



## Developing a Rubric for Clinical and Oral Exams Assessment

BY

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**“Learning Increases, When Learners Have A Sense of What They Are Setting Out To Learn, A Statement of Explicit Standards They Must Meet, And A Way of Seeing What They Have Learned.”**

LOACKER, CROMWELL, & O'BRIEN  
IN HUBAAND FREED, 2000 P. 151.  
Learner-centered Assessment on  
College Campuses: Shifting the  
Focus from Teaching to Learning

“يزداد التعلم، عندما يكون لدى المتعلمين:  
إحساس بما يستعدون لتعلمه، وبيان المعايير  
الصريحة التي يجب عليهم تلبيةها، وطريقة  
لرؤية ما تعلموه”

## RUBRIC “ORIGIN OF THE WORD”

• The word “rubric” originated from the consistent directions provided to clergy in medieval religious books. These directions were printed in red ink. The word rubric means red.

## WHAT IS A RUBRIC?

• A systematic scoring guideline to evaluate (judge) specific levels of students’ performance (essays, oral exam, problem solving, portfolios) through the use of a detailed description of performance levels.

## WHY TO USE IT?

- Get consistent scores across all students.
- Allow students to be more aware of the expectations for performance
- Measure student learning related specifically to a department’s objectives.

## Rubric Characteristics / Advantages

**For assessment, we usually want to develop a rubric that:**

- Allows us to directly evaluate performance of student learning outcomes.
- Is general enough that it can be used for different assignments (e.g. papers may be collected from different courses/faculty).
- Is understood and agreed upon by faculty members who will be using the rubric

## Benefits of rubrics to students

- Give students a greater chance of achieving a clear and defined target.
  - Effective rubrics enable self- assessment and self-directed student learning.

- Rubrics standardize grades and help students understand where their grades come from .
- Provide students not only with feedback, but also with a scale against which you are measuring their performance.
- Help students focus on the important dimensions of performance.
- Rubrics can effectively assess student learning, and communicate expectations directly, clearly and concisely to students.
- Rubrics provide opportunities to consider what demonstrations of learning look like, and to describe stages in the development and growth of knowledge and skills.

## Types of Rubrics

- **A generic rubric** is used to judge a wide variety of related student work.
- **A task-specific rubric** can only be used for one, specific task.

## Generic Rubrics

- **A generic rubric** describes broad learning targets and are better for complex skills that generalize across tasks.
- **The aim of generic rubrics** is to help students apply what they learn about quality in one task to a number of similar tasks.
- A generic or general rubric can be used across similar performances. For example the Six Trait Writing Rubric may be used to judge a wide variety of writing assignments.

## Task-Specific Rubrics

- Task-specific rubrics are clear and simple to understand.
- But – task specific rubrics do little to help students learn and teachers teach.
- Task-specific rubrics have their place – but they are limited. They focus on one specific task rather than a full range of comparable tasks.

## How Many Evaluative Criteria Should be in a Rubric?

- **Many rubrics use a 4 point scale** in which 3 is defined as “meeting the standard” and 4 is defined as “exceeding the standard.”
- A 2 means “just below the standard” and a 1 means “way below the standard.”

## How are Rubrics Scored?

- **There are 2 ways to score rubrics.**
  - **A holistic score** gives a single score or rating based upon the overall impression of the student's work.
  - **An analytic score** judges essential traits (or dimensions) so that they can be judged separately.

## How Are Rubric Scores Converted To Grades?

- To convert a rubric score to a percentage grade, you will need to assign points to each level of the scale, and you may need to weight the dimensions.

## Developing a Rubric in 4 Parts

- ❖ **Task Description** What is the student supposed to do?
  - **Examples:** write an essay, or make an oral presentation.

### ❖ Gather Random Samples of Student Work

- Next, gather at least 30 random samples of student performance that illustrate the skills or behavior.

Sort student work

**You may want to start with four piles sorted according to these four labels:**

- Does Not Meet Standard,
- Approaching Standard,
- Meets Standard, and
- Exceeds Standard.

- ❖ **Scale** How well or poorly has the student done on the task?
  - Sophisticated, competent, partly competent, not yet competent
  - Exemplary, proficient, marginal, unacceptable (unsatisfactory).
  - Advanced, Intermediate, Novice (Beginner).

### ❖ Dimensions

- Dimensions break down a task into components and identify the importance of these components.
  - Dimensions are descriptive, not evaluative (e.g., "organization" not "good organization").
  - Dimensions help students see that the work they are doing is multidimensional and draws on multiple abilities.

## ❖ Description of the Dimensions

- Use simple language
- Rubrics should contain at least a description of the highest level of performance.
- With experience and in response to the complexity of the performance, descriptions of all levels can be written.
- Students need not to fit into a single category. On oral presentation skills, a student might speak in a clear voice but lack eye contact.
- Descriptions for each level help students see that the work they are doing does have varying levels of achievement. There is a difference between poor and excellent work.

## ❖ Reflections on Making a Rubric:

- What are my reactions to making this rubric?
  - How will my teaching change if I use rubrics with my students?
  - How could I use rubrics to give students feedback?

## ❖ How do I Know When I Have a Good Rubric?

- The content has a “ring of truth”
- Emphases seem right
- Levels of the scale make sense.
- Features of importance have been covered without overload.
- You are left with only a few questions about what is/is not on the rubric.
- The rubric is insightful.

## A Rubric for a Slide Presentation on Findings from Research Sources

	Well done (5)	Satisfactory (4-3)	Needs improvement (2-1)	Incomplete (0)
Organization	Clearly, concisely written. Logical, intuitive progression of ideas and supporting information. Clear and direct cues to all information.	Logical progression of ideas and supporting information. Most cues to information are clear and direct.	Vague in conveying viewpoint and purpose. Some logical progression of ideas and supporting information but cues are confusing or flawed.	Lacks a clear point of view and logical sequence of information. Cues to information are not evident.
Introduction	Presents overall topic. Draws in audience with compelling questions or by relating audience's interests or goals.	Clear, coherent, and related to topic.	Some structure but does not create a sense of what follows. May be overly detailed or incomplete. Somewhat appealing.	Does not orient audience to what will follow.