

Transcript

Value of Rubrics

Mark Edgar, Population Health Sciences, School of Medicine and Public Health

I do use rubrics with all of the assignments really and that's one of the things that going online with the course was actually very helpful is that it kind of forced me into using rubrics more than I did in my on-ground classes. I tried very hard to make it really clear for each assignment what are the learning objectives and what they're going to be graded on and what those points are. For every assignment, there is a rubric sitting there for them to take a look at. Then I grade each one of the lines in the rubric or the sections in the rubric separately so that they have a good sense of where it is that they could make that improvement.

Jennifer Gipson, Professor of French, College of Letters and Science

A rubric for me was a major upfront time investment. However, it's one that's definitely paid off. I would continue using a rubric because in a general education class there's often confusion about what I mean when I say "Be critical. Give specifics about the text. Give textual analysis." Students need to know what I want. This is transparency and here's what I am looking for. Do you have a clear statement of main idea? Do you have development of an argument and clear sub points? Have you formatted this correctly and respected the word count? Clarity of language and writing. Textual evidence and analysis.

The rubric for me is a way to be very transparent to students. It's also an educational tool in that I have a writing guide linked to each of those categories which gives examples based on those categories.

Evelyn Howell, professor and chair, Landscape Architecture Doug Hadley, senior lecturer, Landscape Architecture

Evelyn: The overall learning objective for a particular assignment would be written out, and then I would look at each of the options and figure out how that would be structured best to meet the learning objective.

When I go about evaluating them I begin with all the people who did option A. I then review their material using a rubric based upon that particular kind of assignment, and then I would do the same for B and for C.

It's not simple to do, but it's a lot of fun. I find it's so much easier having options than having to read 100 of exactly the same response. Frankly, it's much better having those options.

Doug: That's true. It sure is. It is a lot of grading though. There's a lot of time that goes into it. We share it between Evelyn, I, and our TA, but we do have the rubrics which help.

Mark Edgar, Population Health Sciences, School of Medicine and Public Health

I think it's more important to use or I felt that it was more important to use rubrics when I first started teaching on-line because I didn't have the opportunity to stand and talk with a student after class and say well, this is why your grade fell to where it was or rose to where it was. By having the rubrics in the online class, it's just much more clear and I found now that what I do is I use those rubrics in my on-ground classes as well. This is another way that teaching online has improved my on-campus or on-ground teaching as well.