

Criteria	4	3	2	1
Force Control	The student can lift a spaceship out of a swamp.	The student can stack rocks while standing his or her head.	The student can pull a lightsaber to them.	The student is actually a translator droid.
Dark/Light Tendencies	The student has 0 instances of "Dark-side" thinking.	The student has only 1 instance of Dark-side thinking.	The student has been brooding about fear and anger in the depths of a dark cowl.	The student is actually a translator droid.
Athletics	The student can climb a giant wall with very little foot or hand holds.	The student can jump down 50 feet without incurring an injury.	The student can run a mile with Yoda on his back.	The student is actually a translator droid.
Smugness	The student can lounge in a chair with 0 concern about his or her surroundings.	The student can keep a face condescending with little to no facial expressions.	The student does not laugh when a pod-racer crashes.	The student is actually a translator droid.

Rubric Types


Single Point

Criteria	4	3	2	1
Force Control		The student can stack rocks while standing his or her head.		
Dark/Light Tendencies		The student has only 1 instance of Dark-side thinking.		
Athletics		The student can jump down 50 feet without incurring an injury.		
Smugness		The student can keep a face condescending with little to no facial expressions.		

Rubric Parts

1. Title
2. Criteria
3. Scale (Ratings)
4. Points

Writing Assignment

Writing Assignment				
Criteria	Ratings			Pts
Follow Instructions	Full Marks 5 pts	Partial Marks 3 pts	No Marks 0 pts	5 pts
Correct Grammar	Full Marks 5 pts	Partial Marks 3 pts	No Marks 0 pts	5 pts
Length	Full Marks 5 pts	Partial Marks 3 pts	No Marks 0 pts	5 pts
 Writing Prompt view longer description threshold: 3 pts	Exceeds Expectations 5 pts	Meets Expectations 3 pts	Does Not Meet Expectations 0 pts	--
				Total Points: 15

Rubric Parts

Criterion	Sufficient (1)	Unacceptable (0)	Total Points
What are three listening barriers that could occur when communicating with individuals who identify as LGBTQ+.	Participants respond with at least three (50%) of any of the following answers: "why" questions, quick reassurances, advising, digging for information, patronizing, preaching and interrupting.	Participant does not provide the correct answers -Or lists less than three even if the first two are correct	
What are two listening skills that you can employ to better communicate with individuals who identify as LGBTQ+.	Participants respond with at least two (33%) of any of the following answers: Silence, minimal encouragers, open-ended questions, restating, reflecting feelings, summarizing, and feedback and/or referrals.	Participant does not provide the correct answers -Or lists less than two even if the one is correct	
Name two SDSU or community-based resources available to support individuals who are LGBTQ+.	Participants respond with at least two (33%) of any of the following answers: campus police, Counseling and Psychological Services (CAPS) Student Health Services, The Access and Crisis Line, The Pride Center, Queer Student Union (QSU), and The San Diego LGBT Community Center	Participant does not provide the correct answers -Or lists less than two even if the one is correct	
<p>Note: The answers for questions one and two are asked in a way that the students may give nuanced meanings that do not have the exact words of the answers required, but still have the correct intent and meaning. This will have to be taken into consideration when scoring the exams as such answers will have to be judged correct or not. Moreover, the students may give a referral that is not on the list as well but still a resource for the LGBTQ+ community. Those answers will be considered on an individual basis for validity.</p>			

Rubric Parts

	4 Thoroughly meets standards	3 Meets standards	2 Approaching standards	1 Not yet approaching standards	0 No attempt
#1 7.G.4 7.G.6	Student correctly finds the area of the basketball key, with organized work that clearly shows their thinking, including a correct and labeled equation, with no calculation errors, and using correct units.	Student uses a correct strategy to find the area of the basketball key, with work that shows their thinking, including an equation. May include minor calculation errors or incorrect units.	Student uses a partially correct strategy to find the area , but does not correctly find the area of the basketball key. Or student has correct answers but shows no work.	Student attempts to find the area but does not correctly find the area of any part of the basketball key. Or student has incorrect answers and shows no work.	No evidence of attempting the problem.
#2 7.G.4 7.G.6	Student correctly finds the perimeter of the basketball key, with work that clearly shows thinking, including a correct and labeled equation, with no calculation errors, and using correct units.	Student uses a correct strategy to find the perimeter of the basketball key, with work that shows their thinking, including an equation. May include minor calculation errors or incorrect units.	Student uses a partially correct strategy to find the perimeter , but does not correctly find the area of the basketball key. Or student has correct answers but shows no work.	Student attempts to find the perimeter but does not correctly find the perimeter of any part of the basketball key. Or student has incorrect answers and shows no work.	No evidence of attempting the problem.

4 Thoroughly meets standards	3 Meets standards	2 Approaching standards	1 Not yet approaching standards	0 No attempt
A (95%)	B (85%)	C (75%)	D (65%)	F (50%)

Rubric Parts

CRITERIA & RANKING	4 (Excellent)	3 (Good)	2 (Fair)	1 (Poor)
CRITICAL AND ANALYTICAL THINKING				
Analyze Geographic Information (Understands issues, evaluates geographic literature, data, methods and assumptions, interprets patterns, relationships, differences and trends, and synthesizes information into coherent explanations)	Meets all criteria	Meets most criteria	Meets some criteria	Rarely meets criteria
Apply Interpretation of Data Towards Problem Solving or Modeling (Understands problem, poses research question, gathers and organizes data, evaluates data and applies appropriate methods, interprets and understands findings, implications and limitations)	Meets all criteria	Meets most criteria	Meets some criteria	Rarely meets criteria
COMMUNICATION				
Spatial Communication /Mapping (Presents meaningful spatial data effectively, without distortion and chartjunk; uses appropriate map and design elements, i.e. title and sources, scale, direction, labels, inset, appropriate categories, colors, tones, symbols, line weights, fonts, legend, etc.)	Meets all criteria	Meets most criteria	Meets some criteria	Rarely meets criteria
Graphical Communication (Presents meaningful graphical data effectively, without distortion and chartjunk; uses appropriate graph and design elements, i.e. title and sources, including axis labels and units, feature labels, categories, color, tones, symbols, line weights, fonts, legend, etc.)	Meets all criteria	Meets most criteria	Meets some criteria	Rarely meets criteria
Statistical Interpretation and communication (Understands variables, data, hypotheses, correctly chooses statistical tests or models, interprets and communicates statistical findings)	Meets all criteria	Meets most criteria	Meets some criteria	Rarely meets criteria

Rubric Alignment

SLO 1:
Students will be able to apply geometry principles to real-life situations.

		3	2		1	
		4 Thoroughly meets standards	3 Meets standards	2 Approaching standards	1 Not yet approaching standards	0 No attempt
<p>#1 7.G.4 7.G.6</p>	<p>Student correctly finds the area of the basketball key, with organized work that clearly shows their thinking, including a correct and labeled equation, with no calculation errors, and using correct units.</p>	<p>Student uses a correct strategy to find the area of the basketball key, with work that shows their thinking, including an equation. May include minor calculation errors or incorrect units.</p>	<p>Student uses a partially correct strategy to find the area, but does not correctly find the area of the basketball key.</p> <p>Or student has correct answers but shows no work.</p>	<p>Student attempts to find the area but does not correctly find the area of any part of the basketball key.</p> <p>Or student has incorrect answers and shows no work.</p>	<p>No evidence of attempting the problem.</p>	
	<p>#2 7.G.4 7.G.6</p>	<p>Student correctly finds the perimeter of the basketball key, with work that clearly shows thinking, including a correct and labeled equation, with no calculation errors, and using correct units.</p>	<p>Student uses a correct strategy to find the perimeter of the basketball key, with work that shows their thinking, including an equation. May include minor calculation errors or incorrect units.</p>	<p>Student uses a partially correct strategy to find the perimeter, but does not correctly find the area of the basketball key.</p> <p>Or student has correct answers but shows no work.</p>	<p>Student attempts to find the perimeter but does not correctly find the perimeter of any part of the basketball key.</p> <p>Or student has incorrect answers and shows no work.</p>	<p>No evidence of attempting the problem.</p>

Rubric Alignment

Student		Darth Vader					
	3- Above Standards	2- Meets Standards	1- Below Standards		Score		
Criteria	4-Exceptional	3- Satisfactory	2- Below average	1- Fail	1-4	1-3	
Force Control	The student can lift a spaceship out of a swamp.	The student can stack rocks while standing his or her head.	The student can pull a lightsaber to them.	The student is actually a translator droid.	4	3	
Dark/Light Tendencies	The student has 0 instances of "Dark-side" thinking.	The student has only 1 instance of Dark-side thinking.	The student has been brooding about fear and anger in the depths of a dark cowl.	The student is actually a translator droid.	1	1	
Athletics	The student can climb a giant wall with very little foot or hand holds.	The student can jump down 50 feet without incurring an injury.	The student can run a mile with Yoda on his back.	The student is actually a translator droid.	2	1	
Smugness	The student can lounge in a chair with 0 concern about his or her surroundings.	The student can keep a face condescending with little to no facial expressions.	The student does not laugh when a pod-racer crashes.	The student is actually a translator droid.	4	3	
					10/16	8/12	
					3- Satisfactory	3- Above standards	

Creating a rubric

Step 1: Decide on a goal

Step 2: Choose a rubric type

Step 3: Define criteria/
Performance indicators

Step 4: Decide on scale and
performance levels

Step 5: Write descriptions

Step 6: Revise rubric



Questions

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