Creating Rubrics for Students' Effective Assessment

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Rezumat

Acest articol se referă la problema creării grilelor de evaluare eficientă a elevilor. El defineşte ce este evaluarea şi cât de important este crearea grilelor pentru evaluare corectă. Descrie caracteristicile cheie şi oferă câteva sfaturi comune pentru crearea grilelor. De asemenea, se prezintă un exemplu al unei grile de evaluare a eseului şi descrie paşii de bază în proiectarea unei grile eficace.

When teaching students a great importance has feedback without which students' motivation in learning is lower. What is a feedback? It is information that is given to the learner about his or her performance of a learning task with the objective of improving this performance. Feedback has two main distinguishable components: assessment and correction. We will try to distinguish the value of assessment in the teaching- learning process mainly creating rubrics for fair students' assessment.

First of all let's define what assessment is. Assessment should provide us, the instructors, and the students with evidence of how well the students have learned what we intend them to learn. What we want the students to learn and be able to do should guide the choice and design of the assessment. There are two major reasons for aligning assessments with learning objectives. First, alignment increases the probability that will provide students with the opportunities to learn and practice the knowledge and skills that will be required on the various assessments we design. Second, when assessment and objectives are aligned," good grades" are more likely to translate into "good learning".

So student performance can be evaluated or assessed using authentic assessment [4, p.14] such as rubrics. Rubrics can be used to evaluate or assess a variety of skills such as collaboration skills, behavior expectations, writing, speaking. Rubrics consist of a scoring scale that scores performance based on a set of predetermined criteria. The scale ranges from excellent quality to poor quality. Rubrics provide information about the degree of achievement based on criteria determined either by the teacher or by the teacher and student collaboration [2, p.46].

So what exactly are rubrics? What are their key features? Why are they useful? What are their limitations? What role can they play in program improvement? These questions will be discussed in this article.

What are the key features and some common tips for creating rubrics? Rubrics need to contain measurable criteria that can be counted or marked present or not present in the work that is being evaluated. For example, denote how many misspelled words are acceptable for each level. Vague descriptors should also be avoided. Descriptors of the work should help to guide the students in constructing their final product, and if the descriptors are not well defined, the students will not know what is required of them. Another design tip is to add thin columns in between each vertical column. The thin columns allow the teacher to review the student's work as needed by putting signs beside the column where the criteria have been met. This allows the rubric to be used as an ongoing dialogue between the teacher and student and allows the student to know when each criterion has been met and then make improvements as needed [5, p.124].

Why are the rubrics useful? Rubrics help teachers to be consistent in their grading so that the results are reliable [3, p.65]. Even though rubrics help to deter scoring bias there are a few things the person is scoring should keep in mind when scoring rubrics.

The person scoring should avoid:

- Making subjective judgment that aren't based on the criteria of the rubric.
- Judge quality based only on the criteria listed in the rubric.
- Make sure that they don't score based on the length of the paper or the appearance of the paper.

Students should be given rubrics at the beginning of an assignment because rubrics not only are valuable to teaching because they help in more consistent grading, but are helpful to students as well.

So we have come to the problem how to create a grading rubric. Grading rubrics are an effective tool for providing students with our expectations on a given task as well as proving us with a standardized grading mechanism. Rubrics identify the important traits of a task and articulate performance levels. Rubrics attempt to make explicit the implicit criteria by which we grade or assess student's performance.

A grading rubric should be created with the following items:
- Specific qualities (or traits to be assessed).
- Standards or levels of performance.
- Specific indicators describing what the various levels of performance look like for each of the qualities being assessed [6, p.86].

The indicators shouldn't be made so broad that they are non- descriptive; they should be as focused as a student learning objectives. An example of such rubric can be the following :

Element	Very good	Fair	Needs improvement	Score
Key concepts (10 points)	At least three key concepts from work on our course are listed. The benefits to the writer in terms of designing and implementing assessment are clearly stated.	At least three key concepts from work on our course are listed. The benefits to the writer may not be clearly related to designing and implementing assessment.	Fewer than three key concepts are listed. These may not be from the course, or may not be related to assessment.	
Effect on teaching (10 points)	The effect on teaching and assessment from work in this course is clearly stated. Changes have already been made or are planned. The changes are well described and directly related to work in this course.	Some effect on teaching and assessment is stated, but the connection to work on the course may not be completely clear. Changes are listed but may not be fully described.	There may be effects on teaching and assessment, but their connection to the course is unclear. There are no changes listed.	

Impact on others (10 points)	The impact on students, colleagues, and/or the institution as a whole is well described and clearly related to work in the course. The benefits to others are clear.	There is some impact on students, colleagues, and/or the institution as a whole, but the impact is somewhat vague or not clearly related to work in this course.	There is no description of the impact on others from work in this course.	
Organization (5 points)	The elements of the reflection are each clearly organized; there is a topic sentence with supporting ideas. The ideas follow a recognizable order. There is an overall introduction and conclusion.	There is some sense of organization within each element. The supporting ideas fit the element, but they may not be clearly connected to each other. There is an introduction or conclusion, but they may be weak.	It is unclear how the ideas fit together within each element. There is no introduction or conclusion.	
Mechanics (5 points)	There are only a few mistakes in spelling, grammar, and punctuation, and these do not interfere with communication	There are several mistakes in spelling, grammar, and punctuation, but these do not interfere much with communication	Mistakes in spelling, grammar, and punctuation make the reflection difficult to read.	

Therefore for creating such rubrics we should have clear criteria and standards. Having clear criteria and standards can:

- Save time in the grading process.
- Help you explain to students what you expect.
- Show what you teach.
- Help students participate in their own learning, because they know what they are aiming for.
- Save you from having to explain your criteria to students after they have handed in their work, as a way of justifying the grades they are contesting.
- Help student peers give each other constructive feedback on plans and drafts.

So we have come to the conclusion that instructional rubrics make teachers' expectations very clear. The rubric of an assignment helps students to know what is expected of them. Rubrics allow students to self – regulate themselves by empowering students to monitor their learning and evaluate their own work. Rubrics also provide students feedback about their strengths and weaknesses.

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