



Rubric Assessment of Information Literacy Skills

Megan Oakleaf, MLS, PhD

meganoakleaf.info

railsontrack.info

moakleaf@syr.edu

So, What's a Rubric?

Rubrics...

- describe student learning in 2 dimensions
 1. parts, indicators, or *criteria* and
 2. *levels of performance*
- formatted on a grid or table
- employed to judge quality
- used to translate difficult, unwieldy data into a form that can be used for decision-making



Checklists

CHECKLIST

CRITERIA ONLY

	Observed	Not Observed
Eye Contact	√	
Gestures		√



Likert Scales

	0	1	2
Eye Contact	√		
Gestures		√	

	Novice	Proficient	Professional
Eye Contact	√		
Gestures		√	

LIKERT SCALE

CRITERIA

&

**PERFORMANCE
LEVELS**

*(numbers or
descriptive terms)*



Scoring Guides

	Exemplary	Comments
Eye Contact	Maintains sustained eye contact with the audience.	
Gestures	Gestures are used to emphasize talking points.	



**SCORING
GUIDE**
*CRITERIA,
TOP PERFORMANCE
LEVEL,
&
TOP PERFORMANCE
DESCRIPTION*



Full-Model Rubrics

	Beginning	Developing	Exemplary
Eye Contact	Does not make eye contact with the audience.	Makes intermittent eye contact with the audience.	Maintains sustained eye contact with the audience.
Gestures	Gestures are not used.	Gestures are used, but do not emphasize talking points.	Gestures are used to emphasize talking points.

FULL-MODEL RUBRIC
CRITERIA,
PERFORMANCE LEVELS,
&
PERFORMANCE DESCRIPTIONS



Analytic vs. Holistic

Analytic – used to assess the component parts of an artifact of student learning and provide separate judgments of each component (criterion), as well as a summed total judgment. Provide more detailed assessment data, give more specific feedback to learners, and are better for evaluating complex artifacts of learning.

Holistic – used to assess an artifact of student learning as a whole and provide a single, overall judgment of quality. Faster to use, less burdensome for large-scale assessments, and usually sufficient for evaluating simple artifacts of learning.

Fiction Writing (Analytic) Rubric

B, M, E

Details

Punctuation

Capitals

Spelling

Title



has beginning
has middle
has end

has lots of
details

All sentences
have punctuation.

have capitals:
- beg. of sentence
- I
- names

all the words
on the word wall
are spelled right

goes with
the story



has 1 or 2 parts,
but is missing
B, M, E

some details

some punctuation
marks

Some capitals

some spelling
is right

has a title
that doesn't
go with story



no beginning
no middle
no end

no details

no
punctuation

no capitals

nothing is
spelled right

no title

Fiction Writing (Holistic) Rubric

5 – The plot, setting, and characters are developed fully and organized well. The who, what, where, when, and why are explained using interesting language and sufficient detail.

4 – Most parts of the story mentioned in a score of 5 above are developed and organized well. A couple of aspects may need to be more fully or more interestingly developed.

3 – Some aspects of the story are developed and organized well, but not as much detail or organization is expressed as in a score of 4.

2 – A few parts of the story are developed somewhat. Organization and language usage need improvement.

1 – Parts of the story are addressed without attention to detail or organization.



Task vs. General

Task – for one-time, non-programmatic assessments.

General – for assessments used over multiple assignments, time, programs, or student groups.



Criteria

1. “the conditions a performance must meet to be successful” (Wiggins)
2. “the set of indicators, markers, guides, or a list of measures or qualities that will help [a scorer] know when a student has met an outcome” (Bresciani, Zelna and Anderson)
3. what to look for in student performance “to determine progress, know when students are ready to move on to the next topic, or determine when mastery has occurred” (Arter)



Performance Levels

mastery, progressing, emerging,
satisfactory, marginal, proficient,
high, middle, beginning, advanced,
novice, intermediate, sophisticated,
competent, professional,
exemplary, needs work, adequate,
developing, accomplished,
distinguished



Performance Levels

If you want to force evaluative decisions, choose an even number of levels (usually 4).

If you want to have a middle ground, choose an odd number of levels (usually 3 or 5).

Choose a number that you can justify based on developmental stages and typical levels of learning for your student population.

Rubrics – Benefits, 1 of 2

Learning

- Articulate and communicate agreed upon learning goals
- Focus on deep learning and higher-order thinking skills
- Provide direct feedback to students
- Facilitate peer- and self-evaluation
- Make scores and grades meaningful
- Can focus on standards

Rubrics – Benefits, 2 of 2

Data

- Facilitate consistent, accurate, unbiased scoring
- Deliver data that is easy to understand, defend, and convey
- Offer detailed descriptions necessary for informed decision-making
- Can be used over time or across multiple programs

Other

- Are inexpensive (\$) to design and implement

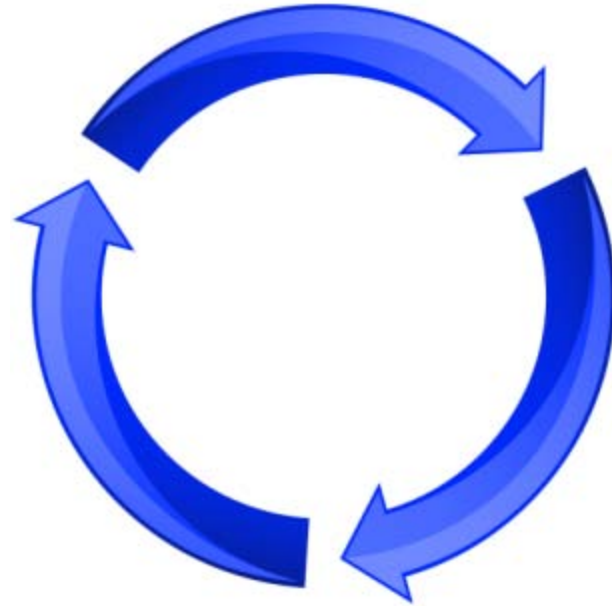
Rubrics – Limitations

- May contain design flaws that impact data quality
- Require time for development
- Require time for training multiple rubric users



Rubric Creation Process

1. Reflecting
2. Listing
3. Grouping
4. Creating



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



Reflecting

Consider:

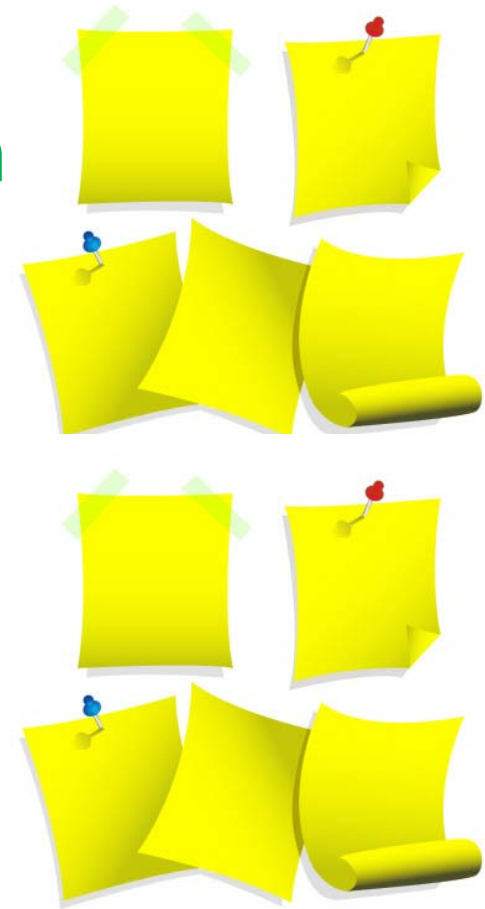
1. Why did we create this assignment?
2. What happened the last time we gave it?
3. What is the relationship between this assignment and the rest of what students will learn?





Listing

1. What specific learning outcomes do we want to see in the completed assignment?
2. What evidence can students provide in this assignment that would demonstrate their learning?
3. What are our expectations of student work? What does it look like?





Grouping & Labeling

1. Can we group our brainstorming into categories?
2. How can we label them?

Labeled Groups = Criteria

Best Possible Performance

1. For each group area (“criteria”), what are our highest expectations of student work? What is the best possible performance?

Other Possible Performances

1. For each group area (“criteria”), what are our highest expectations of student work? What is the best possible performance?
2. The worst?
3. The other developmentally expected levels?

Performances = Performance Descriptions

Weighting, Points, & Grades



- Use weight to communicate areas of emphasis
- Award points in whole numbers
- Base grades on logic, not percentages or GPA equivalents

Common Design Flaws

- Too long
- Too “jargony”
- Too vague
- Inconsistent across performance levels
(using parallel language helps)
- Lack of differentiation across performance levels
- Too much emphasis on quantity (how many times)
over quality (how well)
- Too negative at lower levels

ILI Assessment Cycle

Adapted from Peggy Maki, PhD

& Marilee Bresciani, PhD

By Megan Oakleaf, PhD

