
CREATING AND IMPLEMENTING RUBRICS TO MONITOR STUDENT LEARNING

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What is a rubric?

- **Rubrics are often a scoring guide which assists in the grading process**
- **Rubrics “communicate expectations with students and standardize assessment”**
- **Rubrics “provide qualitative guidance” on performance levels**
- **Rubrics can also be used for program level assessment and “difficult to measure” competencies**

Grading Rubrics

- **Standardize and offer a consistent approach to grading – a scoring guide**
- **Increases the consistency and speed of grading**
- **Provides an opportunity for students to self-assess their performance**

Grading Rubrics

Score	Grade Equiv	Description
10	A	<ul style="list-style-type: none"> • Document meets all Document Standards for formatting guidelines • Document is well sequenced according to the writer's goals • Document establishes a tone that is appropriate to the relationship between the writer and the reader • Subject lines and headlines are specific, engaging and capture the main idea of the document or section • Document presents a clear and compelling case in support of the request or announcement using information that is targeted specifically to the reader • Document makes all information clear and easy to find • Document does not include extraneous information • Paragraphs are well focused and generally no longer than 8 lines • Sentences are generally no longer than 20 words • Document is virtually free of errors in grammar and usage
9	A-	
8	B+	
7	B	<ul style="list-style-type: none"> • Document meets most Document Standards for formatting guidelines • Document is well sequenced according to the writer's goals • Document establishes a tone that is generally appropriate to the relationship between the writer and the reader • In general, subject lines and headlines are specific, engaging and capture the main idea of the document or section • Document presents a generally clear and compelling case in support of the request or announcement using information that is targeted specifically to the reader • Document makes most information clear and easy to find • Paragraphs are well focused and generally no longer than 8 lines • Sentences are generally no longer than 20 words

Grading Rubrics

	Description	Standards
A A-	Outstanding	<ul style="list-style-type: none">• All of the very good requirements – plus• Providing summary exhibits to accompany a multi-dimensional analysis.• Engaging in comparative analysis as the basis of conclusions.
B+ B	Very Good	<ul style="list-style-type: none">• All of the good requirements – plus• Providing evidence (e.g. quotes from the annual report's management discussion) of the explanation of the observed variation in ratios.• Relating internal trends to external conditions.• Expanding analysis to include competitors and/or industry data.
B- C+	Good	<ul style="list-style-type: none">• All of the minimum requirements – plus• Providing reasonable explanation of the observed variation in ratios.• Solid analysis of internal trends.• Expanding the analysis to include ratios beyond DuPont (e.g. gross margin or TIE)
C C-	Minimum	<ul style="list-style-type: none">• Preparing the DuPont Identity correctly for two or preferably three years.• Providing some explanation of the observed variation in the ratios.• Demonstrating professional standards in delivery.

Grading Rubric:

Objective Measure of Student Comprehension

- **Multiple choice exam questions are matched to concept areas**
- **Allows for a broad analysis of student achievement**

Learning Assessment: Measuring Fundamental Concepts

Concept Area: Channels

	Overall % Correct
Q1: The marketing manager for a producer of mattresses and box springs distributes its product...	85.71%
Q2: Intensive Distribution...(with statements giving descriptions in the answers)	96.85%
Q3: The retailing mix includes all of the following except...	69.98%
Q4: Logistical functions for intermediaries include all of the following except:	77.24%
Total Channels Average	82.45%

Concept Area: Marketing Arithmetic

	Overall % Correct
Q1: Levi's wants to set its selling price on an item so that the retail list price will be \$50...	86.44%
Q2: A mustard manufacturer sells to a distributor who marks up 30% on cost and sells...	64.16%
Total Marketing Arithmetic Average	75.30%

Concept Area: Pricing

	Overall % Correct
Q1: The manufacturer of a new kind of fat-free ice cream that has the same consistency...	74.33%
Q2: Which of the following factors would act as a constraint on pricing?	56.17%
Total Pricing Average	65.25%

SMG Learning Assessment Program

- **Learning goals**
 - Programmatically based learning goals
 - Goals focus on the competency expected of all graduates
- **Assessing learning goals**
 - Learning objectives are defined for each learning goal
 - Objectives are the measureable activities used to assess progress towards a goal
- **Students are informed of goals at orientation and through program materials**

Complex Rubrics

- **Measure “higher level” competencies**
- **“Higher level” areas may include critical thinking, ethics, and cross-functional thinking**
- **Rubrics provide needed definition of student competency**
- **Rubrics are broadly developed and further adapted within a course**

Complex Rubrics: Ethics Example

Dimensions	Performance Categories		
	2	1	0
Recognize Ethical Issues	Identified all or most relevant issues involving professional ethics and penalties.	Identified some relevant issues involving professional ethics and penalties.	Failed to identify any relevant issues involving professional ethics and penalties.
Knowledge of Ethical Reasoning	All or most ethical rules are accurately understood and students demonstrate a very good understanding of the topic.	Some ethical rules are accurately understood and students demonstrate an acceptable understanding of the topic.	Ethical rules are misunderstood and students demonstrate an unacceptable understanding of the topic.
Appeal Ethical Reasoning	Demonstrates a good, solid defense of a reasonable solution to the issue(s).	Demonstrates a passable defense of a reasonable solution to the issues(s).	Demonstrates a minimal defense of reasonable solution or unreasonable solution to the issue(s).
Communicate Conclusion	Communicates a concise and articulate recommendation.	Communicates an ambiguous or somewhat unclear recommendation.	Fails to recommend or provides an incomprehensible recommendation.

http://www.cbe.csueastbay.edu/assessment_bsba.htm

Complex Rubrics: Presentation Skills

Delivery	Exceeds Standards	Meets Standards	Fails to Meet Standards
Attire		Professional – business casual or formal, as appropriate.	Inappropriate or distracting.
Eye Contact	Maintains eye contact continuously – scans entire audience. Has no need to look at slides except to confirm alignment or synchronization.	Maintains eye contact with audience most of the time. Checks slides or notes occasionally.	Reads most or all of report, making little or no eye contact with audience. Relies heavily on note cards or slides.
Body language (also use of hands, gestures, animation)	Conveys confidence and enthusiasm. Gestures are appropriate and add value/emphasis to message.	Body language is appropriate. Gestures do not detract from message, offer some support.	Conveys nervousness/lack of confidence, fidgeting, rigidity. Gestures detract from message.
Positioning/movement	Effortlessly uses positioning and changes it to engage audience and direct attention.	Appears comfortable, relaxed, and confident. Movement engages audience or directs attention to data.	Disconnected from audience and material. Rigidly planted; crossed ankles; rocking; rapid pacing.
Projection/modulation	Uses variation in pitch and volume to maintain audience attention and to emphasize points.	Is loud enough for all in audience to hear. Some variation in pitch and volume.	Too quiet to be heard by many in audience or excessively loud. Monotonic, no variation in pitch or volume.
Pace	Clear and engaging, neither too fast nor too slow, easy to understand, and maintains interest.	Neither too fast nor too slow; easy to understand.	Too fast or too slow or with long pauses to collect thoughts. Difficult to understand words.
Pronunciation	Clear, precise, and correct.	Articulates clearly. Audience can understand without effort.	Mumbles and mispronounces terms.
Use of “fillers”		No use of space fillers – um, like, etc.	Uses space fillers – um, like, etc.

Complex Rubrics: Presentation Skills

- **Experience in developing & piloting the presentation rubric....**
 - Cross-functional team
 - Collected examples
 - Codifying a Justice White notion of a great presentation
 - Rubric and scoresheet
 - Trial and revision, trial and revision

Distributing Rubrics To Students

- **Providing rubric to students prior to the assignment can help to:**
 - Increase students own awareness
 - Set assignment expectations
 - Provide students with a means of self-assessment

Complex Rubric: Critical/Analytical Thinking

I. FORMULATION: IDENTIFYING AND STRUCTURING THE PROBLEM

	Flawed		Acceptable		Exemplary	
	1	2	3	4	5	6
1. Identifies and summarizes key problem(s)	Fails to identify key problem or to describe it clearly		Identifies key and secondary problems but does not adequately discuss their relative importance or priority		Clearly distinguishes key and secondary problems along with their relative importance or priority	

	Flawed		Acceptable		Exemplary	
	1	2	3	4	5	6
2. Identifies courses of action (i.e., alternatives)	Fails to identify key alternatives and/or proposes non-actionable alternatives		Identifies most of the main alternatives and discusses how they can be put into action		Identifies all main actionable alternatives and is creative in proposing less obvious courses of action	

Complex Rubric: Critical/Analytical Thinking

		n=55		Flawed		Acceptable		Exemplary	
Group Mean:		Item Mean	Cumulative Score (330 max)	Count of					
				(1)	(2)	(3)	(4)	(5)	(6)
I. Formulation:									
3.05	1. Identify Problem	3.89	214	2.00	9.00	16.00	7.00	8.00	13.00
	2. Identify courses of action	2.62	144	9.00	20.00	14.00	7.00	5.00	0.00
	3. Given identified courses of action, discusses constraints	2.87	158	7.00	21.00	9.00	10.00	6.00	2.00
	4. Given identified courses of action, discusses selection criteria	2.82	155	11.00	19.00	8.00	7.00	6.00	4.00
II - Analysis									
3.95	1. Structures analysis using appropriate frameworks	4.40	242	1.00	5.00	7.00	14.00	14.00	14.00
	2. Uses appropriate analytical tools	4.13	227	1.00	9.00	4.00	15.00	20.00	6.00
	3. Evidence - Qualitative	4.40	242	0.00	3.00	8.00	21.00	10.00	13.00
	4. Evidence - Quantitative	2.87	158	15.00	12.00	5.00	14.00	6.00	3.00
III - Decisions & Actions									
4.72	1. Decides on a course of action	4.72	255	0.00	1.00	8.00	13.00	15.00	17.00

Complex Rubric: Critical/Analytical Thinking

- **Complex rubrics are not grading rubrics and have a distinct purpose**
- **Removing grading function allows faculty to focus on competency to be assessed**
- **Effort is required to adjust evaluative style when using a complex rubric**

Questions?
