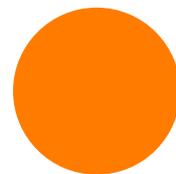


Faculty
Development
Workshop

**TOOLS FOR
TEACHING:
RUBRICS**

Art Center
College of
Design



Contents

Tools for Teaching: Rubrics

Criteria and Core Competency Definition

Criteria & Parameters

Rubric Outline - Criteria & Parameters

Rubric Sample - Criteria & Parameters: Six Elements of a Professional Presentation
(Tony Luna, PHO)

Rubric Sample - Criteria & Parameters: Faculty Development Observation Form
(Sam Holtzman, CITL)

Rubric Template – Criteria & Parameters

Degrees of Quality

Rubric Outline – Degrees of Quality

Rubric Sample - Degrees of Quality: Graphic Design Booklet Project (Portion)
(Allison Goodman, GPX)

Rubric Template – Degrees of Quality

Appendix

ACCD Grading Expectations and Rubric Score Alignment

Graphic Design Booklet Project - Grading Rubric (Allison
Goodman, GPX)

Please contact Sam.holtzman@artcenter.edu | ext. 2479 with any questions
or visit the Center for Innovative Teaching & Learning (Hillside Rm. 211a)

Tools for Teaching: RUBRICS

A rubric is a tool that can be used to evaluate student work and provide feedback in relation to pre-determined criteria and expectations.

Ideally a Rubric is distributed to the students along with the Project Brief or Assignment Description. The Rubric allows students to measure their own progress and related critique and other feedback to next steps for improvement, increasing autonomy and self-directed work. For faculty, a Rubric can be a tool to use during instruction to create shared definitions and understanding of concepts, and to support critique by focusing on criteria, parameters, and expectations for work at various stages of completion. Once created, a rubric is easy to use for grading by marking level of completion and corresponding score/value.

The essential elements of a Rubric are a list of criteria and a rating scale for evaluation, used with a combination of expectations for student work (in stages or completed). The rating scale is often expressed numerically with written descriptions for clarity. The Assessment Scale below asks for work to be rated on a range from 0-4, with single word corresponding descriptions and a longer detailed description below. The rating scale corresponds to a 4.0 GPA scale and Art Center's grade descriptions (see Appendix for a table of grading scale expectations and rubric score alignment).

Assessment Scale	0	1	2	3	4
Single Word Description	N/A	Ineffective	Progressing	Effective	Highly Effective
Corresponding Detailed Descriptions	Did not demonstrate, either through absence or serious deficiencies, the described criteria.	Struggles to demonstrate practices described in the key grading criteria.	Performs within the described key grading criteria. Showing some improvement over time.	Consistently demonstrates competency regarding the practices described in the key grading criteria.	Consistently innovative, integrated, nuanced, and sophisticated demonstration of elements in the key grading criteria.
Project Criteria					
Project Criteria					
Project Criteria					
Project Criteria					

Criteria & Core Competency Definition

The next step to creating and using a Rubric is to define the Criteria or Core Competencies that you expect students to evidence through their work. These are often stated on the Syllabus as Course Learning Objectives and also appear in Project Briefs or Assignment Descriptions as checklists, parameters, and expectations for production. Once the Criteria have been defined (a process that is often best done with the class) they can be put into different Rubric forms that allow for more or less objectivity, depending on the topic and the nature of the work.

Criteria / Core Competency:	

Criteria / Core Competency:	

Criteria / Core Competency:	

Criteria / Core Competency:	

The 2 Rubric Templates in this packet (*Criteria & Parameters*, and *Degrees of Quality*) are both derived from definitions of criteria / core competencies and use SWBAT language (*Students Will be Able to...*) for clarification. The different models allow for differing degrees of objectivity based on subject, topic, and instructor preference. In the following pages you will find outlines, samples, and templates for both these models.

Criteria & Parameters

The template titled **Criteria & Parameters** focuses on the Criteria for a project that students are asked to address and the Parameters they are expected to work within. The Criteria are identified in the left column. The assessment score is given in the right column with a field below for specific notes, suggestions, and/or next steps. The row across the top has the Rubric levels with a numeric value, a single-word description for reference, and corresponding detailed descriptions.

Rubric Outline – Criteria & Parameters

Assessment Scale	0	1	2	3	4			
Single Word Description	N/A	Ineffective	Progressing	Effective	Highly Effective			
Corresponding Detailed Descriptions	Did not demonstrate, either through absence or serious deficiencies, the described criteria.	Struggles to demonstrate practices described in the key grading criteria.	Performs within the described key grading criteria. Showing some improvement over time.	Consistently demonstrates competency regarding the practices described in the key grading criteria.	Consistently innovative, integrated, nuanced, and sophisticated demonstration of elements in the key grading criteria.			
Criteria Description				Assessment Score				
Criteria [Criteria for work or Competency to Attain]: Definition of the criteria or concept and expectations for appearance in student production. Language that describes what <i>Students Will be Able to Do</i> at the completion of the project or a period of time is good to use here. This can be written in advance by the instructor then amended and agreed upon by the class. The criteria can also be divided in different ways to reflect complexity, for example; characteristics of a Learner vs. expectations of skills/ability.				N/A	1	2	3	4
Notes: This space can be used for specific notes, suggestions, or next steps for a project.								

Rubric Sample – Criteria & Parameters

Six Elements of a Professional Presentation: Tony Luna, PHO 2014				● Art Center College of Design				
Assessment Scale	0	1	2	3	4			
Single Word Description	N/A	Ineffective	Progressing	Effective	Highly Effective			
Corresponding Detailed Descriptions	Did not demonstrate, either through absence or serious deficiencies, the described criteria.	Struggles to demonstrate practices described in the key grading criteria.	Performs within the described key grading criteria. Showing some improvement over time.	Consistently demonstrates competency regarding the practices described in the key grading criteria.	Consistently innovative, integrated, nuanced, and sophisticated demonstration of elements in the key grading criteria.			
Criteria Description				Assessment Score				
Point of View: After experiencing the presentation do you have a clear concept of the presenter's comprehension of the subject and how they view the world relative to the subject matter?				N/A	1	2	3	4
Notes:								
Continuity: Once the Point of View was stated did the ideas that followed move seamlessly, contiguously, or did the presenter wander off on a tangent?				N/A	1	2	3	4
Notes:								
Professionalism: Were there any distractions due to the presenter's: <ul style="list-style-type: none"> - Obvious nervousness - Use of inappropriate vocab or technical references for the subject matter - Bad body posture - Voice too soft or too loud, too fast or slow, or monotone - Lack of eye contact and connection with the audience - Poor use of hand gestures or other distractions? 				N/A	1	2	3	4
Notes:								
Take-Away: Were you able to sum up the main theme of the presentation in a simple sentence? In other words was there a clear and memorable idea that the audience was able to take-away from the experience?				N/A	1	2	3	4
Notes:								
Originality: Was the topic original or was it derivative? Did the presenter provide a novel or unique way of presenting the material?				N/A	1	2	3	4
Notes:								
Relevance to Audience: Did the presenter appear to take the time to research the needs of the audience beforehand, and did he meet or exceed the expectations of the audience?				N/A	1	2	3	4
Notes:								

Rubric Sample – Criteria & Parameters

Faculty Development Observation Form: Sam Holtzman, 2014				● Art Center College of Design				
Assessment Scale	0	1	2	3	4			
Single Word Description	N/A	Ineffective	Progressing	Effective	Highly Effective			
Corresponding Detailed Descriptions	Did not demonstrate, either through absence or serious deficiencies, the described criteria.	Struggles to demonstrate practices described in the key grading criteria.	Performs within the described key grading criteria. Showing some improvement over time.	Consistently demonstrates competency regarding the practices described in the key grading criteria.	Consistently innovative, integrated, nuanced, and sophisticated demonstration of elements in the key grading criteria.			
Criteria Description				Assessment Score				
Planning: The exercise/class shows evidence of planning with clear expectations tied to identified goals/objectives and student learning outcomes. Supporting material for instruction is developed for students in multiple formats when applicable.				N/A	1	2	3	4
Notes:								
Instruction: The lessons/objectives are presented in a clear and understandable way, using academic language, appropriate terminology, and discipline specific vocabulary. Material covered is introduced in a manner that affords all students equal opportunity for access and understanding.				N/A	1	2	3	4
Notes:								
Participation & Engagement: The instructor works to engage all students in an equitable way and provides appropriate scaffolds as needed. Students are expected to participate in all academic classes, exercises, and activities to the fullest extent of their ability.				N/A	1	2	3	4
Notes:								
Classroom Management: The instructor uses the full extent of the time available in an effective manner, allowing for a range of activities to support student learning. Classroom administrative needs are attended to with regularity, such as attendance, schedule, and assignment reminders. Overall, the classroom/studio atmosphere is conducive to all students being able to accomplish all tasks in a safe way that is optimal for differentiated learning styles and respectful of individual differences and needs.				N/A	1	2	3	4
Notes:								
Assessment & Feedback: Students get direct feedback through a variety of methods throughout the lesson/exercise/day. The feedback is based on clear expectations that have been established (defined in the syllabus, assignment description, or presented that day) and contains next-steps for individuals and the class. Assessment should be tied directly to the Course Learning Outcomes.				N/A	1	2	3	4
Notes:								

Rubric Template – Criteria & Parameters

Rubric Template				● Art Center College of Design				
Assessment Scale	0	1	2	3	4			
Single Word Description	N/A	Ineffective	Progressing	Effective	Highly Effective			
Corresponding Detailed Descriptions	Did not demonstrate, either through absence or serious deficiencies, the described criteria.	Struggles to demonstrate practices described in the key grading criteria.	Performs within the described key grading criteria. Showing some improvement over time.	Consistently demonstrates competency regarding the practices described in the key grading criteria.	Consistently innovative, integrated, nuanced, and sophisticated demonstration of elements in the key grading criteria.			
Criteria Description				Assessment Score				
Criteria:				N/A	1	2	3	4
Notes:								
Criteria:				N/A	1	2	3	4
Notes:								
Criteria:				N/A	1	2	3	4
Notes:								

Degrees of Quality

The template titled **Degrees of Quality** focuses on the expectations for student production as measured through Degrees of Quality – written statements that reference the elements or understanding a project at that level should evidence. The Criteria are identified in the left column. The corresponding rows should have text that differentiates between assessment scores based on elements that the work contains (or is missing). The row across the top has the Rubric levels with a numeric value, a single-word description for reference, and corresponding detailed descriptions.

Rubric Outline – Degrees of Quality

Assessment Scale	0	1	2	3	4
Single Word Description	N/A	Ineffective	Progressing	Effective	Highly Effective
Corresponding Detailed Descriptions	Did not demonstrate, either through absence or serious deficiencies, the described criteria.	Struggles to demonstrate practices described in the key grading criteria.	Performs within the described key grading criteria. Showing some improvement over time.	Consistently demonstrates competency regarding the practices described in the key grading criteria.	Consistently innovative, integrated, nuanced, and sophisticated demonstration of elements in the key grading criteria.
Project Criteria	Neither X nor Y Does not meet expectations or address basic criteria (F)	X or Y Insert Level 1 Description: Work at this stage is missing some basic elements (D)	X and Y Level 2: This is the target – all criteria are present and addressed in a basic way (C)	X! and Y! Level 3: All criteria are present and addressed in an advanced way. Work meets expectations for assignment (B)	X!, Y!, and Z Level 4: Advanced understanding of criteria with the addition of something new. Work exceeds expectations (A)

Rubric Sample – Degrees of Quality

Communication Design 2: Booklet Project - Sample Rubric (Allison Goodman - GPK, 2014)				● Art Center College of Design	
Assessment Scale	0	1	2	3	4
Single Word Description	N/A	Ineffective	Progressing	Effective	Highly Effective
Corresponding Detailed Descriptions	Did not demonstrate, either through absence or serious deficiencies, the described criteria.	Struggles to demonstrate practices described in the key grading criteria.	Performs within the described key grading criteria. Showing some improvement over time.	Consistently demonstrates competency regarding the practices described in the key grading criteria.	Consistently innovative, integrated, nuanced, and sophisticated demonstration of elements in the key grading criteria.
Documentation/ Weekly Workbook	<i>Failure to turn in completed documentation and/or failure to meet the minimal requirements outlined in level 1.</i>	Work missing, organization lacking, analyses incomplete and/or uninformative.	Work complete but organization lacking, analyses are perfunctory.	Content complete and organized, analyses are self-reflective and informative.	Content complete and organized at a level that informs all viewers, analyses are thoughtful and informative.
Workflow	<i>Failure to turn in completed documentation and/or failure to meet the minimal requirements outlined in level 1.</i>	No/little weekly progress/effort, homework often not ready at start of class, work-in-class (wic) underutilized, critique points not integrated into weekly progress.	Inconsistent weekly progress, homework not consistently ready at start of class, wic under-utilized, critique points are not fully integrated into weekly progress.	Weekly effort is evident, homework preparation is complete and ready at the start of class, wic is utilized, thoughtful response to critique is evident in the work.	Weekly progress is robust and well-prepared for critique, progress is made during wic, thoughtful response to critique is evident and enhanced by additional investigation.
Participation	<i>Failure to turn in completed documentation and/or failure to meet the minimal requirements outlined in level 1.</i>	Classroom presence non-committal / critique participation not forthcoming / personal presentations do not show a full understanding of the project itself.	Classroom presence is perfunctory, critique participation is minimal/ personal presentations lack commitment to work.	Classroom presence is beneficial overall, participation in critiques is thoughtful, personal presentations show an understanding and commitment to the work.	Classroom presence beneficial overall, participation in critiques is topical, thoughtful, and in the interest of progress, personal presentations are meaningful additions to the work itself.

(See Appendix for Booklet Project Full Grading Rubric Sample – Goodman, 2014)

Rubric Template – Degrees of Quality

Rubric Template				● Art Center College of Design	
Assessment Scale	0	1	2	3	4
Single Word Description	N/A	Ineffective	Progressing	Effective	Highly Effective
Corresponding Detailed Descriptions	Did not demonstrate, either through absence or serious deficiencies, the described criteria.	Struggles to demonstrate practices described in the key grading criteria.	Performs within the described key grading criteria. Showing some improvement over time.	Consistently demonstrates competency regarding the practices described in the key grading criteria.	Consistently innovative, integrated, nuanced, and sophisticated demonstration of elements in the key grading criteria.
Project Criteria					
Project Criteria					
Project Criteria					
Project Criteria					

Appendix

ACCD Grading Expectations and Rubric Score Alignment

Grading System & Descriptions										Art Center College of Design			
4.0 scale	0		1			2			3			4	
single word description	N/A		Ineffective			Progressing			Effective			Highly Effective	
corresponding detailed descriptions	Did not demonstrate, either through absence and/or serious deficiencies, the described criteria.		Struggles to demonstrate practices described in the key grading criteria.			Performs within the described key grading criteria. Showing some improvement over time.			Consistently demonstrates competency regarding the practices described in the key grading criteria.			Consistently innovative, integrated, nuanced, and sophisticated demonstration of elements in the key grading criteria.	
corresponding accd point range and letter grade	0.00		0.75	1.0	1.5	1.75	2.0	2.5	2.75	3.0	3.5	3.75	4.0
	F		D-	D	D+	C-	C	C+	B-	B	B+	A-	A
corresponding 100 pt scale	0-59		60-69			70-79			80-89			90-100	
existing accd grade descriptions	An F is a failing grade, which is given to student who have been absent from class 3 or more times and/or have not produced the work required. The quality and quantity of the work in and out of class is unacceptable. The work does not qualify the student to progress to a more advanced level.		A D is a barely passing grade - the lowest grade possible for a delivered product. Although the student has met only the most basic requirements of the class, their work still qualifies them to progress to the next level of study/production. The work shows little understanding or connection with the material and is seriously flawed. At the discretion of the instructor, the D grade should be reserved for some extreme circumstance/disconnect from the standard grading matrix that allows a student to do so poorly and still pass the class.			A C+ is the minimum cumulative level of accomplishment required for graduation from the Undergraduate Program at Art Center. A C+ is an average grade, which demonstrates a satisfactory comprehension of the subject. C+ work accomplishes the all of requirements with basic competency and momentary flashes of insight. A C is an average grade, which demonstrates a satisfactory comprehension of the subject matter, accomplishes the minimum requirements, displays little initiative, communicates orally and in writing at an acceptable level, and generally has an acceptable understanding of all basic concepts. However, while there is understanding, the student has not yet found a way to make the material his or her own.			A B is an honor grade, which is given to students who demonstrate a solid understanding of the assignments given and have produced work of considerable achievement. The B student is an active listener, and accomplishes more than the minimum work required. The work is good; the focus is clear, however some areas though grasped, have not been used, developed or fully exploited. A B should be considered a high grade given to students of significant potential that have specific areas to be developed.			An A is a high honor grade, which is reserved for exceptional students who have excelled in the production required for the class in either visual or written form. The work leaves little or no room for improvement. The structure is complete; the content is clear and substantial. In addition the student has participated actively and helpfully in class critiques. The student sees many sides of an issue, integrates ideas previously learned and anticipates the next steps in the progression of ideas. The A student is an example for others to follow.	

Graphic Design Project Grading Rubric (Sample Courtesy of Allison Goodman, 2014)

Narrative Sequence 1/3 rd of project grade			category grade		
overall descriptions/categories	0	1 - Ineffective	2 - Progressing	3 - Effective	4 – Highly Effective
point of view (pov) and use of motif:	<i>failure to turn in completed work and/or failure to meet the minimal requirements outlined in level 1</i>	lacking interest, weak, unable to attract	present but not fully utilized ✓	clear, applicable to topic	fully engaging throughout booklet
visual prediction and resolution		absent and/or noticeably unresolved	present but sometimes inconsistent ✓	successful narrative arc	seamless narrative experience
photo selection & editing; text/image relationships		unremarkable, not in support of pov or motif	predictable and/or successful but without delight ✓	attractive and in support of narrative	innovative and attractive
rhythm, pacing, orientation, density & visual distribution		indistinguishable and/or, not in support of pov or motif	intermittently successful, not fully in support of pov or motif	in full support of pov ✓	flawless
final output		incomplete and/or technically compromised to the point of distraction	all elements included and in order, but lacking re: paper, printout and/or binding	achieves acceptable technical competence ✓	technical output complements the design in every way
Typography 1/3rd of project grade			category grade		
overall descriptions/categories	0	1 - Ineffective	2 - Progressing	3 - Effective	4 – Highly Effective
connection of typographic approach to narrative	<i>failure to turn in completed work and/or failure to meet the minimal requirements outlined in level 1</i>	lacking and/or unclear	evident but not uniformly successful	successful connection of type to narrative ✓	extremely strong editorial quality in the typographic approach
editorial differentiation and organization		typographic choices lack visual hierarchy	unclear and/or inconsistent hierarchy	present and consistent visual hierarchy ✓	obvious and useful visual hierarchy
technical practices <i>(including but not limited to leading, rags, type density, tracking, hanging quotations, column width(s), etc.)</i>		does not meet baseline acceptability	emerging successful practices but not consistent ✓	competent technical practices	excellent technical workmanship
Documentation, Workflow, Participation 1/3rd of project grade			category grade		
overall descriptions/categories	0	1 - Ineffective	2 - Progressing	3 - Effective	4 – Highly Effective
documentation/ weekly workbook	<i>failure to turn in completed documentation and/or failure to meet the minimal requirements outlined in level 1.</i>	work missing, organization lacking, analyses incomplete and/or uninformative	work complete but organization lacking, analyses are perfunctory ✓	content complete and organized, analyses are self-reflective and informative	content complete and organized at a level that informs all viewers, analyses are thoughtful and informative
workflow		no/little weekly progress/effort, homework often not ready at start of class, work-in-class (wic) underutilized, critique points not integrated into weekly progress	inconsistent weekly progress, homework not consistently ready at start of class, wic underutilized, critique points are not fully integrated into weekly progress	weekly effort is evident, homework preparation is complete and ready at the start of class, wic is utilized, thoughtful response to critique is evident in the work ✓	weekly progress is robust and well-prepared for critique, progress is made during wic, thoughtful response to critique is evident and enhanced by additional investigation.
participation		classroom presence non-committal / critique participation not forthcoming / personal presentations do not show a full understanding of the project itself.	classroom presence is perfunctory, critique participation is minimal/ personal presentations lack commitment to work. ✓	classroom presence is beneficial overall, participation in critiques is thoughtful, personal presentations show an understanding and commitment to the work.	classroom presence beneficial overall, participation in critiques is topical, thoughtful, and in the interest of progress, personal presentations are meaningful additions to the work itself.