



# Collaborative Rubric Adaptation

Engaging Multiple  
Perspectives to Define  
Quality

*Yao Zhang Hill  
Faculty Specialist*

University of Hawai'i at Mānoa





# Workshop Motivation

1. Many existing rubrics are out there
  - V.A.L.U.E. rubrics in particular
  - Resources on handout
2. Collaborative discussion needs to happen for faculty buy-in



# Workshop Learning Outcome

Participants will be able to:

Utilize strategies to **facilitate** collaborative  
adaptation of rubrics

# Strategies

## 1. Prepare an agenda and a script

### Agenda

1. *Discuss the rubric*
2. *Score Sample A*
3. *Score Sample B*
4. *Summary + next steps*

#### Facilitation Activity: Collaborative Rubric Adaptation

Activity outcome: Pilot test a rubric in order to verify usefulness and/or revise the rubric.

Process: Open, full-group discussion

#### Materials needed:

- Copies of the targeted program student learning outcome(s)
- Copies of the (draft) rubric for the SLO(s)
- 2-3 samples of student work (different levels of quality, if possible). Copies or available on Laulima or other secure site.
- Copies of a score sheet with blank space for notes

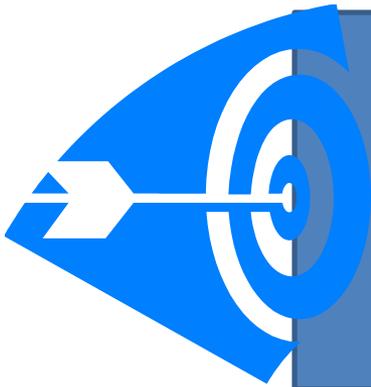
#### Time in minutes

	Prior to the session, faculty members read the targeted SLO(s), the rubric, and the samples of student work.
5	<p>Step 1. Welcome participants and describe the activity.</p> <p><i>“Thank you for coming today. In our last meeting, we decided to measure one program learning outcome 4 in the BA program next semester. That is: critical analysis through effective writing. This semester, the Curriculum Committee is developing a scoring rubric related to this outcome. We found a rubric that we think can be used as a starting point. That is the written communication rubric from AAC&amp;U’s Valid Assessment of Learning in Undergraduate Education rubric set, commonly known as VALUE rubric. Our goal for today is to have you give feedback on this rubric so that we can revise it to align with our program outcome.</i></p> <p><i>Today’s agenda: we’ll first discuss the rubric in the blue sheet. Then we’ll apply the rubric to two student papers (one on a white sheet and one on a yellow sheet). After each paper, we’ll discuss the rubric and our scores for that paper. Based on our scoring experience and discussion, we will decide how to modify the rubric.</i></p>

Adapted from Stitt-Bergh, M. (2013). *Facilitating Program Assessment Decision-Making*. Assessment Office Workshop conducted from University of Hawai‘i at Mānoa.

# Strategies

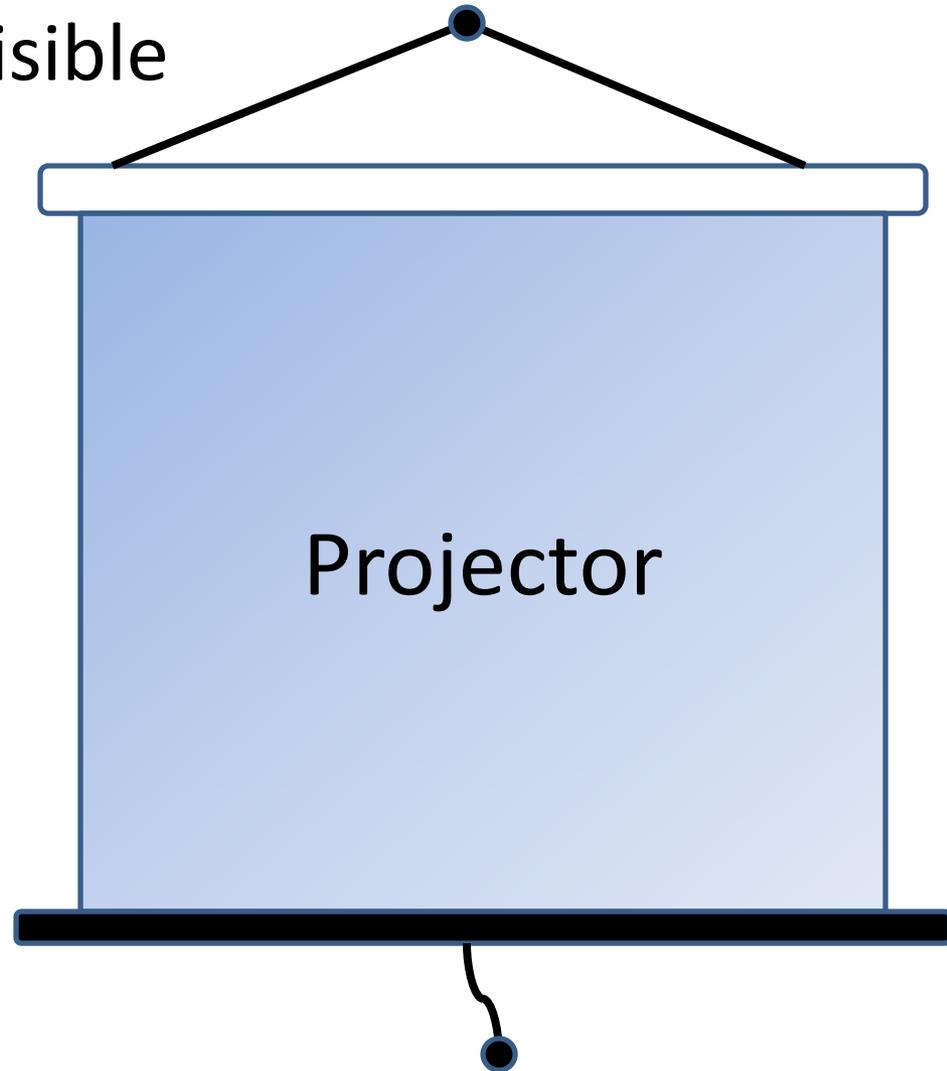
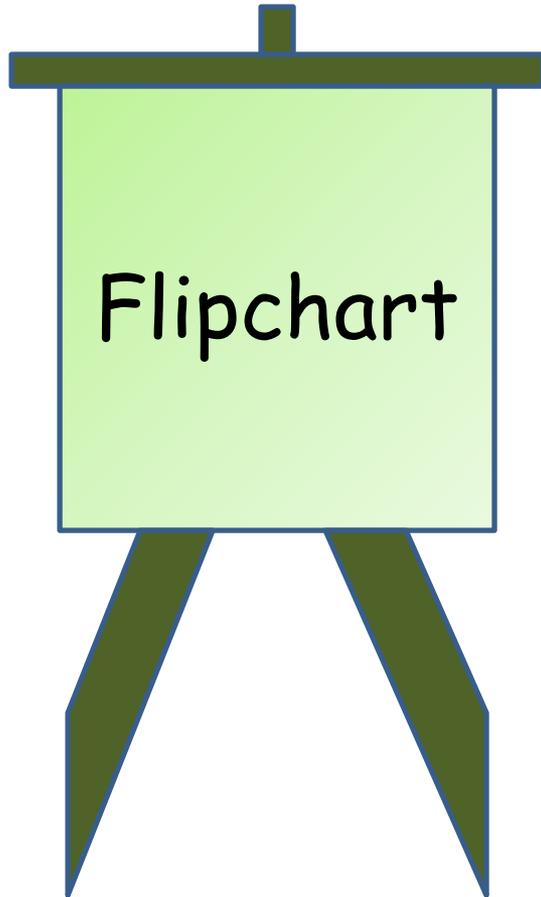
2. Have a desired outcome and process



*e.g., to revise the rubric to align with PLO through discussion and evaluation of student papers*

# Strategies

3. Make contributions visible



# Strategies

## 4. Decide how to decide



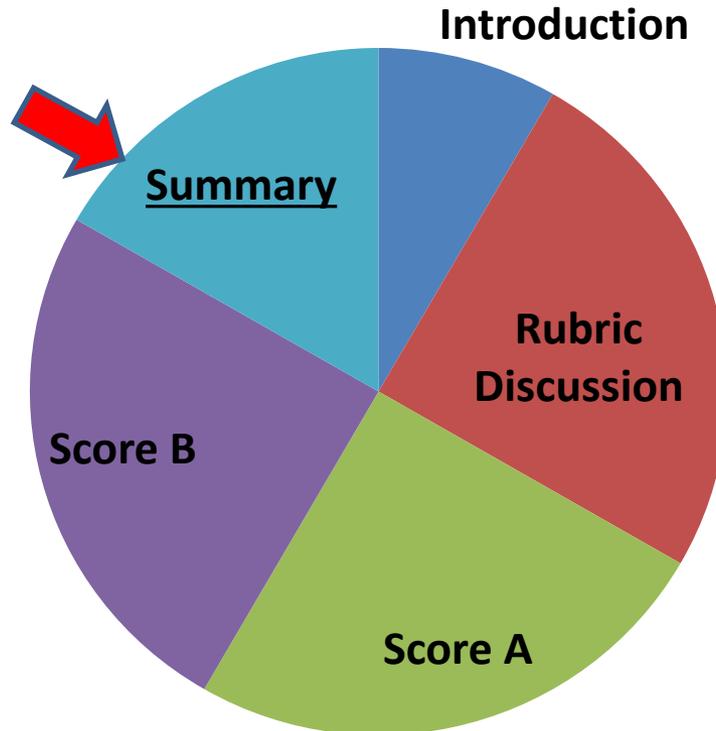
**Consensus**



**Majority**

# Strategies

5. Save 10-20 minutes at the end to summarize and point out next steps.





# Understand the role of the facilitator

- Neutral but provides guidance
- Sets the ground rules
- Prepares the materials for the participants
- Better to have someone else take notes
- Summarizes input and disseminate

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# **COLLABORATIVE RUBRIC ADAPTATION SIMULATION**



Steps (Time in Minutes)	Facilitator	Note-taker
1. Introduction (5)	Yao	?
2. Rubric revising suggestions (15)		
3. Score Sample A (15-20)		
4. Score Sample B (15-20)	?	?
5. Summary (10)		

# Setting

- Department meeting in Ethnic Studies
- Facilitator from the Assessment Office
- All faculty are present

# Step 1 Introduction (5 min)

## a. Welcome the participants

### *Facilitator's script:*

*Thank you for coming today. In our last meeting, we decided to measure program learning outcome 4 in the BA program next semester. That is: critical analysis through effective writing. This semester, the Curriculum Committee is developing a scoring rubric related to this outcome. We found a rubric that we think can be used as a starting point. It is the written communication rubric from AAC&U's Valid Assessment of Learning in Undergraduate Education rubric set, commonly known as VALUE rubric.*

# Step 1 Introduction (5 min)

b. Specify the goal/outcome of the session

*Facilitator's script:*

*Our goal for today is to have an open discussion on how to revise the rubric to align with our program outcome.*

# Step 1 Introduction (5 min)

c. Provide agenda

*Facilitator's script:*

*Today's agenda: (pointing to the agenda)*

- 1. Discuss the rubric*
- 2. Score Sample A*
- 3. Score Sample B*
- 4. Summary + next steps*

# Step 1 Introduction (5 min)

d. Set the ground rules

*Facilitator's script:*

*To have a productive discussion, we have the several ground rules: (pointing to the ground rules)*

- 1. Actively contribute*
- 2. Give a chance for others to speak*
- 3. Disagree with respect*

# Step 1 Introduction (5 min)

e. Instruct faculty to review the rubric

*Facilitator's script:*

*First, let's spend several minutes to read the rubric. On your blue handout, you can see the target program learning outcome listed on the top and the draft rubric below that. When reading the rubric, think about whether the rubric is aligned with the outcome and major instructional activities in our curriculum. Write on the handout anything to be added, modified, or deleted. Let's use five minutes to do this on our own.*

## Step 2. Rubric Revising Suggestions (15 min)

- a. Faculty silently review the rubric and write suggested additions, modifications, and/or deletions.



3 min

## Step 2. Rubric Revising Suggestions (15 min)

b. Start the discussion with a general question.

**Note-taking starts.**

*Facilitator's script:*

*How well does the rubric relate to the outcome(s) being measured?*

## Step 2. Rubric Revising Suggestions (15 min)

c. Follow-up questions:

*Facilitator's script:*

Is anything missing?

Is anything extraneous?

Is anything unclear?

## Step 2. Rubric Revising Suggestions (15 min)

d. After 10 minutes, inform the participants:

*Facilitator's script:*

*These are good suggestions. Please keep them in mind as we apply the rubric to the student [papers]. After we've reviewed 2 papers, we'll come back to these lists and decide how to modify the rubric.*

## Step 3. Score Sample A (15 min)

score → share → discuss → rescore

- a. Instruct faculty to score with ethical considerations.

*Facilitator's script:*

*Now, let's use the rubric to score student work sample A. I want to emphasize that the purpose of this activity is to assess the program, not individual students or faculty. If you happen to recognize the students or their instructors from the writing samples, please do not disclose their identities in respect of his/her confidentiality and privacy.*

## Step 3. Score Sample A (15 min)

score → share → discuss → rescore

*a. Facilitator's script continued:*

*Let's use 5 minutes to score Student A's work, which is on a white double-sided sheet. Write down your score on the green scoring sheet. Provide reasons for your score in the note area.*

## Step 3. Score Sample A (15 min)

score → share → discuss → rescore

b. Faculty silently score Sample A and write notes.



5 min

Step 3. Score Sample A (15 min)  
score → share → discuss → rescore

*c. Facilitator's script:*

*Can you give me a show of hands if you scored '4' for Sample A? Who scored '3'? How about '2'? Who gave it a '1'? [Count the show of hands and record on paper or screen].*

Step 3. Score Sample A (15 min)  
score → share → discuss → rescore

c. Record the number of participants for each score. Example:

Student	Score = 4	Score = 3	Score = 2	Score = 1
A	8	2	1	0
B				

Step 3. Score Sample A (15 min)  
score → share → discuss → rescore

c. *Facilitator's script:*

*We can see that majority of us gave the paper a 3, and a few gave it a 2. Can I have a volunteer to explain why you gave the paper a 2 or 3? In your explanation, use language and concepts from the rubric as much as possible.*

Step 3. Score Sample A (15 min)  
score → share → discuss → **rescore**

d. After reaching saturation → rescore

*Facilitator's script:*

*Now that we've discussed the [paper] and you've had a chance to hear how others applied the rubric, I'd like you to re-score the [paper] in light of what you've heard. . . . Does anyone want to change their initial score?.*

Student	Score = 4	Score = 3	Score = 2	Score = 1
A	<del>3</del> 9	2	<del>1</del> 0	0
B				

## Step 4. Score Sample B (15 min)

score → share → discuss → rescore

a. Instruct faculty to score.

*Facilitator's script:*

*Now, let's use the rubric to score student work sample B. It is on the yellow double-sided sheet. Again, write down your score on the green scoring sheet. Provide reasons for your score in the note area.*

## Step 4. Score Sample B (15 min)

score → share → discuss → rescore

b. Faculty silently score Sample B and write notes.



5 min

## Step 4. Score Sample B (15 min)

score → share → discuss → rescore

c. Record the number of participants for each score.

*Facilitator's script:*

*Can you give me a show of hands if you scored '4' for Sample B? Who scored '3'? How about '2'? Who gave it a '1'? [Count the show of hands and record on paper or screen]. We can see that majority of us gave the paper a 2, and a few gave it a 3. Can I have a volunteer to explain why you gave the paper a 2 or 3? In your explanation, use language and concepts from the rubric as much as possible.*

Step B. Score Sample B (15 min)  
score → share → discuss → **rescore**

d. After reaching saturation → rescore

*Facilitator's script:*

*Now that we've discussed the [paper] and you've had a chance to hear how others applied the rubric, I'd like you to re-score the [paper] in light of what you've heard. . . . Does anyone want to change their initial score?.*

Student	Score = 4	Score = 3	Score = 2	Score = 1
A				
B		1	0	2

## Step 5. Summarization + Next Steps (10 min)

Facilitation Tip: Get agreement on how decisions will be made, e.g., **consensus**, majority rule.

*Facilitator's script:*

*Now that we've had a chance to discuss the rubric and score and discuss pieces of student work, we're going to take the last part of our time together to see what modifications that we are going to make, and finally, talk about next steps."*

## Step 5. Summarization + Next Steps (10 min)

*Facilitator's script continued:*

*I suggest we use a consensus method when we decide if the rubric needs changes, which means we will listen to each other's proposals to change the rubric, then discuss, and then see if we are willing to live with the proposal or not. It doesn't mean we're seeking 100% agreement. Instead, it means that it is a change that everyone is willing to support. It may be, but is not necessarily the rubric most preferred by each person. Can we use consensus decision making or would you prefer a different method like 85% majority vote needed?*

## Step 5. Summarization + Next Steps (10 min)

*Facilitator's script continued:*

*Now, let's take a look at our initial list of suggested changes.  
Which ones do we want to keep?*

## Step 5. Summarization + Next Steps (10 min)

Summarize the session's accomplishments and set next steps:

*Facilitator's script:*

*We accomplished a lot today. We agreed that ...  
I am going to make these changes and send it out for  
everyone's review and final comments in next two days.*

*Here are the next steps: We will collect research  
papers in the capstone courses by the end of this semester. In  
the beginning of the next semester, we will schedule another  
work session to do standard setting and rater training. After  
that...*

# (Additional) Guiding Questions

1. How well does the rubric relate to the outcome(s) being measured?
2. Is anything missing? Is anything extraneous?
3. Do we need that number of quality levels? More needed? Fewer needed? Rubrics typically have 3-6 levels of quality.
4. Does the top end reflect excellence and the bottom end reflect entry-level competence?
5. Good practice: the lowest category describes entry-level competence instead of only listing what is missing, e.g., try to avoid statements such as “thesis is missing,” “no evidence.” Work that falls below the lowest level of quality is scored “0.”

# (Additional) Guiding Questions

6. Do any of the descriptions or dimensions overlap? Each “box” on the rubric should be mutually exclusive.
7. What terms will the students need help with, if any? Should those terms be simplified?
8. Feasible, manageable, practical for program assessment? For use in a course?
9. Is it possible to use this rubric and have two faculty members independently agree or be one level different from each other after training?
10. Can the rubric be applied across different assignments?
11. Will the results be meaningful and help guide program improvement?

# Engaging Multiple Perspectives

- Employer
- Alumni
- Faculty from different perspectives:
  - Undergraduate
  - Graduate



**Thank you!**

*Yao Zhang Hill*

*yao.hill@hawaii.edu*

University of Hawai'i at Mānoa

[Manoa.hawaii.edu/assessment](http://Manoa.hawaii.edu/assessment)



### Rubric Sources

1. AAC&U VALUE Rubrics: <http://www.aacu.org/value/rubrics> (Need to enter email to download)
  - a. Intellectual and Practical Skills (Inquiry and analysis, Critical thinking, Creative thinking, Written communication, Oral communication, Reading, Quantitative literacy, Information literacy, Teamwork, Problem solving)
  - b. Personal and Social Responsibility (Civic knowledge and engagement—local and global, Intercultural knowledge and competence, Ethical reasoning, Foundations and skills for lifelong learning)
  - c. Integrative and Applied Learning
2. Rubrics for evaluating dissertations: Lovitts, B. E. (2007). *Making the Implicit Explicit: Creating Performance Expectations for the Dissertation*. Stylus Publishing, LLC.
3. University of Hawaii at Manoa
  - a. Rubric Banks: <http://manoa.hawaii.edu/assessment/resources/rubricbank.htm>
  - b. Assessment How-to: Creating and Using Rubrics:  
<http://manoa.hawaii.edu/assessment/howto/rubrics.htm>
4. Opened Practices: <http://openedpractices.org/resources> (Need to register and log in to add own content and get detailed instructions.)
5. Rcampus iRubric: <http://www.rcampus.com/indexrubric.cfm> (Need to register and log in to search rubrics and build one's own rubric)
6. National Institute for Learning Outcomes Assessment: Making Learning Outcomes Usable & Transparent Tool Kit – Rubrics:  
<http://www.learningoutcomeassessment.org/Rubrics.htm>  
Describe the benefits, list related articles and books, list sample rubrics and development resources
7. Rubric samples for higher education by Dr. Dorothy I. Mitstifer from Kappa Omicron Nu Honor Society <http://rubrics.kappaomicronnu.org/index.html>
8. Using Rubrics by Cornell University Center for Teaching Excellence:  
<http://www.cte.cornell.edu/teaching-ideas/assessing-student-learning/using-rubrics.html>

**Ethnic Studies B.A. Program SLO:**

*Students should be able to demonstrate critical analysis through effective written communication.*

Written Communication Rubric (Adapted from the VALUE Rubric)

	4	3	2	1
Context of and purpose for writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s).	Demonstrates adequate consideration of context, audience, and purpose.	Demonstrates emerging awareness of context, audience, purpose, perceptions, and assumptions.	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and disciplinary	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation
Sources and evidence	Demonstrates skillful use of high quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of syntax and mechanics	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage

Contact Yao Hill at [yao.hill@hawaii.edu](mailto:yao.hill@hawaii.edu) to receive a copy of the revised rubric based on the collaborative adaptation process used among Faculty in Ethnic Studies at University of Hawai‘i at Mānoa.

**Collaborative Rubric Adaptation Activity: Score Sheet**

Reader Initials: \_\_\_\_\_

Writing Outcome Score Sheet

	<b>SCORE (1-4)</b>	<b>Notes/Explanations</b>
<b>Sample A</b>		
<b>Sample B</b>		