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Kritik Webinar Series Vol. 3

Implementing Rubric-Based Assessments in Online Classes

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AGENDA

Introduction to Kritik

Are Rubrics for YOU?

How Rubrics Help

Elements of a Rubric

Tips on running rubric-based assessments in online classes

Prof Tips with Jeff Boggs

Next Steps...

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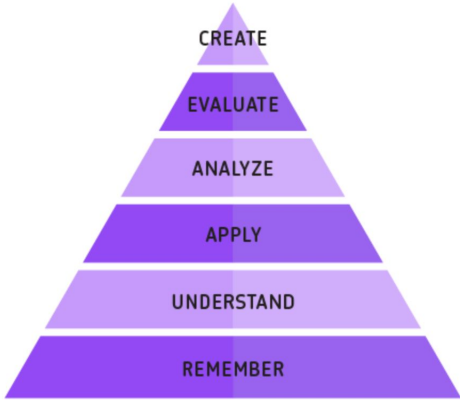
Brief Intro of Kritik

Kritik's unique **peer-to-peer learning and evaluation platform** enables learners to acquire knowledge more efficiently through fun and engaging challenges which **activate ongoing higher-order and critical thinking skills.**



Key Differentiators

Based on Bloom's taxonomy to help students to attain a higher level of knowledge

Built on strong technology and a unique algorithm to determine evaluator skills

Peer-to-peer evaluation tool that incentivizes quality feedback

15+ years of combined experience in the ed-tech space, with previous track record of success

Premium customer service and live chat for all customers with industry leading response times

Are rubrics for you?

- Re-writing comments on different assignments
- Marking load is high
- Consistent student inquiries
- Address specific components of marking
- Are your grading ‘sessions’ equitable?
- Consistency amongst TAs

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How do Rubric help?

- Help eliminate bias and create fairness
- Timely and effective feedback
- Communicate expectations
- Encourage peer and self-assessment
- Foster engagement
- Develop critical thinking skills

Elements of a Rubric

Holistic Rubrics

- Group assessment criteria together and classify them together
- Single-criteria to assess overall achievement
- No single correct answer or response and the focus is on overall quality, proficiency, or understanding of a specific content or skills.
- Faster scoring and good summative assessment
- No specific areas for improvements

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Elements of a Rubric

Holistic Rubrics - sample

Score	Criteria
4 (80%-100%	Research paper demonstrates complete understanding and execution of the assigned objectives. Thesis statement/argument is clearly stated, complex and original, and the writing does not spend excessive time on any one point of development at the expense of developing other points in the body of the paper. Writing is also error-free, without ambiguity, and reads smoothly, creatively, and with a purpose.
3 (70%-79%)	Research paper demonstrates considerable understanding and execution of the assigned objectives. Thesis statement/argument is stated, verges on the complex and original, and the writing shows accuracy and balance in developing body points, but may exhibit occasional weaknesses and lapses in correctness. Writing also has some errors and ambiguities, yet does read clearly and coherently.
2 (60%-69%)	Research paper demonstrates some understanding and execution of the assigned objectives. Thesis statement/argument is faintly stated and/or expected and not confident, and the writing is inconsistent in terms of balance in developing body points, and exhibits weaknesses and lapses in correctness. Writing also has many errors and ambiguities, and may read confusingly and incoherently.
1 (50%-59%)	Research paper demonstrates limited understanding and execution of the assigned objectives. Thesis statement/argument is simplistic, unoriginal, and/or not present at all, and the writing is unbalanced in developing body points, weak, and incomplete. Writing also has numerous errors and ambiguities, and reads confusingly and incoherently.

Elements of a Rubric

Analytic Rubrics

- Separates different assessment criteria
- Particularly useful for problem-solving or application assessments
- Can provides feedback on areas of strengths and weaknesses.
- Formative Assessment + ability to combine scores
- Can take more time to prepare and evaluate

Elements of a Rubric

Analytic Rubrics - sample

Criteria	Adequate (50-59%)	Competent (60-69%)	Good (70-79%)	Excellent (80-100%)
Knowledge of forms, conventions, terminology, and strategies relative to the importance of sources to subject	Demonstrates limited knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject	Demonstrates some knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject	Demonstrates considerable knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject	Demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies relative to importance of sources to subject
Critical and creative thinking skills	Uses critical and creative thinking skills with limited effectiveness	Uses critical and creative thinking skills with moderate effectiveness	Uses critical and creative thinking skills with considerable effectiveness	Uses critical and creative thinking skills with a high degree of effectiveness
Communication of information and idea	Communicates information and idea with limited clarity	Communicates information and ideas with some clarity	Communicates information and ideas with considerable clarity	Communicates information and ideas with a high degree of clarity and with confidence
Quality of argument and writing	Argument is simple and unoriginal, and the writing is weak and inconsistent	Argument takes on a fair and expected position, and the writing is moderately clear and coherent	Argument bridges on the complex and original, and the writing is clear and coherent	Argument is complex and original, and the writing is strong, fluid, and creatively coherent
Spelling and grammar	Several errors in spelling and grammar	A few errors in spelling and grammar	Some errors in spelling and grammar	No errors in spelling and grammar

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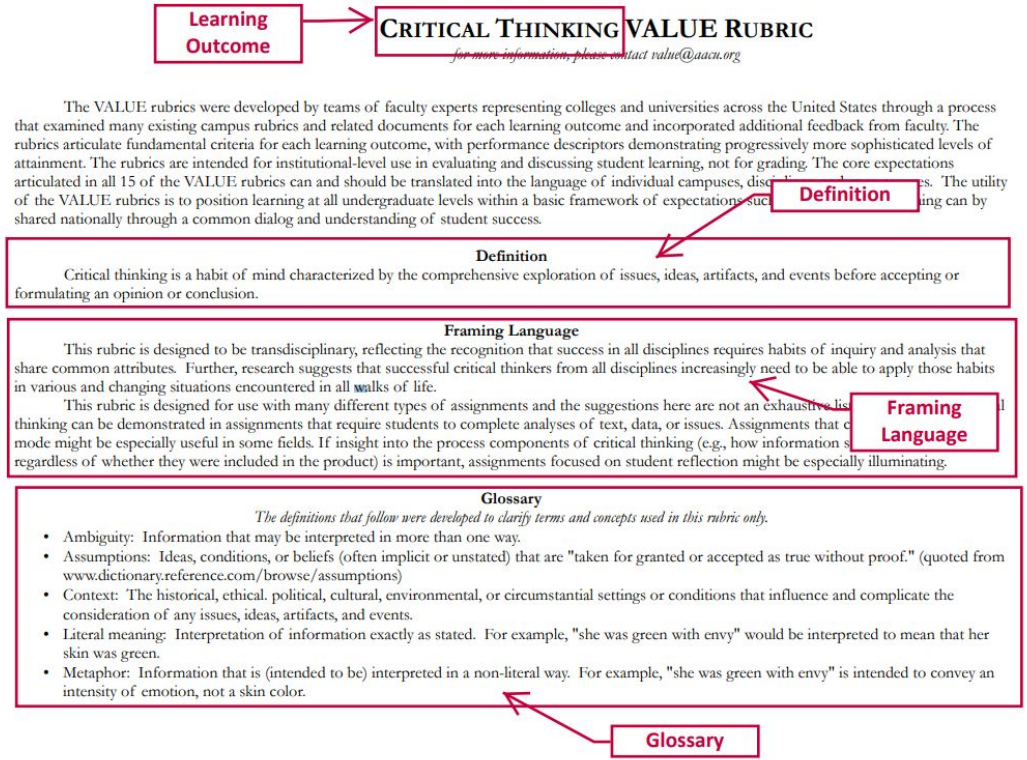
Elements of a Rubric



https://www.aacu.org/parts-value-rubric

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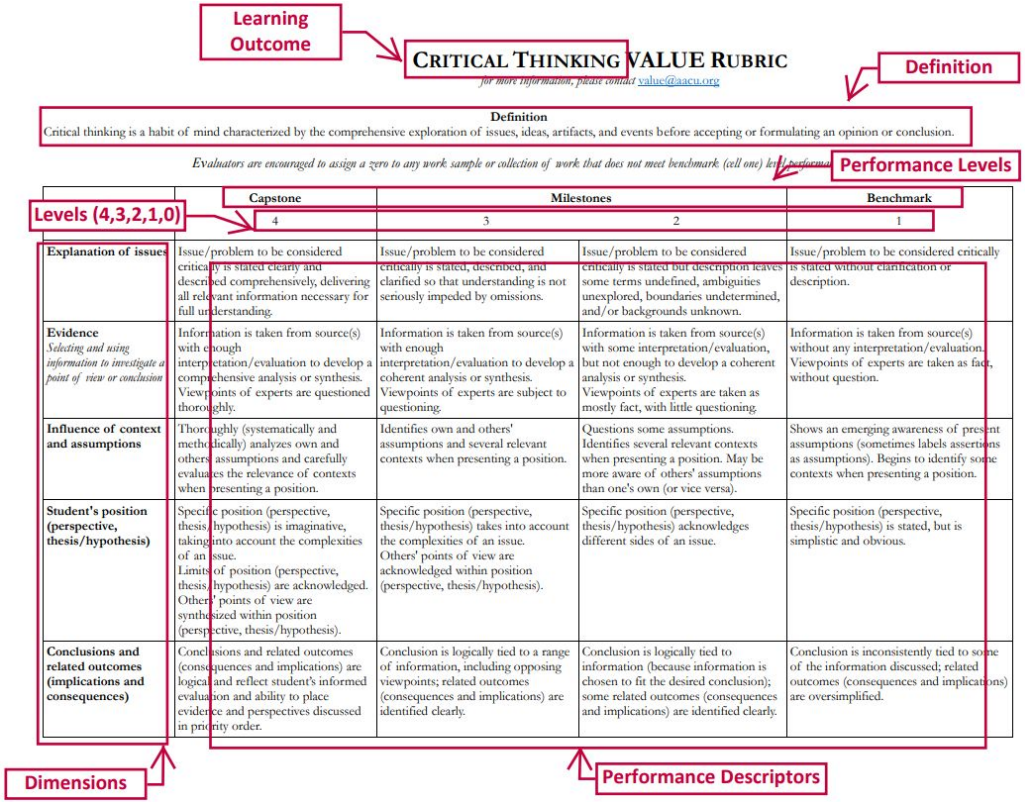
Elements of a Rubric



CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

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.

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

	Capstone	Milestones		Benchmark
	4	3	2	1
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 *Selecting and using information to investigate a point of view or conclusion*	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 (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

https://www.aacu.org/parts-value-rubric

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Tips on running rubric-based assessments in online classes

Mix it up! - develop different rubrics for different activities

Be transparent - no surprises

Leverage students - enable learning by teaching and peer-review

Online classroom = Online Rubrics

Tips from a Prof

Q&A with Jeff Boggs

Jeff is an Associate Professor in the Department of Geography & Tourism Studies at Brock University in Ontario, Canada.

Jeff is interested in conducting contract research or collaborative applied research for non-profits and other organizations in media industries (or cultural economy more generally) in Canada (especially southern Ontario), the US (especially southern California or upstate New York) or Germany.

Fluent in German. Have spent roughly three years as an adult in Germany. M.A. thesis examined the collapse of the former East Germany using a political economy framework; my dissertation examined the locational dynamics of the German book trade, with special focus on Frankfurt-am-Main and Berlin.

Next Steps..

To learn more about Kritik's rubric-based activities:

Visit our website and request a demo:

https://www.kritik.io/

Check out what educators are saying about Kritik:

https://www.kritik.io/customer-stories