|  |
| --- |
| Rubrics Tips to Enhance Student Learning   1. Post rubric for students in advance. 2. Discuss rubric & grading criteria with students 3. Rubric should contain as much information as possible without being too lengthy. 4. Rubric should be clear enough for students to understand expectations even when you are not available. 5. Creating rubrics  * Create rubric before plan/modify assignment * Find examples to modify when creating new rubric * Use a minimum of 3 criteria (categories), no more than 8 * Focus criteria on “what counts” * Avoid criteria (categories) that are too big * Highest level or expectations to the left side of page. * Create at least 3 levels of expectations, no more than 5 levels * Label levels with names & numbers  1. Be willing to revisit rubric and revise to heighten effectiveness 2. Collaborate with other faculty in creating and revising rubrics 3. Tryout your rubric on examples of student’s best and worst work 4. Try MyMethodist rubrics |

**Resources for creating rubrics to facilitate learning:**

Almagno, S. (2016, February 15). Rubrics: An undervalued teaching tool [Effective Teaching

Strategies RSS Feed]. Faculty Focus. Retrieved from <http://www.facultyfocus.com/articles/effective-teaching-strategies/rubrics-an-undervalued-teaching-tool/>

Andrade, H. G. (2000). Using rubrics to promote thinking and learning. *Educational*

*Leadership,* 57(5), 13-18.

Stevens, D. D., & Levi, A. J. (2005). *Introduction to rubrics: An assessment tool to save*

*grading time, convey effective feedback and promote student learning.* Sterling,

VA: Stylus.

Suskie, L. (2009). Using a scoring guide or rubric to plan and evaluate an assignment. In

*Assessing student learning: A common sense guide* (pp. 137-154). San Francisco,

CA: Jossey-Bass.

Wiggins, G. (2012). Seven keys to effective feedback. *Educational Leadership, 70*(1), 10-16.

**Additional references:**

He, X. & Canty, A. (2012). Empowering student learning through rubric-referenced

self-assessment. *The Journal of Chiropractic Education. 26*(1), 24-31.

Howell, R. J. (2013). Grading rubrics: Hoopla or help? *Innovations in Education and*

*Teaching International, 51*(4), 400-410. doi:10.1080/14703297.2013.785252

Malini Reddy, Y. & Andrade, H. (2010). A review of rubric use in higher education.

*Assessment and Evaluation in Higher Education. 35*(4), 235-248.

DOI: 10.1080/02602930902862859

Penner, I. S. (2013). Comparison of effects of cognitive level and quality writing

assessment (CLAQWA) rubric on freshman college student writing. *College Student*

*Journal*, *47*(3), 447-461.

Rosenberg, H., & Marks, L. (2016). Challenges in developing a rubric to assess

community-based learning. *Assessment Update, 28*(3), 8-12.

Trenary, A., & Farrar, H. (2016). Use of a professional writing rubric as a teaching strategy

to improve scholarly writing. *The Oklahoma Nurse*, pp. 12-13.