

Rating With Rubrics

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CBRB Webinar

February 17, 2016

Learning Objectives

1. Define assessment rubrics and their components.
2. Examine ideal uses for rubrics along with their advantages and disadvantages.
3. Outline best practices for constructing a rubric.
4. Discuss an approach to evaluating and modifying rubrics in practice.

Audience Poll

- Do you currently use rubrics in your assessments of learners?
 - Yes
 - No
 - Not sure

Audience Poll

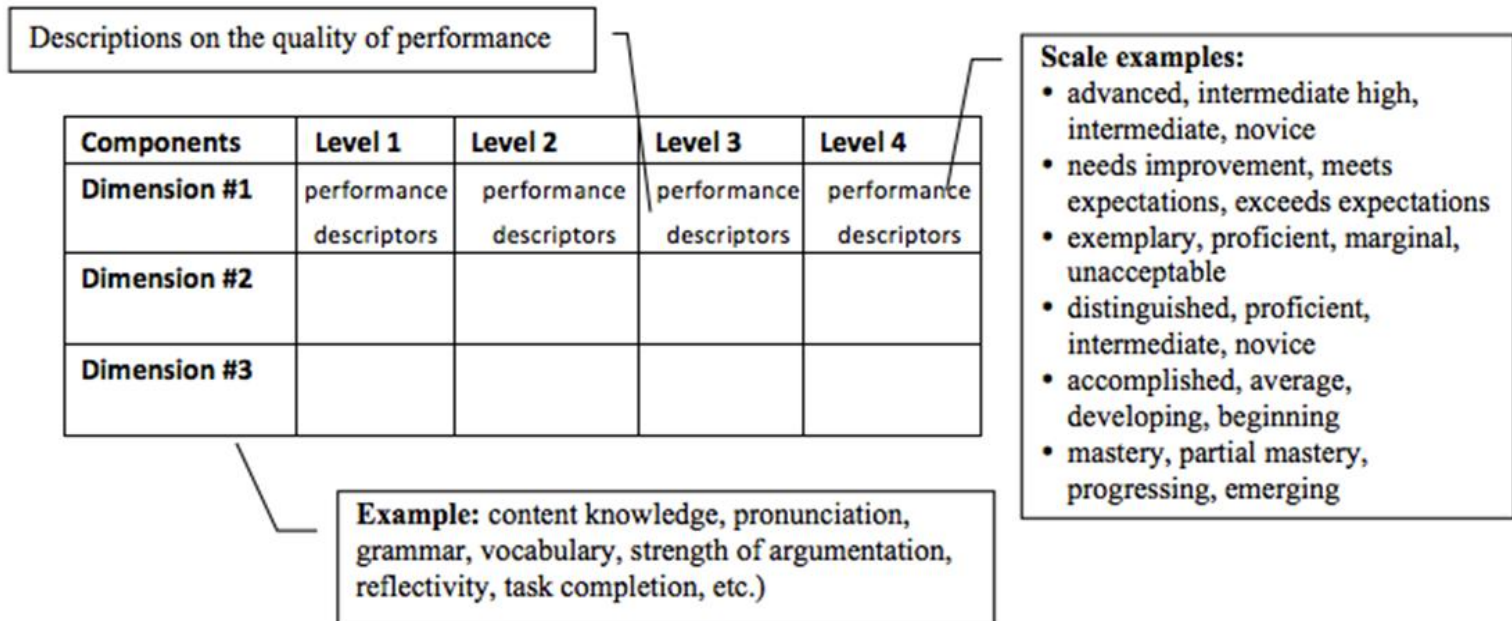
- What is your experience with rubrics?
 - I am comfortable creating and using them
 - I am comfortable using them but not creating them
 - I am not comfortable using or creating them
 - I prefer not to use them

Rubric

- *A **coherent set of criteria** for students' work that includes **descriptions of levels of performance** quality on the criteria*

Rubric Components

- Criteria
- Descriptions of levels of performance



Purpose of Rubrics

- Assess performance
 - Processes (eg. Provision of patient care)
 - Products (eg. Research project manuscript)
- Teaching and learning tool
 - Clarify expectations for learners
 - Framework to provide feedback to learners
 - Facilitate self-directed assessment

Recap of Assessment in CPRB Webinars

- November 2013 – Feedback
 - emphasized the importance of providing effective feedback for residents to be able to attain intended program outcomes
- May 2014 – Goals and Objectives
 - defined rubrics as a scoring tool, emphasized the importance of linking rubric to program goals and objectives, and encouraged using concrete examples to justify rating

Recap of Assessment in CPRB Webinars

- September 2014 – Performance Assessment
 - Differentiated between assessment and evaluation
 - Defined rubrics and outlined steps to create them
- May 2015 – Strategies to Help the Challenging Resident
 - Discussed changing expectations of performance as resident progresses through clinical rotations and utility of rubrics for expectation setting
 - Outlined terminology for performance descriptions in a skills rubric using the Dreyfus model of skill acquisition

Audience Poll

- What is the main role for assessments in a residency program?
 - To guide the resident in achieving practice competencies
 - To evaluate whether the resident has met objectives necessary to pass the program
 - To identify which resident performs the best to inform future hiring decisions
 - To satisfy accreditation requirements

Assessment and Evaluation

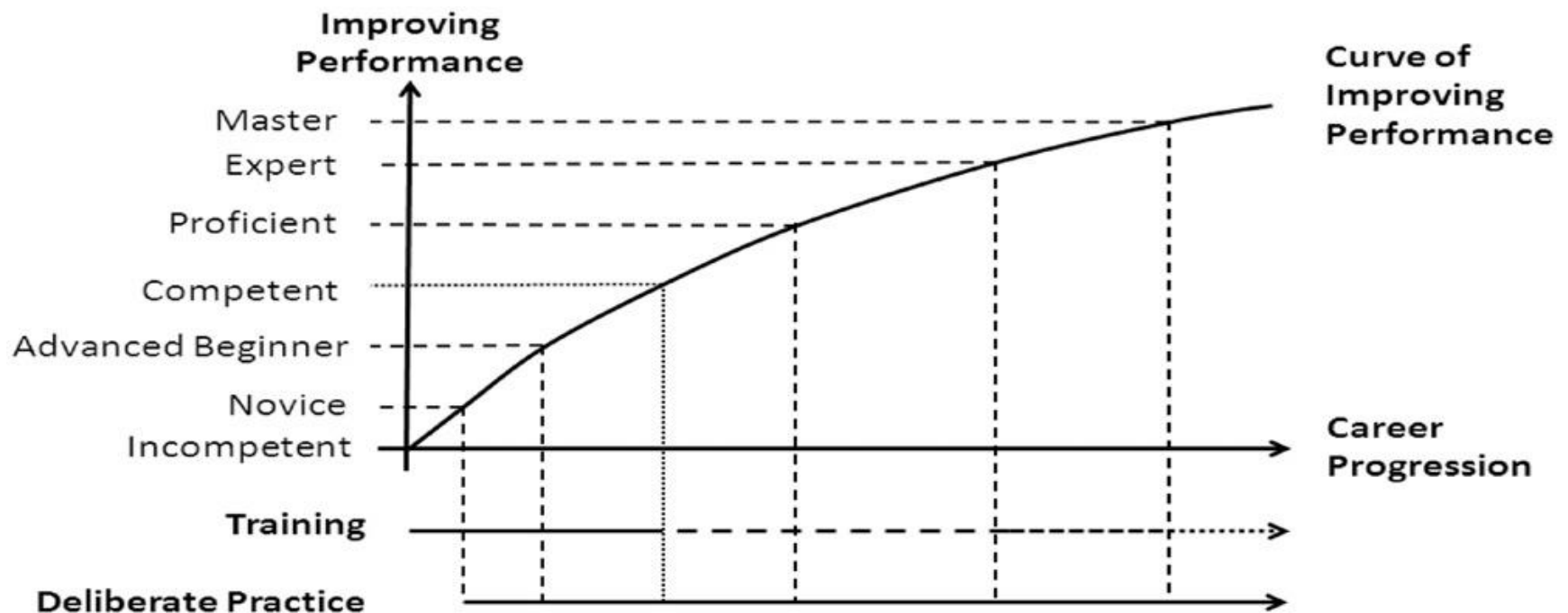
Assessment

- Formative
- To improve learning
- Diagnose areas for improvement

Evaluation

- Summative
- To gauge quality
- Judge to determine overall grade or score

Curve of Improving Performance



Rubric Types

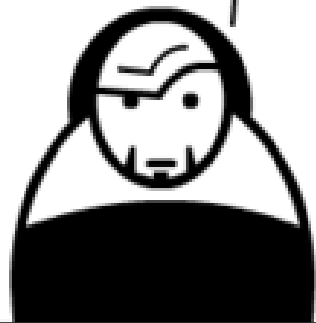
- Analytic
 - each criterion evaluated separately
- Holistic
 - all criteria evaluated simultaneously
- General
 - use general criteria that can be applied to several different scenarios for a given learning outcome
- Task-specific
 - use criteria specific to a performance task and outline the solution to the problem
 - provide scoring directions

Rubric Advantages

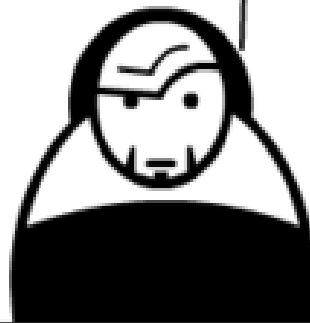
- Improve teaching – focus on what you intend learner to learn versus what you intend to teach
- Facilitate formative, objective feedback
- Demonstrate progress in learning with use of consistent criteria
- Identify for learners what desired performance looks like and stimulate self-assessment skills to improve learning
- Facilitate consistent assessment of learners

Rubrics & the Secret to Grading

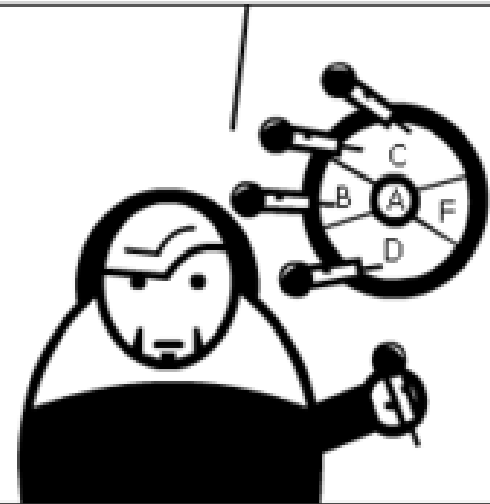
Rubrics?! I never give my students rubrics! That's equivalent to cheating! I might as well write their essays for them!



College students should understand that they're expected to perform certain undisclosed outcomes. The point of learning is to keep them guessing about the criteria, so they'll work harder in their desperation not to fail. Stress facilitates success.



Besides, if I gave them a rubric, I'd have to admit that I decide their grades with a dart board.



Rubric Disadvantages

- Not suitable for “Yes/No” answers – assess levels or degrees of performance
- If poorly written can constrain creativity and metacognitive development
- Initial time investment to develop

Constructing a Rubric

Step One: Select criteria

- Appropriate
- Definable
- Observable
- Distinct from one another
- Complete
- Able to support descriptions along a continuum of quality

Example

Educational Outcome: Provide direct patient care as a member of interprofessional teams

Standard: The resident shall be proficient in providing evidence-based direct patient care as a member of interprofessional teams

Requirement: Demonstrate an ability to routinely communicate care plans both verbally and in writing, using appropriate formats

Example Criterion

Requirement: Demonstrate an ability to routinely communicate care plans both verbally and in writing, using appropriate formats

Criterion: Documentation of care plan in patient record.

Step 2: Choose a scale

- Use as many levels as you can describe in terms of meaningful differences in performance (often see 3-5)
- Qualitative, numerical or combination
- Note how some wording is more judgmental and some less
- Examples
 - Below Expected, Expected, Above Expected
 - Novice, Advanced Beginner, Competent, Proficient, Expert

Audience Poll

- What type of scale do you use in your residency program assessment rubrics?
 - Numerical (assign a score to each rating)
 - Verbal ratings (below/expected, poor/excellent)
 - Performance rating scale (similar to Dreyfus model terminology)

Audience Poll

- How many levels do you have in your scale?
 - Less than 3
 - 3
 - 4
 - 5
 - more than 5

Step 3: Describe what is expected at each level of performance

- Begin with performance level you expect most learners to reach, describe it and adjust remaining level descriptions from there
- Descriptions should follow an continuum and cover entire range of performance but levels should be distinguishable
- Descriptive versus evaluative
- Clear to both learners and preceptors/assessors
- Use low-inference descriptors

Example

	Novice	Advanced Beginner	Competent	Proficient
Documentation of care plan in patient record	Details absent in documentation or some care plans not documented at all. Relies heavily on preceptor review and input for most documentation.	Relevant information is routinely documented in patient record but is not always complete and/or concise. Documentation generally occurs following discussion and review by preceptor.	Nearly all relevant information documented in patient record. Minor improvements required after preceptor review.	All relevant information documented in patient record clearly and consistently. Preceptor review of documentation no longer required.

Step 4: Revise...

- Get feedback from preceptors and residents about what worked well, what seemed confusing, what may be missing from the assessment, etc.
- Do the ratings on the rubric match subjective feelings of preceptors? If not, explore why.
- Have a process in place to review assessments at pre-determined time intervals for continuous program improvement.

Assessing your Assessments

- **Validity**
 - Are you actually measuring what you intended to measure?
- **Reliability**
 - Would the assessor arrive at the same scores using the rubric at different time points in a rotation?
 - If two assessors used a rubric to assess the resident's performance for a given rotation, would they arrive at the same conclusions?

Evaluating Rubrics: Questions to Consider

- Does the rubric relate to the outcome(s) being measured?
- Does it cover important criteria for resident performance?
- Does the top end of the rubric reflect excellence/proficiency?
- Are the criteria and scales well-defined?
- Can the rubric be applied consistently by different scorers?

Rubric Tips for Residency Programs

- Keep the focus on achieving residency learning outcomes
- Use descriptive terminology versus evaluative (assessor should match performance to a description rather than immediately judge it)
- Involve residents in use of rubrics
- Provide ongoing support for preceptors on understanding and conducting assessments, including the use of rubrics

Resources and Further Reading

- Brookhart SM. How to create and use rubrics for formative assessment and grading. Alexandria, VA: ASCD; 2013. 159p.
- Tips for Creating and Evaluating Rubrics: <http://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/rubrics/Pages/default.aspx>
- Khan K & Ramachandran S. Conceptual framework for performance assessment: competency, competence, and performance in the context of assessments in healthcare – deciphering the terminology. Medical Teacher. 2012; 34: 920-28.

Questions?

- What is working well with rubrics you have developed?
- What are some difficulties you are having developing or using rubrics in your program?

Thank you for your time and attention!