

## Rubrics: Our best friends

I stress to my students and colleagues that “rubrics are our best friend”.

Rubrics are marking schemes used to assess learning outcomes/assignments. They range in format (grid style, holistic checklist) but all include a description of the task, a measurement scale with a criterion for evaluation, dimensions of the task, and a description of each dimension on the scale (Boateng, Bass, Blaszak & Farrar, 2009).

Rubrics should be given to the students with the assignment description (rather than after the assignment has been marked). Rubrics are “the students’ best friend” because students know exactly what is expected of them, there are no surprises in the evaluation, and they can use it as a guide as they are working on their assignment to increase their success. Rubrics are “the instructors’ best friend” because they make marking efficient and effective, provide a consistent evaluation, and increase equity in marking reducing students questioning their marks.

Journal Article Critique				
	Excellent 10 pts	Good 8 pts	Fair 5 pts	Poor/Unacceptable 0 pts
<b>Summary</b>	<p><b>Excellent</b></p> <p>The article is clearly but succinctly summarized - only the key points of the article are touched upon. The article summary takes up no more than one third of the total assignment.</p>	<p><b>Good</b></p> <p>The article is clearly summarized, but some sub points are addressed along with main points. The summary is not succinct, is too long and cumbersome</p>	<p><b>Fair</b></p> <p>The article summary is somewhat unclear and/or overly detailed, so long as to appear more like a short, unclear article than a summary.</p>	<p><b>Poor/Unacceptable</b></p> <p>The article summary is very unclear and/or overly detailed. Not at all clear summary.</p>
<b>Article Choice</b>	<p><b>Excellent</b></p> <p>Article selected is current (&lt;5 years), topic is specific to task. Article published in peer-reviewed scholarly journal.</p>	<p><b>Good</b></p> <p>Article selected may be current (&lt;5 years) or somewhat older, topic is related to task, but less specific. Article published in peer-reviewed scholarly journal.</p>	<p><b>Fair</b></p> <p>Article is somewhat related to task and/or is grossly outdated (&gt; 10 years). Article not from acceptable source.</p>	<p><b>Poor/Unacceptable</b></p> <p>Article is not or barely related to task or is grossly outdated (&gt; 10 years). Article not from acceptable source.</p>
<b>Organization</b>	<p><b>Excellent</b></p> <p>Summary is well organized, and clearly stated. The points of the article are clear from the very beginning and the name and author of the article is made clear early in the paper.</p>	<p><b>Good</b></p> <p>Paper is organized, has an intro, body and conclusion. The purpose of the paper becomes clear within the paper and the name and author of the article is mentioned within the paper.</p>	<p><b>Fair</b></p> <p>Paper is not well organized, has an unclear or non-existent intro, body and conclusion. The purpose of the paper is unclear and the name and author of the article is not stated or stated late.</p>	<p><b>Poor/Unacceptable</b></p> <p>Paper is not well organized, has non-existent intro, body and conclusion. Poorly organized.</p>
<b>Mechanics Requirements</b>	<p><b>Excellent</b></p> <p>APA and page length (1-2) requirements are met and there are few grammatical errors or typos.</p>	<p><b>Good</b></p> <p>APA and page length (1-2) requirements are met and there are some grammatical errors or typos that affect comprehension.</p>	<p><b>Fair</b></p> <p>APA and page length (1-2) requirements are not met. There are numerous grammatical errors or typos in previously learned areas.</p>	<p><b>Poor/Unacceptable</b></p> <p>AHHHH! I don't even know what to say!</p>

### Key Resource:

iRubrics ( <http://www.rcampus.com/indexrubric.cfm>) is a wonderful website with 1000's of sample rubrics.

### Additional Resources:

Boateng , Bass, Blaszak, Farrar (2009) “The development of a competency based assessment rubric to measure resident milestones”. *Journal of Graduate Medical Education* 1(1):45-48.

Mertler (2001) "Designing scoring rubrics for your classroom". Practical Assessment, Research & Evaluation, 7(25).

Stevens & Levi (2004) Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning. Virginia: Stylus Publishing

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