



**Rubrics and Feedback:
Communicating with
Students About
Assessment**

**Faculty of Management
October 8, 2014**



**Dr. Suzanne Le-May Sheffield, and
Dr. Deborah Kiceniuk
Centre for Learning & Teaching**



Introduction



A joint workshop that we will present in two parts:

1. Dr. Suzanne Le-May Sheffield – facilitate a session on creating rubrics to ensure meaningful feedback
2. Dr. Deborah Kiceniuk - approaches to feedback focused on “creating dialogue with your students about feedback”



At the end of this workshop we hope that....



You will have the opportunity to:

- Define a rubric structure for a course assignment
- Discuss with colleagues the pros and cons of different approaches to rubric design
- Conceptualize assessment feedback as reciprocal communication between teachers and students
- Reflect, individually and collectively, about your approach to student feedback



Creating Rubrics for Meaningful, Effective, and Efficient Evaluation

**Dr. Suzanne Le-May Sheffield, Director
Centre for Learning and Teaching
June 2014**

+ What is a rubric?

“...a rubric is a scoring tool that lays out the specific expectations for an assignment. Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts.” (Stevens and Levi, 2005,p.3)



+ Overview

- Learn how to create effective rubrics (and why you might want to)
- Discuss with colleagues assessment criteria and expectations
- Begin to frame a rubric for a course assignment



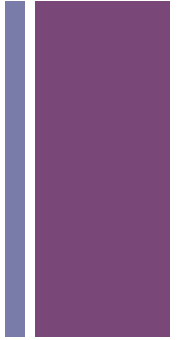
Image source: <http://www.10tv.com/content/stories/2014/05/19/us-rubiks-cube-anniversary.html>

How do Rubrics Support Students' Learning?



- Criterion-referenced grading tool ensures consistency
- Articulates performance levels
- Clarify students understanding of expectations
- Encourage critical thinking
- A learning process
- Provide timely feedback (and getting students to use it)
- Explain rather than justify a specific grade

Activity #1 - Assignments, Assessment and Outcomes



Think about one assignment for your course and discuss the following questions with the person beside you:

- Why did you create this assignment? What does it assess?
- What are the specific outcomes of this assessment tool?
- To which course learning outcome(s) does this assessment link? [What do you hope students will know/be able to do/believe or value when they have completed this assessment?]



Rubric Framework & Key Features



Title			
Task Description			
	Scale level 1	Scale level 2	Scale level 3
Dimension 1			
Dimension 2			
Dimension 3			
Dimension 4			

Figure 1.1 Basic rubric grid format.

Stevens and Levi, *Introduction to Rubrics*, 2005, p. 6.



Sample Scale Level Terminology



- Excellent, Acceptable, Unacceptable
- A, B, C, D, F
- Numerical framework (10-8, 7-5, <5)
- Advanced, Developing, Emerging
- Advanced, Intermediate, Novice



Example: Oral Presentation Assignment



- You will prepare and give a 10-minute oral presentation. Your presentation should share your findings on a specific focus of the week's topic we are studying, based on your own independent library/online research. You should make use of relevant images and other visual aids. (Make sure your sources are listed in a handout or on your PowerPoint presentation.) Be prepared to answer questions from the instructor and students in the class for 5 minutes following your presentation.



Activity #2

Itemizing Criteria



- Decide upon 3 key criteria of your assignment that would be the focus of your assessment.
- Decide upon the grading scale that is most appropriate.
- Discuss how you would weight the scoring of these traits and list traits in order of grade weighting.
- Share briefly with your partner why you chose these traits and why you have prioritized certain traits over others.

+ A Rubric for Rubrics

Sample dimensions

- Clarity of Criteria
- Distinction Between Levels
- Reliability of Scoring
- Clarity of Expectations/Guidance to Learners
- Support of Metacognition (Awareness of Learning)
- Engagement of Learners in Rubric Development/Use

B. Mullinix, *A Rubric for Rubrics: A Tool for Assessing the Quality and Use of Rubrics in Education*, http://www.tltgroup.org/resources/Rubrics/A_Rubric_for_Rubrics.htm

+ Activity #3

Creating Descriptors for each Criteria Across the Scale

- For each of the criteria, consider your top scale (excellent, grade A) expectations and describe them succinctly.
- For each of the criteria, consider your lowest scale (unacceptable, emerging) expectations and describe them succinctly.
- If time allows, consider to what extent each of these descriptors will be achieved on other scales ensuring the descriptors are comparative across scales.
- Share briefly with your partner the challenges you faced in shaping the descriptors across the scale.



Sample Rubrics!

+ Resources



Terry Beck & Bill Cerbin, “Follow Up Responding to and Evaluating Student Work”. UWL Conference on Teaching & Learning, August 28, 2007.

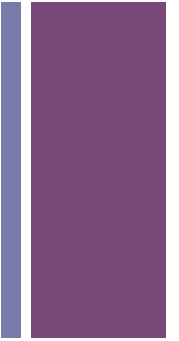
B. B. Mullinix, “A Rubric for Rubrics: A Tool for Assessing the Quality and Use of Rubrics in Education”. http://www/tltgroup.org/resources/Rubric/A_Rubric_for_Rubrics.htm

Danelle D. Stevens and Antonia J. Levi, *Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning*, Virginia: Stylus, 2005.

Barbara E. Walvoord and Virginia Johnson Anderson, *Effective Grading: A tool for Learning and Assessment in College*, 2nd ed., John Wiley & Sons Inc., 2010.

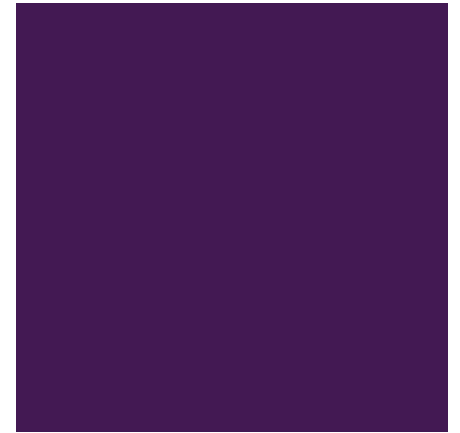
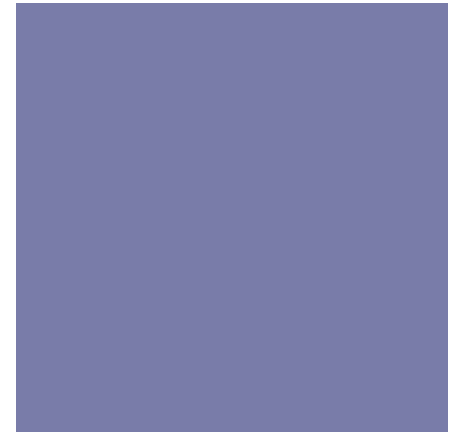
+ Ready, Set....Wife!

<http://www.funnyordie.com/videos/001fla5f00/feedback>





Feedback as Reciprocal Communication

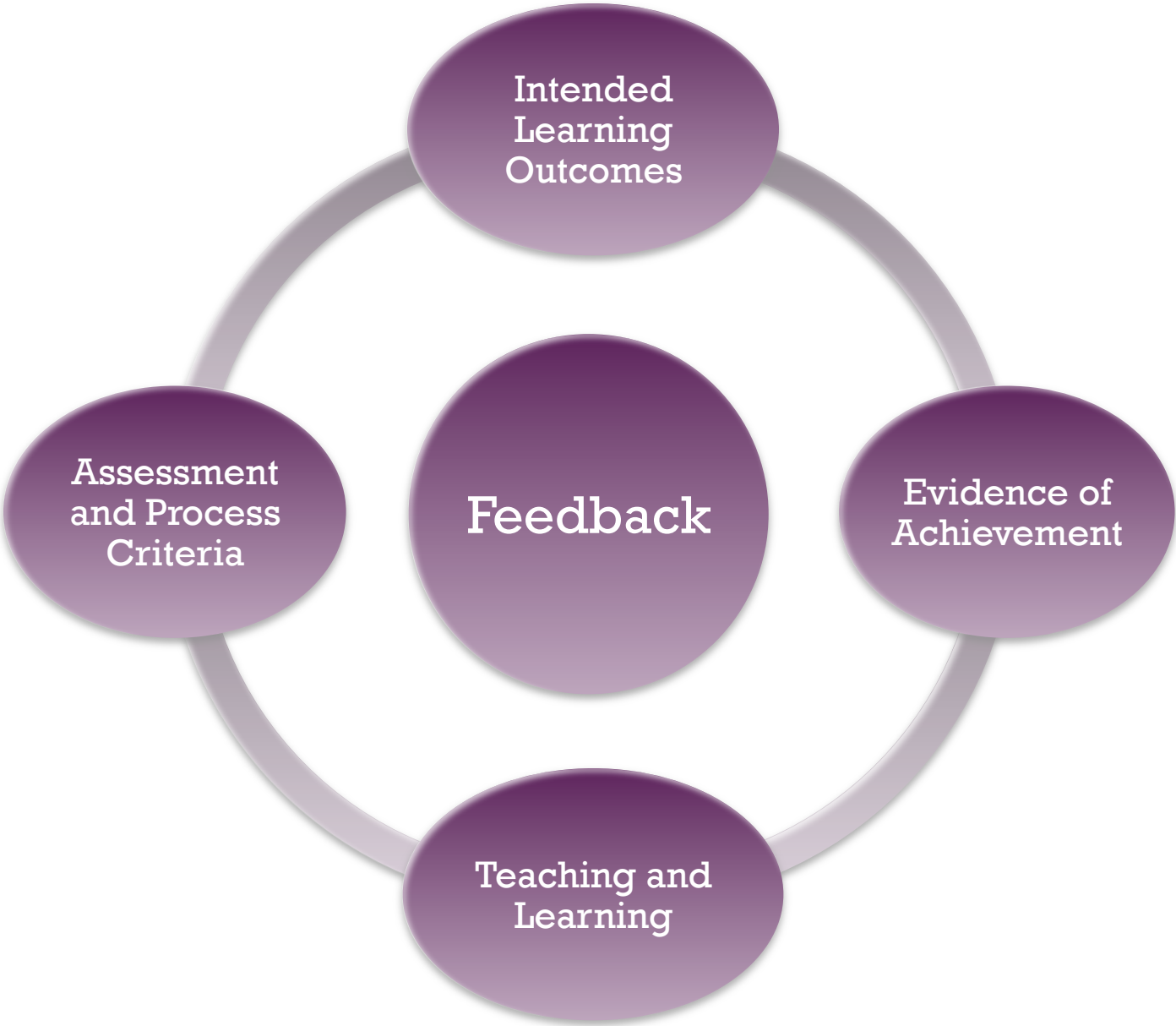


Dr. Deborah Kiceniuk
Associate Director
Centre for Learning and Teaching

+ Outline for Session



- What is Feedback?
- Why Do We Provide It?
- Is It Effective? - Student Use and Learning
- Feedback as Communication
- Some Examples





What is Feedback?



➤ Social process by which information is given to a recipient who then can use it to attain future goals

➤ It is feedback only...

“if it is actually used to alter the gap between current performance and the performance aimed for” (Jonsson, 2012)

➤ Process of communication

+ How Do “You” Give Feedback?



Group Discussion

+ Why Do 'You' Provide Feedback?



- Advice for improvement on current assignment
- Advice for improvement on future work
- Explaining/justifying a grade
- Ritual in the academic world

+ Why Provide Feedback?



“We learn faster, and much more effectively, when we have a clear sense of how well we are doing and what we might need to do in order to improve.” (Carless, 2006)

+ Effectiveness of Feedback



Studies show that student's perceive FB...

- Lacking specific advice to *Improve*
- Difficult to *Interpret*
- Negative impact on student's *self-esteem*

Yorke (2003)

+ Teacher/Student - Perceptions of Feedback



Teachers' Perceptions

Fair Grading

Provide detailed feedback

Useful

Difficulty to decode criteria

Emotional

Students' Perceptions

Mixed Feelings about Fairness

Not enough detail

Not useful

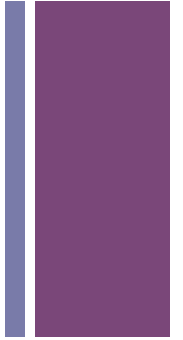
Difficult to de-code criteria

Emotional

Carless (2006)



Is It Effective?



Do students alter their performance and act on feedback?

Based on...

- Students understanding of the feedback process
- The language used
- Appropriateness – specific and general
- Knowledge of assessment criteria

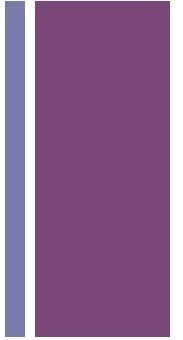
+ Is It Effective?



Three interlocking components...

- ◆ Discourse
- ◆ Power
- ◆ Emotional

+ Feedback as Communication

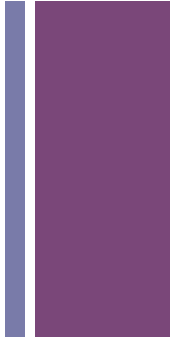


Is a social process in which elements, such as discourse, power, and emotion, impact on how messages can be interpreted

Carless (2006)



Communication - Why?



Students must do something with the feedback information
to be able to learn from it

Dialogue is fundamental to teaching and learning

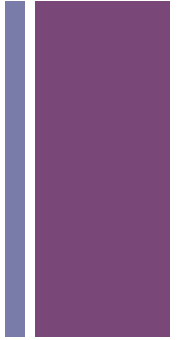


HOW?



- Discuss the criteria for assessment in groups
- Class discussion of general feedback comments (post)
- Require student to identify the kinds of feedback they want with the assignment
- Group discussions of feedback

+ Feedback as Communication



Group Discussion



Types of Feedback



- Instructor
- Peer – Student to Student
- Self-assessment



Peer Feedback Student to Student



- Peer/Instructor-derived criteria
- Peer feedback – needs guidance on standards
- Formative feedback

Revisions from student feedback were more successful than instructor alone feedback

Yang et al.(2006)

+ Peer Feedback



Group Discussion



Self-Reflection/Assessment/Feedback

Students make judgments about their own learning

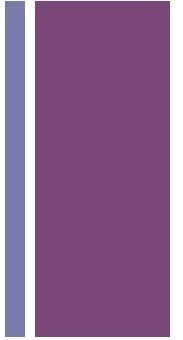
Different abilities

good students = underrate

weaker students = overrate

higher level students = better

+ Self-Reflection/Assessment/Feedback



Time – over the semester...

Students - lower in the beginning of the semester

Accuracy – positive student/teacher correlation

Effect – students perform better on tests when they engage in learning self-reflection



Self-Reflection/Assessment/Feedback



Group Discussion

+ Quality Feedback



- Timely
- Strategies to alter student performance
- Articulate – non-jargon
- Empowering
- Manageable
- Developmental – aimed at improving current and future performance

Jonsson (2012)

+ Feedback as Communication



- Feedback Dialogues
- Incorporated into Classroom Discussion
 - Part of the Course Design



Thank you!



Resources

- Carless, David (2006) Differing perceptions in the feedback process. *Studies in Higher Education*, Vol. 31, No. 2, 219-233.
- Crisp, Beth (2007) Is it worth the effort? How feedback influences students' subsequent submission of assessable work. *Assessment and Evaluation in Higher Education*, Vol. 32, No. 5, 571-581.
- Gielen, S., Peeters, E., Dochy, F., Onghena, P., and Struyven, K. (2010) Improving the effectiveness of peer feedback for learning. *Learning and Instruction*, 20, 304-315.
- Nicol, David (2010) From monologue to dialogue: improving written feedback processes in mass higher education. *Assessment and Evaluation in Higher Education*, Vol. 35, No. 5, 501-517.
- Poulos A., and Mahony, M.J. (2008) Effectiveness of feedback: the students' perspective. *Assessment and Evaluation in Higher Education*, Vol. 33, No. 2, 143-154.
- Weaver, Melanie R. (2006) Do Students value feedback? Students perceptions of tutors' written responses. *Assessment and Evaluation in Higher Education*, Vol. 31, No. 3, 379-394.

