

Multi-Focal Rubric Development: Bringing the Big Picture Vision Through Multiple Viewpoints

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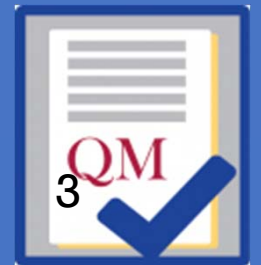
Session Outcomes

- Share how rubrics are designed, developed in their professional practice/institution
- Discuss multi-focal rubric opportunities for their coursework/course development
- Develop a brief multi-focal rubric shell for development after the conclusion of the conference



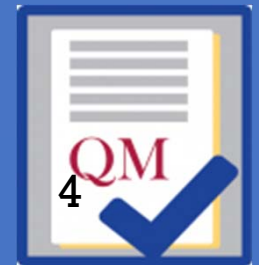
Rubrics, Assessment, and Course Outcomes

- When assessing multiple course and program outcomes, simple rubrics often do not address all needed components
- Multi-focal rubrics can incorporate different components/aspects of the deliverable (assessment/assignment)



How do you use Rubrics

- Please work in small breakout rooms to examine your current rubrics and processes
 - Identify how you align rubrics between assessments, course learning outcomes, and program learning outcomes
 - Explain how you utilize/address the QM standards in this process



QM Standards

- QM General Standard 3: Assessment and Measurement
 - Specific Standard 3.1 – Assessments measure achievement of stated learning objectives or competencies
 - Specific Standard 3.3 – Specific and descriptive criteria are provided for evaluation of learners' work



Examples of Multi-focal Rubrics

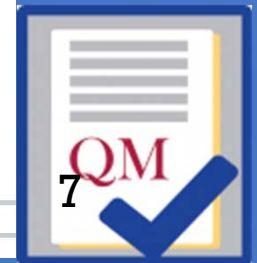
- Conceptual Application Analysis
 - Content and format
- Critical Reflection Rubric
 - Structure, content, weaving of theory to practice, format
- Prospectus Rubric
 - Each component of the paper (Met/Not Met)
- Dissertation Progress Rubric
 - Activities required for Progress (Met/Not Met)



Conceptual Application Analysis - updated

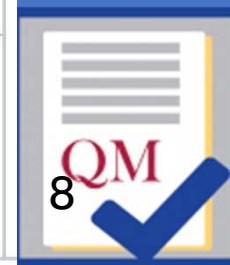
| Criteria | Ratings | | | | Pts |
|---|--|---|--|--|-----------------|
| <p>Conceptual Application Analysis Content and data-informed support (80%)</p> | <p>80.0 to >73.6 pts Mastery An outstanding analysis that shows deep insight and which identifies and discusses all of the important aspects of the concept(s) in appropriate detail; thoroughly supports all claims and conclusions by weaving facts from the readings with information from application to professional practice; and clearly and concisely written.</p> | <p>73.6 to >67.2 pts Competence A good analysis that shows some insight and which identifies and discusses most of the important aspects of the concept(s) adequately; many of the claims and conclusions are supported with facts, but not all; reasoning supporting the claims and conclusions is generally clear and woven with application to professional practice, but not always; and some problems in clarity or conciseness.</p> | <p>67.2 to >60.0 pts Satisfactory An average analysis that identifies the most important aspects of the concept(s); missing some aspects and/or lacking some insight; few, if any, claims and conclusions are supported with facts or woven with application to professional practice; and writing is sometimes unclear and not concise.</p> | <p>60.0 to >0 pts Unsatisfactory An inadequate analysis that had significant problems, such as aspects of the concept(s) are not identified and discussed; claims and conclusions are generally not supported with facts or woven with application to professional practice; and writing is often unclear.</p> | <p>80.0 pts</p> |
| <p>Appropriate use of grammar conventions and uses APA/UTC formatting and style (20%)</p> | <p>20.0 to >18.4 pts Mastery Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. Consistent formatting and style adherence.</p> | <p>18.4 to >16.8 pts Competence Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not interfere with meaning. Reasonable formatting and style conformity.</p> | <p>16.8 to >15.0 pts Satisfactory Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Errors interfere with meaning. Some formatting and style conformity.</p> | <p>15.0 to >0 pts Unsatisfactory Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous formatting and style errors interfere with meaning.</p> | <p>20.0 pts</p> |

Total Points: 100.0



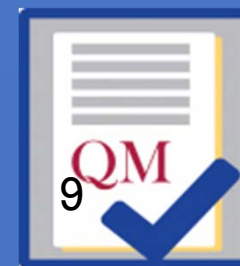
Critical Reflection Rubric - Version 1.0 (1)

| Criteria | Ratings | | | | Pts |
|--|---|---|--|---|----------|
| Creates an organizing structure establishes context & relevance for the Competency Area | <p>25.0 to >23.0 pts</p> <p>Mastery</p> <p>Skillfully selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, and authoritative voice. Establishes an insightful claim/assertion in the form of a thesis when responding to a given prompt. Uses an organizational structure that enhances the response. The opening, body, and closure are well organized.</p> | <p>23.0 to >21.0 pts</p> <p>Competence</p> <p>Selects and summarizes key ideas to establish context appropriate to audience by using tools such as precise language, descriptive language, and authoritative voice. Establishes an interpretive claim/assertion in the form of a thesis when responding to a given prompt. Uses an organizational structure that allows for a progression of ideas to develop. Includes an opening, body, and closure.</p> | <p>21.0 to >18.75 pts</p> <p>Satisfactory</p> <p>Attempts to select and summarize key ideas to establish context but selections may be invalid, insufficient, or unclear. Attempts an interpretive claim/assertion in the form of a thesis but thesis may not address the prompt or may be invalid or unclear. Uses an organizational structure that causes confusion. Shows some elements of organization.</p> | <p>18.75 to >0 pts</p> <p>Unsatisfactory</p> <p>Does not select and summarize key ideas to set context. Writing is disjointed and there is little evidence of organization.</p> | 25.0 pts |
| Analysis of Relevant Experiences, Thoughts, Constructed Knowledge for the Competency Area | <p>25.0 to >23.0 pts</p> <p>Mastery</p> <p>Experience descriptions, reflections, are in-depth and relate to competency while providing clear insight.</p> | <p>23.0 to >21.0 pts</p> <p>Competence</p> <p>Experience descriptions and reflections adequately relate to competency, and provide acceptable insight.</p> | <p>21.0 to >18.75 pts</p> <p>Satisfactory</p> <p>Experience descriptions and reflections begin to demonstrate relation to competency, but little or no insightful commentary.</p> | <p>18.75 to >0 pts</p> <p>Unsatisfactory</p> <p>Experiences do not relate to competency and reflections do not demonstrate understanding of competency.</p> | 25.0 pts |
| Synthesis of Theory and Experience for the Competency Area | <p>25.0 to >23.0 pts</p> <p>Mastery</p> <p>Demonstrates a broad array of experience and clearly connects it to appropriate theoretical constructs showing deep understanding and thoughtfulness. Exceptional referencing to support context in valid manner.</p> | <p>23.0 to >21.0 pts</p> <p>Competence</p> <p>Demonstrates a broad array of experience and clearly connects it to appropriate theoretical constructs. Adequate referencing to support context in valid manner.</p> | <p>21.0 to >18.75 pts</p> <p>Satisfactory</p> <p>Demonstrates a broad array of experience but only connects it to the appropriate theoretical constructs in a weak and superficial manner. Inadequate referencing to support context in valid manner.</p> | <p>18.75 to >0 pts</p> <p>Unsatisfactory</p> <p>Demonstrates a broad array of experience but does not connect it to appropriate theoretical constructs. Unacceptable referencing to support context.</p> | 25.0 pts |
| Appropriate use of grammar conventions and uses APA/UTC formatting, style, and Endnote application | <p>25.0 to >23.0 pts</p> <p>Mastery</p> <p>Demonstrates consistent control of grammar, usage, punctuation, sentence construction, and spelling. Consistent APA style/UTC formatting, and EndNote adherence.</p> | <p>23.0 to >21.0 pts</p> <p>Competence</p> <p>Demonstrates control of usage, grammar, punctuation, sentence construction, and spelling. Occasional errors do not interfere with meaning. Reasonable APA style/UTC formatting, and EndNote adherence.</p> | <p>21.0 to >18.75 pts</p> <p>Satisfactory</p> <p>Demonstrates some control of usage, grammar, punctuation, sentence construction, and spelling. Errors interfere with meaning. Some adherence to APA style/UTC formatting, and EndNote adherence..</p> | <p>18.75 to >0 pts</p> <p>Unsatisfactory</p> <p>Demonstrates little control of usage, grammar, punctuation, sentence construction, and spelling. Numerous errors interfere with meaning. Little to no APA style/UTC formatting, and EndNote adherence.</p> | 25.0 pts |
| Total Points: 100.0 | | | | | |



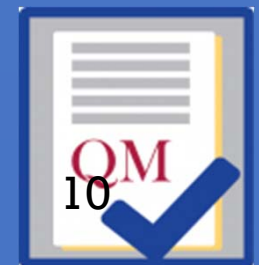
Prospectus Draft Elements Version 3.0

| Criteria | Ratings | |
|--|---|--|
| Introduction and Background to the Problem | <p>Met</p> <p>Serves as a strong introduction and background by directing the reader's attention and interest in the topic in a mature way. The introduction and background includes a clear theme and message with direct connections to the research problem and related literature. The structure of the introduction and background is exceptionally explicit, arguable, clearly developed, and definitive in structure. The introduction and background serves as a clear conceptual bridge to the problem statement and what is to be expected in the study.</p> | <p>Not Met</p> <p>The introduction and background are brief not included. If it exists, it is unclear with with information that is either unrelated or unclear in purpose. There is no connection to the research problem or what the reader can expect in the study and little or no connection to related literature.</p> |
| Statement of the Problem | <p>Met</p> <p>The Problem Statement is clearly declarative and concisely states the main point that the author is trying to make from an area of concern or gap in the existing knowledge with suggested approaches for exploration and research. It establishes the focus that directs the body of the study toward clearly related to the research questions.</p> | <p>Not Met</p> <p>The Problem Statement is not in a declarative statement if present at all. The problem statement inadequately identifies a topic or fails to establish the direction of the study.</p> |
| Purpose of the Study | <p>Met</p> <p>The purpose of the study is clearly described and explains the primary goal to be achieved in the study. It further sets the foundation for need for the study.</p> | <p>Not Met</p> <p>The purpose of the study is not clearly described if present.</p> |
| Research Questions | <p>Met</p> <p>The research questions are clear, measurable, and precise. The questions are informed by and connected to current research needs in the participant's area of professional practice.</p> | <p>Not Met</p> <p>The questions are unclear and may not be clearly related to the project topic or the participant's professional practice.</p> |
| Rationale for the Study | <p>Met</p> <p>The rationale for the study provides a clear description of the reason the study is needed. It includes support from the related literature that clearly demonstrates the gap in knowledge or need for clarification or deeper analysis of the problem.</p> | <p>Not Met</p> <p>The rationale for the study, if present, does not provide a clear description of the reason the study is needed. It lacks support from the related literature and clarification of the need for deeper analysis of the problem.</p> |
| Importance of the Study (may overlap with the rationale) | <p>Met</p> <p>The importance for the study provides a clear description of the benefits that may be derived from the study. It includes support from the related literature that clearly demonstrates the gap in knowledge and what is to be gained as a result of the study.</p> | <p>Not Met</p> <p>The importance of the study, if present, does not provide a clear description of the benefits of the study. It lacks support from the related literature and does not describe the potential gains to be realized as a result of the study.</p> |
| Definition of Terms | <p>Met</p> <p>Terms that are specific to the study or the discipline are clearly defined, including appropriate reference where possible. Terms that are to be specifically defined for the purposes of this study are listed as operationally defined.</p> | <p>Not Met</p> <p>Terms are not included or are not clearly defined, appropriate references are not included. Operational definitions are not clearly identified.</p> |
| Theoretical/Conceptual Framework | <p>Met</p> <p>Clearly establishes one to three theoretical perspective(s) that support the framework for the study to be done. Uses both seminal and current literature as foundational basis for the study.</p> | <p>Not Met</p> <p>Does not clearly establish theoretical perspective(s) that support the framework for the study to be done, if present at all.</p> |
| Literature Review | <p>Met</p> <p>Explicit and thorough references to key peer-reviewed literature and theoretical material pertinent to the potential research. Contrasting literature is posed clearly with contrasting themes resulting in a clear argument for the study to be completed. Thorough reference to most important seminal studies, as well as to current research, pertinent to the research problem and subsequent research questions and concluding with specific gaps in research and professional practice to be addressed by the study.</p> | <p>Not Met</p> <p>Does not include explicit and thorough references to key peer-reviewed literature and theoretical material pertinent to the potential research. Little to no evidence of review for contrasting literature is posed. May include seminal studies or current research, but not both as needed to establish the research problem and subsequent research questions.</p> |
| Population and Sample | <p>Met</p> <p>A clear description of potential population and sample is provided</p> | <p>Not Met</p> <p>A clear description of potential population and sample is not provided</p> |
| Identification of variables | <p>Met</p> <p>Identification of dependent, independent and classification variables and potential ways they will be measured</p> | <p>Not Met</p> <p>Little or no identification of dependent, independent and classification variables and potential ways they will be measured</p> |
| Potential data collection methods | <p>Met</p> <p>Data Collection (tests, measures, scales, questionnaires, including details of validity and reliability, interview or observation schedules, or other.</p> | <p>Not Met</p> <p>Data Collection (tests, measures, scales, questionnaires, including details of validity and reliability, interview or observation schedules, or other not present or not clear.</p> |
| Research Design | <p>Met</p> <p>Research Design including potential data analysis techniques and attention to internal and external validity concerns for both quantitative and/or qualitative genres.</p> | <p>Not Met</p> <p>Research Design including potential data analysis techniques and attention to internal and external validity concerns for both quantitative and/or qualitative genres is not present or is not clear.</p> |



Dissertation Semester Progress Rubric

| Criteria | Ratings | |
|--|---|---|
| <p>Establishment of Timeline</p> | <p>Progress Establishes an approved timeline (or submits approved revised timeline) for semester milestones to be accomplished.</p> | <p>No Progress Does not establish an approved timeline of milestones for the semester accomplishments.</p> |
| <p>Communication with Chair and Committee (Update reports)</p> | <p>Progress Communicates with Chair and Committee by posting 6 or more meaningful bi-weekly update reports.</p> | <p>No Progress Posts less than 6 meaningful bi-weekly update reports.</p> |
| <p>Accomplishment of Timeline Achievements</p> | <p>Progress Accomplishes a majority of the milestones listed on the timeline, and or revises timeline with alternate milestones.</p> | <p>No Progress Does not accomplish the majority of the achievements listed on the timeline.</p> |



Challenges

- In your small breakouts, provide examples of challenges faced for rubrics/assessment processes at your institution
 - Faculty
 - LMS
 - Curriculum design and approval process



Canvas LMS Rubrics page showing a list of rubrics for a course. The page title is "Course Rubrics" and it includes a "+ Add Rubric" button. The list of rubrics includes:

- Alternate Deliverable (1 criterion, 100 points possible)
- Class Meeting Contribution Rubric (1) (1 criterion, 100 points possible)
- Conceptual Application Analysis - Update 8-20-20 (2 criteria, 100 points possible)
- Critical Reflection Rubric - final (1 criterion, 100 points possible)
- Critical Reflection Rubric - preliminary (1.0) (4 criteria, 100 points possible)
- Discussion Issue Rubric - updated (1) (3 criteria, 100 points possible)
- Peer Partnership Rubric (2 criteria, 100 points possible)
- Presentation Rubric - updated (2 criteria, 100 points possible)
- Presentation Rubric - updated 8-20-20 (2 criteria, 100 points possible)

Canvas LMS Grading page for a student (138748@student_id=10456) showing a rubric for "Conceptual Application Analysis - Update 8-20-20". The student's score is 0/1 (1/1). The rubric table is as follows:

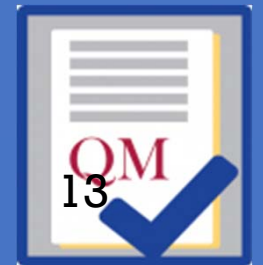
| Criteria | Ratings | Pts |
|---|--|----------|
| Conceptual Application Analysis Content and data-informed support | <p>80 to >73.6 pts Mastery An outstanding analysis that shows deep insight and which identifies and discusses all of the important aspects of the concept(s) in appropriate detail; thoroughly supports all claims and conclusions by weaving facts from the readings with information from application</p> <p>73.6 to >67.2 pts Competence A good analysis that shows some insight and which identifies and discusses most of the important aspects of the concept(s) adequately; many of the claims and conclusions are supported with facts, but not all; reasoning supporting the claims and conclusions is generally clear and woven with</p> <p>67.2 to >60 pts Satisfactory An average analysis that identifies the most important aspects of the concept(s); missing some aspects and/or lacking some insight; few, if any, claims and conclusions are supported with facts or woven with application to professional practice and</p> <p>60 to >0 pts Unsatisfactory An inadequate analysis that had significant problems, such as aspects of the concept(s) are not identified and discussed; claims and conclusions are generally not supported with facts or woven with application to professional practice and</p> | / 80 pts |

LMS CLOs Assessment



Next steps

- Identify a course/deliverable for use of a multi-focal rubric at your institution
 - Identify specific learning outcomes
 - Include 3-5 categories for rubric



Contact Information

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Please remember to complete the session evaluation

