

VALUE RUBRIC CALIBRATION EVENT

STEPS FOR SCORING WORK

Florida State University
March 18-19, 2015



*Association
of American
Colleges and
Universities*

FROM CREATION TO CAPTURE: HOW TO GAUGE IMPACT

• **VALUE Project** (www.aacu.org/value)

- 16 national rubrics

• **Created to:**

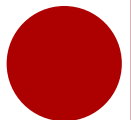
- Develop shared understanding of common learning outcomes
- Improve direct assessment of student learning (in text and non-text formats)
- Encourage transparency and student self-evaluation of learning

○ **Rubric Development & Use**

- National Advisory Panel (12 people)
- 16 Inter-disc/Inter-institutional teams of faculty/scholars (Over 100)
- Reviewed existing rubrics to develop broad agreement on dimensions of outcomes (openedpractices.org)
- Tested in 2-4 waves on over 100 campuses
- National reliability studies
- To date accessed by over 5661 institutions/organizations, 32,729 individuals
- Domestic & international, K-12, state university systems
- 3 Consortia: RAILS, Connect2Learning, South Metropolitan Higher Education Consortium
- Approved for use in Voluntary System of Accountability (VSA)

LIST OF VALUE RUBRICS

- **Knowledge of Human Cultures & the Physical & Natural Worlds**
 - Content Areas → No Rubrics
- **Intellectual and Practical Skills**
 - Inquiry & Analysis
 - Critical Thinking
 - Creative Thinking
 - Written Communication
 - Oral Communication
 - Reading
 - Quantitative Literacy
 - Information Literacy
 - Teamwork
 - Problem-solving
- **Personal & Social Responsibility**
 - Civic Knowledge & Engagement
 - Intercultural Knowledge & Competence
 - Ethical Reasoning
 - Foundations & Skills for Lifelong Learning
 - Global learning
- **Integrative & Applied Learning**
 - Integrative & Applied Learning



Review of VALUE Rubric

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org



The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. The rubrics are intended for institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 15 of the VALUE rubrics can and should be translated into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergraduate levels within a basic framework of expectations such that evidence of learning can be shared nationally through a common dialog and understanding of student success.

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities. Critical thinking can be demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation mode might be especially useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether they were included in the product) is important, assignments focused on student reflection might be especially illuminating.

Glossary

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof." (quoted from www.dictionary.reference.com/browse/assumptions)
- **Context:** The historical, ethical, political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

CRITICAL THINKING VALUE RUBRIC

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Criteria

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Definition

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

Levels

	Capstone 4	Milestones 3	Milestones 2	Benchmark
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (implications and consequences) are identified clearly. Conclusions and related outcomes (implications and consequences) are identified clearly.	Conclusions and related outcomes (implications and consequences) are identified clearly.	Conclusions and related outcomes (implications and consequences) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Performance Descriptors

THE GROUND RULES

1. We are not changing the rubric (today).
 - Really.
2. This is not grading.
 - Grading focuses on content and often a mixture of learning skills. This is also why the assignment prompt is not given to scorers
2. Think globally about student work and about the learning skill.
 - Think beyond specific disciplinary lenses or content. Assume the content is correct.
3. For each dimension, connect specific places in the work sample with the assigned score.
 - This is critical for helping colleagues to understand your rationale.
5. Start with 4 and work backwards.
 - The rubric was specifically designed to begin with the highest level of complexity of thinking in mind and to go from there.
6. Pick one performance benchmark per dimension. Avoid “.5”.
 - Discussion provides the opportunity to admit if you were on the fence.
7. Zero does exist. So does N/A. But each means different things.
 - Assign “0” if work does not meet benchmark (cell one) performance level. Assign “not applicable” if the student work is not *intended* to meet a particular criterion.

CALIBRATION PROCESS

- Discuss first page of rubric – Any questions regarding clarity or interpretation?
- Discuss each dimension of the rubric – Any questions or issues to raise regarding clarity or interpretation of a particular dimension?
- Read work sample
- Score all rubric dimensions
- Reporting out of scores
 - Starting with those who assigned a “4”...“3”...“2”...“1”...Zero and N/A
 - Discussion of assigned scores
 - Be sure to connect responses with specific instances in the work sample that help to justify the score.
 - Does anyone want to change their score?



QUESTIONS/ISSUES TO RAISE?

