

The Single-Point Rubric

Vincent Grit



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Experience with rubrics?



What is a single-point rubric?

Needs improvement	Criteria / Standard	Exemplary / excellent
	The student creates and maintains a safe learning and working environment.	<i>Your response to M's misbehavior was very clear and yet friendly.</i>
<i>The 'we-do' phase wasn't scaffolded well, leaving students with questions during the 'you-do' phase.</i>	The lesson taught is goal-oriented and reflects the I do, we do, you do principles.	
	The student checks for understand and responds accordingly.	
	...	



When & Why?

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- ➔ When dealing with **complex skills** and **multiple correct outcomes**.
- ➔ To mix **formative & summative** assessment.
- ➔ To enhance the power of **feedback**.



Pros & Cons

	Analytical rubric	Single-point rubric
Pros	<ul style="list-style-type: none">→ Provides language for feedback in advance (taking less time).→ Space for multiple (3+) performance levels.	<ul style="list-style-type: none">→ Enhances constructive alignment (one set of goals)→ Provides space for specific feedback.→ Takes less time to design.
Cons	<ul style="list-style-type: none">→ Takes more time to design.→ Language is often (too) generic.→ Limited or no space for specific feedback.	<ul style="list-style-type: none">→ Takes more time to complete.→ Often a maximum of three levels (fail/pass/excellent).
Both	<ul style="list-style-type: none">→ Criteria for different performance levels are fixed.	<ul style="list-style-type: none">→ Criteria for different performance levels are open.



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Is the single-point rubric a **reliable & valid** tool for summative assessment?

Let's look at some research...



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Analytical vs. holistic

Design:

- Two sample essays:
 - A) well-written, but incomplete
 - B) complete, but many errors
- Participants assess both essays:
 - once with analytical rubric,
 - once without rubric (holistic);
 - 100-points grade scale;
 - Mechanics accounts for 10%

Your hypothesis?



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Analytical vs. holistic


Results:

- Essay A was graded higher
- Raters were influenced by language errors when assessing other criteria (e.g. content).
- Increased grade variance when using the analytical rubric.



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Assessing Writing 15 (2010) 18–39

ASSESSING WRITING

Reliability and validity of rubrics for assessment through writing

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Available online 7 April 2010

Abstract

This experimental project investigated the reliability and validity of rubrics in assessment of students' written responses to a social science "writing prompt". The participants were asked to grade one of the two samples of writing assuming it was written by a graduate student. In fact both samples were prepared by the authors. The first sample was well written in terms of sentence structure, spelling, grammar, and punctuation; however, the author did not fully answer the question. The second sample fully answered each part of the question, but included multiple errors in structure, spelling, grammar and punctuation. In the first experiment, the first sample was assessed by participants once without a rubric and once with a rubric. In the second experiment, the second sample was assessed by participants once without a rubric and once with a rubric. The results showed that raters were significantly influenced by mechanical characteristics of students' writing rather than the content even when they used a rubric. Study results also indicated that using rubrics may not improve the reliability or validity of assessment if raters are not well trained on how to design and employ them effectively.

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Analytical vs. holistic

“(..) the authors predicted that the rubric would lower the range and the variability of scores and, therefore, increase the reliability of grading. The results did not support this hypothesis. Findings indicated that using the rubric did not lessen the range of assigned scores to a given essay. In fact, on the contrary, the authors found that the assigned grade variance increased significantly after implementing the rubric.”



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Analytical vs. holistic


Conclusions:

- Using an analytical rubric does not enhance reliability & validity.
- Using a rubric is not ‘better’ than not using a rubric.
- Designing a rubric is not easy.
- A shared sense of quality among teachers is key.



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Analytical vs. single-point

Design:

- 64 English students (17-18 y/o)
- Students complete two writing tasks:
 - A) with an analytical rubric
 - B) with a single-point rubric
- Two raters (not the teachers) grade:
 - A) with the analytical rubric
 - B) with the single-point rubric



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Analytical vs. single-point

Research question 2:

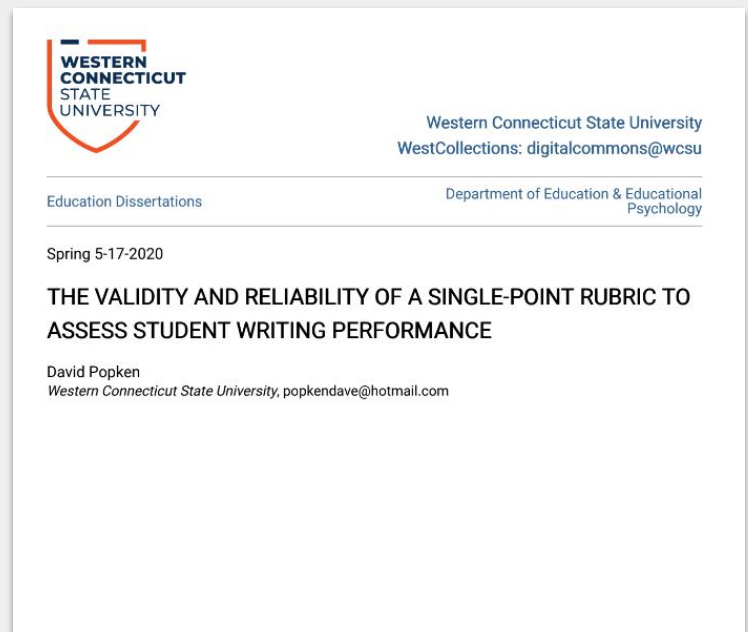
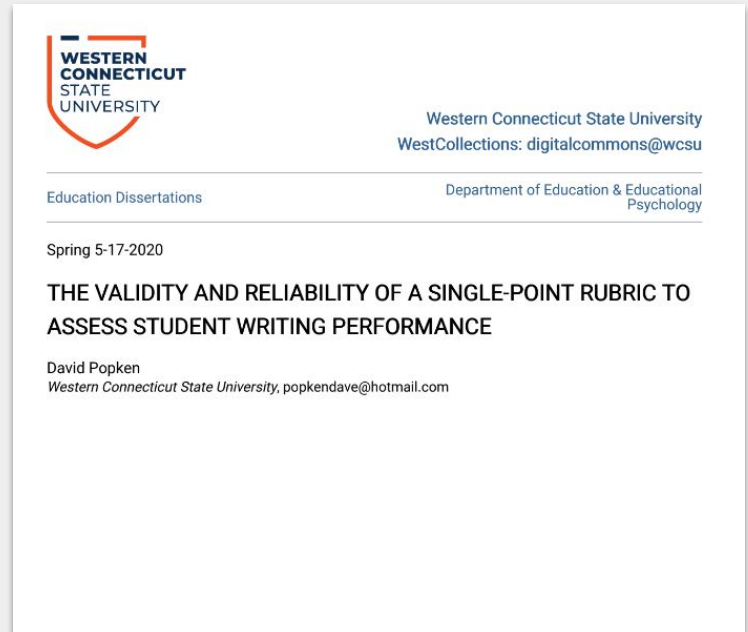
What is the inter-rater reliability of a single-point writing rubric?

Conclusion:

“Item score agreement between rater one and rater two totaled 88%, with 17 of 19 items meeting or surpassing the minimum threshold of 80% agreement”



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