***Effective Feedback and Rubric Design***

This unit explores the relationship between sound rubric design and our ability as faculty to communicate effective feedback related to student course performance.  At the end of this unit, faculty will be able to:

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| **Objectives** | 1. Define what a rubric is and discuss how to go about designing a rubric for course specific assignments.
2. Demonstrate how to provide actionable feedback to students in a consistent manner.
3. Create a course-specific rubric that effectively communicates grading criteria to students.
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| **Assessments** | Proficient level- course relevant application  |

**Resources**

***What is a rubric?***

Rubrics are scoring tools used to represent your performance expectations for student work.  Providing students with rubrics when you assign work is a great way to promote understanding of your grading criteria and the different levels of performance that will be assessed.

Rubric design involves the following-

* Specifying the learning outcomes or objectives that will be assessed (your grading criteria)
* The relative prioritization of these learning outcomes (weighting)
* The levels of performance
* What constitutes evidence of different levels of performance
	+ Further reading on rubrics and [the advantages of using rubrics](http://www.cmu.edu/teaching/designteach/teach/rubrics.html)
	+ [Using rubrics](https://www.cte.cornell.edu/teaching-ideas/assessing-student-learning/using-rubrics.html)

***How do I approach designing a rubric for an assignment I have developed?***

It may help to think of about the four components of a rubric and how they will interact when setting out to design our rubric:

1. **Grading** criteria- the elements of student work I will be assessing
2. **Performance scale**- the different levels of performance I can classify student work as
3. **Performance descriptors**- an observable, measurable description of what student work looks like at different performance levels for each grading criterion
4. **Weighting**- points, percentage, or other means of scoring that indicate the value of each element to be graded

Keep in mind-in a 'perfect rubric world' honest students would be able to grade themselves, because the relationship between what you are asking students to do and what they have submitted will be concrete, observable, and objective.

* More info on [the four components of rubric](http://wp.lasalle.edu/blog/how-to-build-a-good-rubric/) design

***What does ‘actionable feedback’ mean?***

Actionable feedback means clear communication of student performance that lets students know:

* What is working for the student (what is hitting the mark, what to continue doing)
* What needs to be improved to get the highest (or next highest) score on a given criterion
* Perhaps most importantly-*how to make these improvements*

The resources provided help illustrate why complete feedback includes all three of these elements.

* [What is feedback](http://www.ascd.org/publications/educational-leadership/sept12/vol70/num01/Seven-Keys-to-Effective-Feedback.aspx) and what are the [keys to providing effective feedback](https://www.northeastern.edu/learningresearch/teaching-tip-3-crafting-effective-feedback-students/)?
* Tips for providing [constructive feedback](http://www.columbia.edu/cu/tat/pdfs/feedback.pdf) to students

***How will I know how effective my rubric is?***

For this module we encourage faculty to take a look at an upcoming class assignment they have created and to develop a rubric for this assignment.

If you would like to discuss this topic, or to forward your rubric to the CTE for feedback please feel free to send us an email at facultydevelopment@wilmu.edu.

***How do I earn credit for this session on my Pathway to Instructional Excellence?***

Our rubric design module is designated as a CTE (Center for Teaching Excellence) Proficient Level Elective. At this level, the CTE is looking to see faculty application of rubric design to an upcoming class assignment.  Please upload a document into your WilmU Learning Center profile that outlines your rubric.  Please include the following in your submission:

* The intended class learning outcomes or objectives you plan to address with the assignment
* The rubric you will use to assess this assignment
* The predicted impact this rubric will have on communicating performance with students and consistency in scoring this assignment

Faculty submissions will be scored using the *Proficient Level Rubric.*  To earn completion of this exercise, faculty must score 4/5 or higher.  Faculty scoring 3 or lower will receive feedback from the CTE and will have the opportunity to resubmit their active learning techniques application.

**CTE-Pathways to Instructional Excellence-Proficient Level Rubric**

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| --- | --- | --- | --- | --- |
| **Scoring= 1****Unrelated** | **2****Beginner** | **3****Essential** | **4****Proficient** | **5****Mastery** |
| Submission appears unrelated to learning unit. Evidence of teaching skill not present in faculty submission. | Submission shows ability to recall correct terms but lacks ability to apply learning content to described teaching situation.  | Submission shows understanding of how to apply learning content to teaching situation but lacks ability to anticipate the impact this decision will have on student learning.  | Submission demonstrates correct application of teaching skill and correctly identifies potential impact this will have on student learning. | Submission demonstrates correct application of teaching skill, identifies potential impact on student learning and ability to tailor teaching to individual student needs.  |