

PURDUE UNIVERSITY GLOBAL
SCHOOL OF GENERAL EDUCATION

THE ROLE OF TEAMWORK AND REFLECTION IN THE DEVELOPMENT OF CRITERIA-BASED RUBRICS TO ASSESS COURSE OUTCOMES IN ONLINE UNDERGRADUATE GENERAL EDUCATION COURSES.

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PURDUE GLOBAL RUBRIC PROJECT

Discussion Outline

- Originated from centralized assessment and curriculum teams
- Academic leadership within the School of General Education worked together to develop standard operating procedures, guidelines for rubrics, and training materials.
- An existing network of lead faculty for each course worked within department teams to develop the new rubrics.
- Open discussion and questions were welcomed to produce a tool that measures student learning outcomes in our courses by describing the knowledge and skills we expect the students to be able to demonstrate.

STANDARDIZED RUBRICS

- Allow for data collection on student performance, retention, and persistence
- Provide for consistency and equity in grading and scoring assessments
- Create a roadmap for focused student learning
- Improves inter-rater reliability and consistency
- Criterion-based rubrics describe assessment criteria across a continuum of performance levels and provide for objective student evaluation





RUBRIC PROJECT STRUCTURE

ADMINISTRATION AND LEADERSHIP

- Training
- Materials
- Templates
- Resources

• COURSE LEADS AND • SUBJECT MATTER EXPERTS

- Collaborate within departments
- Create new rubrics
- Review rubrics as a team



Course CS212 Professional Code of Ethics Analysis Unit 8 (100 points)

CS212-4: Apply logical reasoning to address issues in professionalism.

GEL-7.02: Apply ethical reasoning to ethical issues within your field of study.

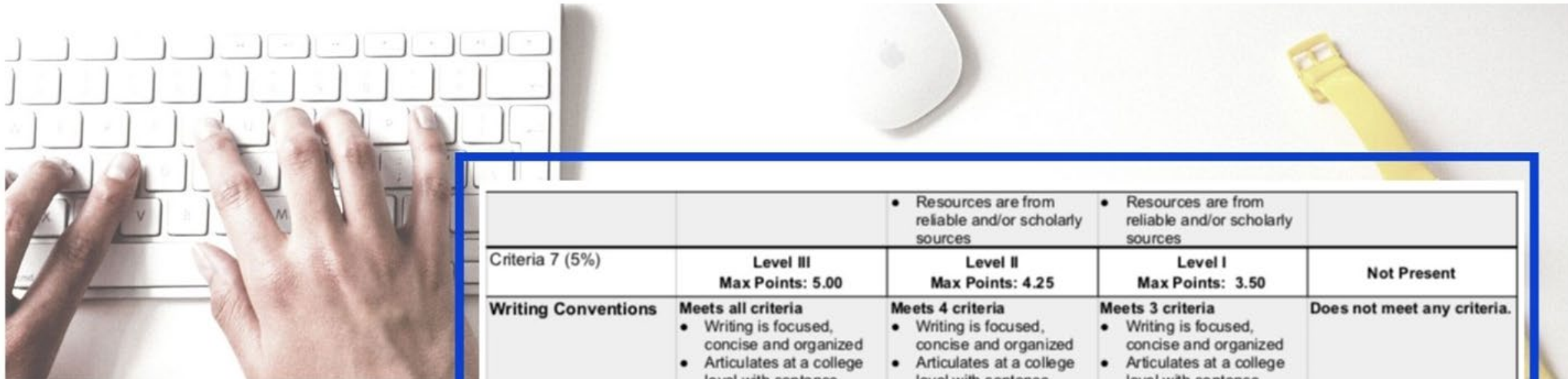
Criteria 1 (30%)	Level III Max Points: 30.00	Level II Max Points: 25.50	Level I Max Points: 21.00	Not Present
Researching Professional Codes of Ethics	Description of a code of ethics from a student's chosen career or organization includes identification of three main points of the code of ethics and application to the student's chosen career.	Description of a code of ethics from a student's chosen career or organization includes identification of two main points of the code of ethics and application to the student's chosen career.	Description of a code of ethics from a student's chosen career or organization includes identification of one main point of the code of ethics and application to the student's chosen career.	Does not meet any criteria.
Criteria 2 (15%)	Level III Max Points: 15.00	Level II Max Points: 12.75	Level I Max Points: 10.50	Not Present
Implications of Professional Codes of Ethics	Explanation of the benefits of an industry's code of ethics from the student's chosen career includes two specific examples.	Explanation of the benefits of an industry's code of ethics from the student's chosen career includes one specific example.	Explanation of the benefits of an industry's code of ethics from the student's chosen career provides no specific examples.	Does not meet any criteria.
Criteria 3 (15%)	Level III Max Points: 15.00	Level II Max Points: 12.75	Level I Max Points: 10.50	Not Present

THE RUBRICS



Ethics and Decision Making	Discusses how the chosen code of ethics can guide logical decision-making and provides two specific examples.	Discusses how the chosen code of ethics can guide logical decision-making and provides one specific example.	Discusses how the chosen code of ethics can guide logical decision-making and provides no examples.	Does not meet any criteria.
Criteria 4 (15%)	Level III Max Points: 15.00	Level II Max Points: 12.75	Level I Max Points: 10.50	Not Present
Ethics in Specific Professions	Explanation of an example of an ethical decision describes in detail what a student may face in their chosen profession.	Explanation of an example of an ethical decision lacks specific details about what a student may face in their chosen profession.	Explanation of an example of an ethical decision does not provide details about what a student may face in their chosen profession.	
Criteria 5 (15%)	Level III Max Points: 15.00	Level II Max Points: 12.75	Level I Max Points: 10.50	Not Present
Ethics as a Guide	Discussion about how the Professional Code of Ethics can guide individuals in ethical decision-making includes two specific examples.	Discussion about how the Professional Code of Ethics can guide individuals in ethical decision-making includes one specific example.	Discussion about how the Professional Code of Ethics can guide individuals in ethical decision-making does not include examples.	
Criteria 6 (5%)	Level III Max Points: 5.00	Level II Max Points: 4.25	Level I Max Points: 3.50	Not Present
APA Style	Meets all criteria <ul style="list-style-type: none"> Applies APA style to in-text citations and references with minor to no errors Resources are from reliable and/or scholarly sources 	Meets 2 criteria <ul style="list-style-type: none"> Applies APA style to in-text citations with minor errors Applies APA style to references, with minor errors 	Meets 1 criteria <ul style="list-style-type: none"> Applies APA style to in-text citations with minor errors Applies APA style to references, with minor errors 	Does not meet any criteria.

THE RUBRICS



		<ul style="list-style-type: none"> Resources are from reliable and/or scholarly sources 	<ul style="list-style-type: none"> Resources are from reliable and/or scholarly sources 	
Criteria 7 (5%)	Level III Max Points: 5.00	Level II Max Points: 4.25	Level I Max Points: 3.50	Not Present
Writing Conventions	Meets all criteria <ul style="list-style-type: none"> Writing is focused, concise and organized Articulates at a college level with sentence variety and complexity Few or no grammar or punctuation errors Uses non-offensive, inclusive and respectful language Prepares speaker notes of 50-100 words for each of the 7-10 slide's speaker notes 	Meets 4 criteria <ul style="list-style-type: none"> Writing is focused, concise and organized Articulates at a college level with sentence variety and complexity Few or no grammar or punctuation errors Uses non-offensive, inclusive and respectful language Prepares speaker notes of 50-100 words for each of the 7-10 slide's speaker notes 	Meets 3 criteria <ul style="list-style-type: none"> Writing is focused, concise and organized Articulates at a college level with sentence variety and complexity Few or no grammar or punctuation errors Uses non-offensive, inclusive and respectful language Prepares speaker notes of 50-100 words for each of the 7-10 slide's speaker notes 	Does not meet any criteria.
Maximum Total Points	100.00	85.00	70.00	0
Minimum Total Points	85.01 points minimum	70.01 points minimum	1 point minimum	0

THE RUBRICS




THE RUBRICS

Challenges and Opportunities

- Identification of the criteria that should be measured
- Measuring what matters
- These rubrics are a tool that guide learners and needed to focus on the important aspects of learning
- Carefully consider language when detailing the levels of performance
- Assigning appropriate weight to each criteria







Course #, Assignment Unit: Assignment Unit: HU200: Arts and Humanities, Unit 4 Assignment
 CLA: HU200_1901A_-2.1: Analyze selected examples of creative expression.

Criteria 1 (15%)	Level III Max Points: 16.50	Level II Max Points: 14.025	Level I Max Points: 11.55	Not Present
Identification of first work; description of first work; explanation of concept	Identifies the first work of architecture with a description of its features including symmetry, aesthetic appeal, usefulness, materials used, and style; includes at least one architectural concept with an accurate explanation of that concept or concepts.	Identifies the first work of architecture with a general description of its features; includes at least one architectural concept with an explanation of that concept or concepts.	Identifies the first work of architecture with a general description of its features; includes at least one architectural concept with an inaccurate explanation of that concept or concepts.	Does not meet any criteria.
Criteria 2 (15%)	Level III Max Points: 16.50	Level II Max Points: 14.025	Level I Max Points: 11.55	Not Present
Identification of second work; description of second work	Identifies the second work of architecture with a description of its features including symmetry, aesthetic appeal, usefulness, materials used, and style; includes at least one architectural concept with an accurate explanation of that concept or concepts.	Identifies the second work of architecture with a general description of its features; includes at least one architectural concept with an explanation of that concept or concepts.	Identifies the second work of architecture with a general description of its features; includes at least one architectural concept with an inaccurate explanation of that concept or concepts.	

THE RUBRICS



HOW WE ADAPT

Consider weight of criteria ...

Assign each criteria a percentage of total

Achieve consistency among rubrics

Balance number of criteria versus total

RUBRIC NORMING

Norming sessions were conducted throughout the different departments with faculty for the courses. The next important step was to review the rubrics for consistency and accuracy.

GRADING

Existing student assignments were assessed using the newly created rubric and then compared statistically to other faculty scores.

INTER-RATER RELIABILITY

Inter-rater reliability is important in our courses that are taught by several faculty and instructors. Norming sessions provided valuable insight into the construction and wording of rubrics to improve their use for both instructors and students (Schoepp, Danahar, & Kranov, 2018).

IMPACT

Ultimately, the goal is to develop reliable and consistent student assessments.

Norming Sessions:

Rubric norming was useful in data collection, but cannot detect all issues

Use in the classroom must be combined with monitoring and feedback from instructors



**"WE DO NOT LEARN FROM EXPERIENCE... WE
LEARN FROM REFLECTING ON EXPERIENCE."**

(DEWEY, 1933)

Reflection

- The reflection process can take time but proved to be a very productive step in this process.
- Throughout the development of the new rubrics, it was important to realize that not one single model worked for all courses or assignments.

Revision

- New iterations of the rubrics were developed and assessed as needed to fit each situation.
- This flexibility proved to be important as the rubrics were created to assess existing assignments that were not revised just to fit the rubrics.

IMPLEMENTATION IN COURSES

- As the new rubrics are introduced into the courses, the next steps will be to continue with norming sessions for faculty and to continually evaluate the ease of use and effectiveness of the rubrics through course metric data.
- Training sessions
- Instructor feedback

**LET'S WORK
TOGETHER!**



Innovative
Thinking



Creative
Solution-Finding



Collaborative
Mindset

TEAMWORK

Key Principle for Success

References

•Dewey, J. (1933). *How we think: A restatement of the relation of reflective thinking to the educative process*. Boston, New York [etc.]: D.C. Heath and company.

•Schoepp, K., Danaher, M., & Kranov, A. A. (2018). An Effective Rubric Norming Process. *Practical Assessment, Research & Evaluation*, 23(11), 1.

•Brookhart, S. M. (2018). Appropriate Criteria: Key to Effective Rubrics. *Frontiers in Education*, 3.
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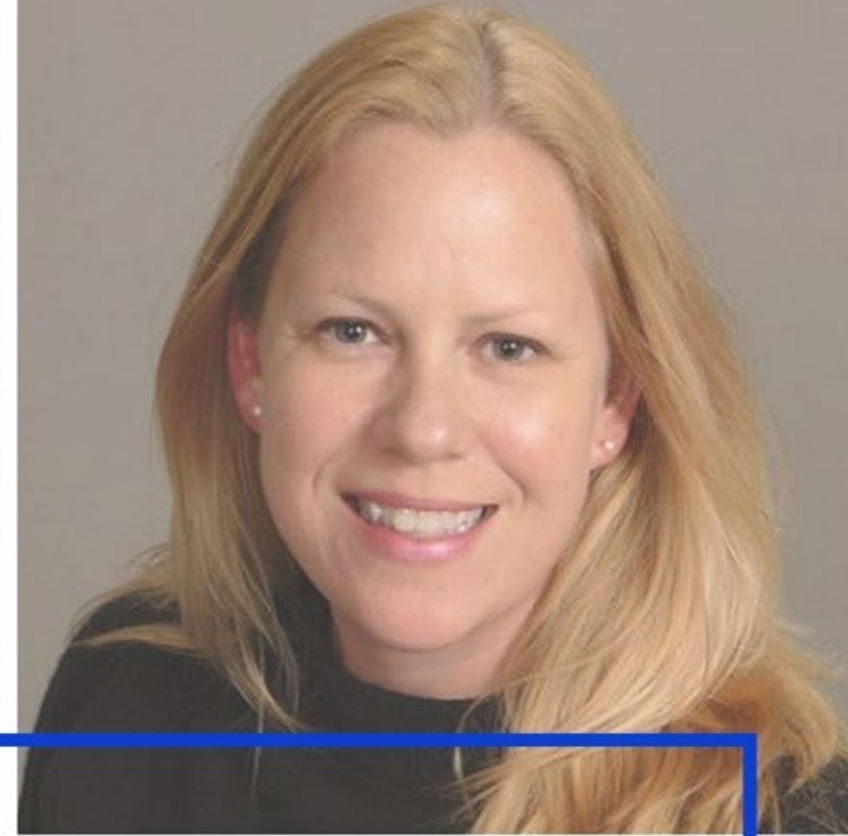
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