Rubric Reiterations

Aligning the rubric to fit a changing curriculum

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Presentation outline

- CET rubric context
- Addressing criteria and design dilemmas
- Next steps

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Course entry requirements

CURRENT IELTS* \ TARGET IELTS*	6	6.5	7	7.5
5		DEC 36		
5.5	DEC 15 or 10	DEC 25	DEC 36	
6	DEC 5	DEC 15 or 10	DEC 25	DEC 36
6.5	DEC 5	DEC 5	DEC 15 or 10	DEC 25
7		DEC 5	DEC 5	DEC 15 or 10
7.5			DEC 5	DEC 5

DEC – Direct Entry Course

36 weeks · 25 weeks · 15 weeks · 10 weeks · 5 weeks

CET Rubric Context

What was the rationale behind our rubric change?

Rationale

A team of markers → challenges faced

Marker anxiety and differences in understanding of criteria
(Willey & Gardner, 2010)

Relative importance of criterion points & vague terminology
(Shay, 2008)

"What is needed is meaningful understanding and application of assessment criteria within an interpretive community of community of practice".
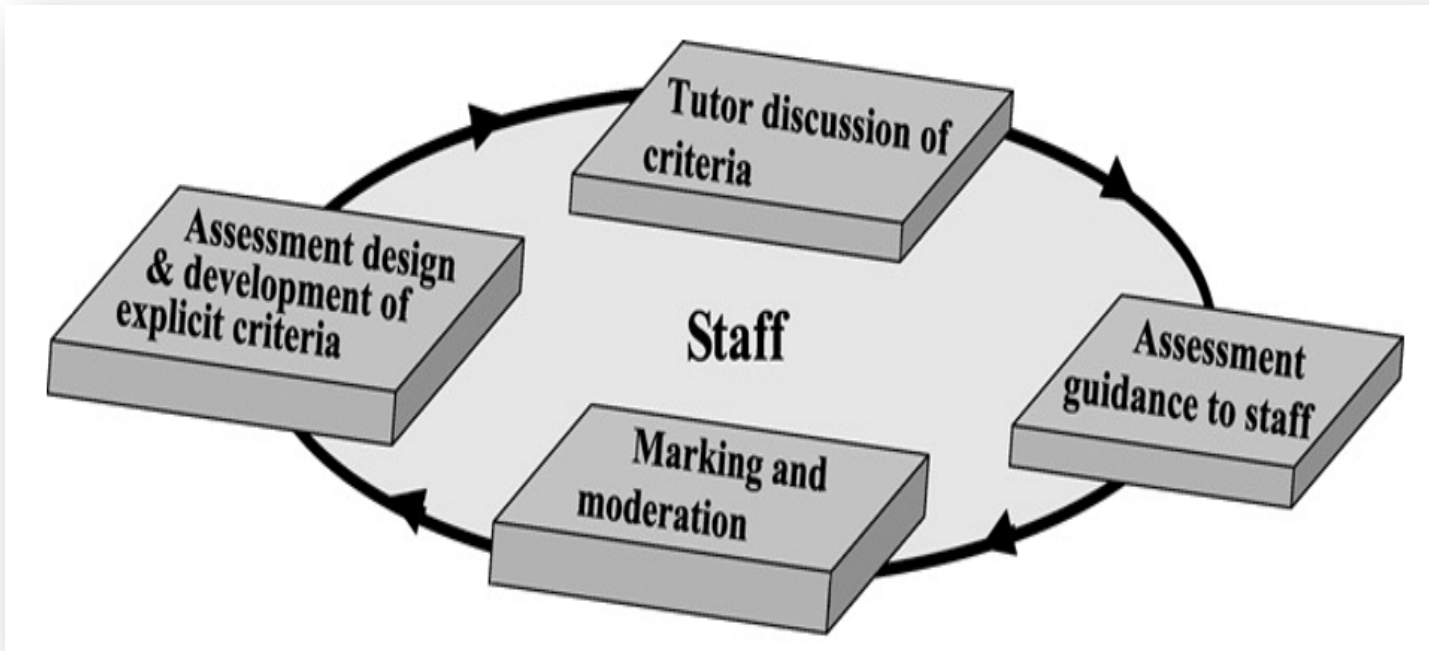
(Shay, 2008, p. 597)

A bank of 'yardstick' assessments (Tomkinson & Freeman, 2007)

Assessment standards discourse (Price, 2008)

Social Constructivism

Knowledge is constructed through interaction with others.

Rust, O'Donovan & Price Model: Emphasise engaging with criteria

Social constructivist assessment process: cycle for markers
(Rust, O'Donovan & Price, 2005)

Addressing criteria and design dilemmas

How did we address some of the dilemmas behind
our rubric change?

Previous Task- "Synthesised Summary"

Task: A popular media outlet is deciding whether to introduce a 'hot desk' policy in their open plan office. As a research analyst, summarise the claims in the following articles about **the effects of hot desking on communication**, noting agreements and disagreements between the sources.

1. Study the task and decide what kind of information you, as an analyst, have been asked to find.

2. Read the three articles on hot desking. Take notes on the paper provided of any information that is relevant to your task. *(50 minutes)*

3. Write your summary of 200 to 250 words. *(50 minutes)*

Assessment Criteria: Synthesised Summary Task

Before criterion-specific descriptors: generic descriptors

4	**inconsistently**
4.5	inconsistently but with minor positive features
5	**inconsistently but with significant positive features**
5.5	consistently but with major lapses
6	**consistently but with noticeable lapses**
6.5	consistently but with minor lapses
7	**consistently**
7.5	consistently with some positive features
8	**consistently with some excellent features**

Assessment Criteria:

1st Reiteration
Previous Synthesised Summary Task

Student Feedback Sheet

ASSESSMENT CRITERIA		DESCRIPTORS	COMMENTS	MARK
Ideas / arguments	Coherence	Ideas / arguments derived from the sources are coherently (logically) organised and developed.		
	Relevance	Ideas / arguments and evidence are adequate and relevant to the question. The summary is within the specified word range.		
Ideas from sources	Synthesis	Ideas and evidence from sources are synthesised (combined) well to produce the summary.		
	Paraphrasing and referencing	Ideas and evidence from sources are adequately paraphrased and referenced.		
Text organisation	Staging and phasing	Staging and phasing (organisation) is appropriate to the genre: the paragraphs form a clear summary of the relevant information.		
	Cohesion	Cohesion (flow) is achieved through conjunction (connectors), lexical chains (vocabulary) and reference (eg pronouns, articles).		
Language style	Evaluative language	Reporting language accurately reflects the opinions of the sources. The writer does not add their own evaluation.		
	Academic style	The style of language is academic: it is suitably lexically dense (complex) and formal.		
Grammar and vocabulary	Accurate grammar	Clause grammar is accurate, with appropriate subject / verb patterns and tenses.		
	Appropriate vocabulary	Vocabulary is appropriate, precise, varied and well-collocated.		
COMMENTS				TOTAL

Assessment Criteria: Synthesised Summary Task

2nd Reiteration- 5 pages, 10 criteria descriptors for teachers

Marking sheet was separate

CRITERIA	MARKS	Centre for English Teaching (CET) Descriptor: DEC10 Synthesised Summary 12/06/18
Ideas/arguments Coherence	8	Ideas are **very clear** and the **logical progression can be easily followed** • Ideas are clearly and fully developed throughout the essay • Paragraphs have a clear topic and are well organised • Relationships between ideas are clear and logical
	7	Ideas are **mostly clear** and **logically organised** • Ideas are clear throughout the essay • Paragraphs are mostly organised logically • Relationships between ideas are mostly clear and logical
	6	Ideas are **sometimes clear** and **organisation can be followed** • Ideas are relevant but may not be consistent • Paragraphs are sometimes organised logically • Relationships between ideas are sometimes clear, but not always logical
	5	Ideas are **occasionally clear** but **not always logically organised** • Ideas may be difficult to discern • Paragraphs may contain more than one topic with unclear organisation • Relationships between ideas often lack clarity or logic

New Task: Synthesis Task (3 streams)

Task

What is the role of science in achieving sustainability?

How do the articles relate to each other in relation to the question? In other words, what are some of the major similarities and differences in their viewpoints?

250-300 words

1. Read the three related texts on sustainability and the role of science by:
Spangenberg (2002); Oni (2017) and Visbeck (2016)

   Plan a **synthesis of the information** in response to the question.

2. Write your response to the question.
Acknowledge any ideas or information you take from the sources.
   – Use the **author's name and the year** for reference to ideas from the texts.
   – A reference list is **not** required.
Do not use an electronic dictionary.

Time: 90 minutes (45 minutes to read and 45 minutes to write)

3rd Reiteration: Reorganising "Academic Style" criteria

- Split between Academic Vocabulary and Grammar

Language style Academic style	8	The language is **suitably formal throughout** the writing (academic and objective) • Lexical density and nominalised word groups are sufficient and appropriate • Lexical choices are suitably formal or field specific • Contractions and colloquialisms are not evident
	7	The language is **mostly formal** (academic and objective) • Lexical density and nominalised word groups are mostly adequate • Lexical choices are often formal or field specific • Contractions and colloquialisms are rare
	6	The language is **sometimes formal** (academic and objective) • Lexical density and nominalisation are evident, but usage is insufficient • Lexical choices are sometimes but not always formal or field specific • Contractions and colloquialisms are used occasionally
	5	The language is **occasionally formal** (academic and objective) • Lexical density and nominalisation may be evident, but usage is infrequent • Lexical choices may occasionally be formal or field specific but general vocabulary is prevalent • Contractions and colloquialisms are noticeable

Reorganising criteria- Evaluation

– Split between Use of Sources and Academic Vocabulary

Language style Evaluation	8	Demonstrates **effective use of reporting language** to **accurately reflect the opinion of the source** • Modal verb usage is sufficient and always accurate • Appraisal language is used sufficiently, skillfully and accurately • The writer does not add their own evaluation (opinion) at all
	7	Demonstrates the **use of reporting language to reflect the opinion of the source** • Modal verb usage is sufficient and mostly accurate • Appraisal language is mostly used sufficiently and accurately • The writer does not add their own evaluation (opinion)
	6	Demonstrates the **use of reporting language**, but **genre style is not always consistent** • Modal verb usage is adequate but not always accurate • Appraisal language is sometimes used but with occasional inaccuracies • The writer minimally adds their own evaluation (opinion)
	5	Demonstrates **limited use** of **reporting language** and/or the **genre style is variable** • Modal verb usage is evident but often lacks accuracy • Appraisal language is occasionally used but with little accuracy • The writer adds their own evaluation (opinion)

Combining criteria- Staging and phasing

– Revised to suit the new curriculum (alternative approach to genre)

Text organisation **Staging and phasing**	8	The synthesised summary is **clearly organised** using a genre-appropriate structure (to match the question) • Stages are written in a logical order and are clear to the reader • All phases are clear and evident • Phases or 'moves' within each stage are comprehensive and logical
	7	The synthesised summary is **mostly organised** using a genre-appropriate structure (to match the question) • Stages are written in a logical order • Most phases are evident • Most phases or 'moves' within each stage are logical
	6	The synthesised summary is **sometimes organised** using a genre-appropriate structure (to answer the question) • Stages are generally written in a logical order • Many phases or 'moves' within each stage are evident, but some phases may be missing • Phases or 'moves' within each stage are not always logical
	5	The synthesised summary is **occasionally organised** using a genre-appropriate structure (to answer the question) • Stages may not be clearly distinguished and/or may not be written in a logical order • Phases or 'moves' within each stage are sometimes evident, but a number of phases are missing or inappropriate • Phases or 'moves' within each stage are often illogical

Selecting the criteria: Comparison chart

CET DEC 10 Rubric	CEFR Writing	IELTS Writing Task 2
Content/Relevance	Content (aspects of Communicative Achievement)	Task Achievement
Use of sources	'distinguishing one's own ideas and opinions from those in the sources' (2018 new descriptors)	N/A
Connection of ideas	Organisation (aspects of Communicative Achievement)	Coherence and Cohesion
Academic vocabulary	Language: Vocabulary	Lexical Resource
Grammar	Language: Grammar	Grammatical Range and Accuracy

Aligning rubric usage with USYD guidelines

– The use of rubrics as a formative tool also aligns with the 'writing-learning-outcomes' as indicated in the following list by the University of Sydney.

https://canvas.sydney.edu.au/courses/1316/pages/wrting-learning-outcomes?module_item_id=39235

discussing the learning outcomes with students	involving students in writing learning outcomes	illustrating them with examples

returning to them regularly throughout the semester	showing how they are assessed

Aligning rubric layout with USYD guidelines

– Alignment with USYD grid layout OR IELTS layout?

CRITERIA		SCALES		
		Fail/resubmit 30.00	Pass 35.00	Credit 40.00
Organization	40%	May provide a weak, if any, thesis; demonstrates little or no consistency of tone and focus; and illustrates little or no control of organization.	May provide a thesis, demonstrates an inconsistent tone and focus and illustrates little, if any, control of organization.	Provides a thesis, demonstrates a consistent tone and focus, and illustrates a control of organization.
References	20%	Fails to support ideas with details and/or examples.	May support the thesis and main ideas with limited, if any, details and/or examples.	Supports the thesis and main ideas with details and examples.
Argument	40%	Fails to defend a position with any evidence and fails to address the reader's concerns, biases, and expectations.	Defends a position with little evidence and may address the reader's concerns, biases, and expectations.	States and maintains a position, authoritatively defends that position, generally defends that position with precise and relevant evidence and addresses the reader's concerns, biases, and expectations.

Task criteria and standards

Task criteria (what your require students to do)	Task standards (levels of quality of work or performance)

https://canvas.sydney.edu.au/courses/1316/pages/assessment-task-criteria-and-standards-rubrics

Gradient comparison-DEC10 (low)/IELTS alignment

Previous DEC 10	Revised DEC 10	IELTS (Public)
Less than 60	**Less than 60**	**Band 5**
Often (negative) Often inaccurate Often informal Often unclear	Negative statements	Limited Lack of Inadequate Faulty

Gradient comparison- DEC10 (mid)/IELTS alignment

Previous DEC 10	Revised DEC 10	IELTS (Public)
60-64	**60-64**	**Band 6**
Sometimes Some inaccuracy Sometimes informal Sometimes unclear	Sometimes Sometimes accurate Sometimes formal Sometimes clear	Adequate Some errors…but Not always May be unclear …effectively, but… Uses.., but not always Uses a mix of
65-69	**65-69**	
Usually Generally accurate Usually formal Usually clear	Often Often accurate Often formal Often clear	

Gradient comparison- DEC10 (high)/ IELTS alignment

Previous DEC 10	Revised DEC 10 to fit higher level		IELTS (Public)
70 and over	**70-74**	**75 and over**	**IELTS Band 7**
Mostly Often Mostly accurate Mostly formal Mostly clear	Usually Usually accurate Usually formal Usually clear	Mostly Mostly accurate Mostly formal Mostly clear	Sufficient Clear (+ve)…but may lack… Uses…appropriately …occasional errors

Peer writing feedback in class

– Peer rubric feedback and editing (Leeuw, 2016, p.102; Hawthorne, Bol & Pribesh, 2017, p. 690)
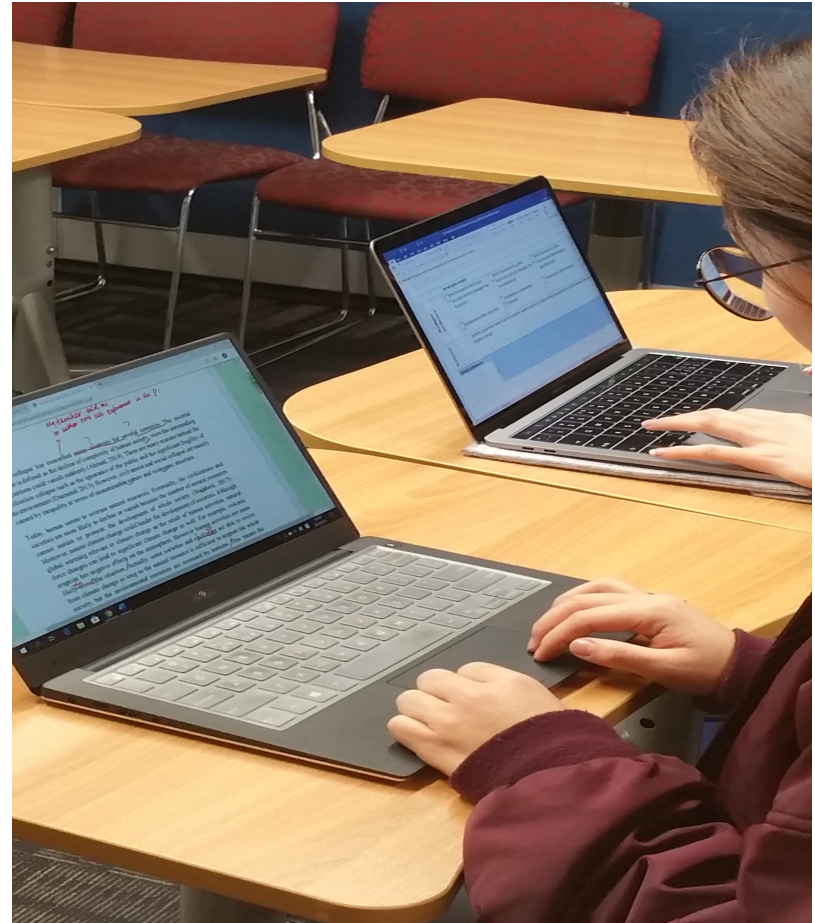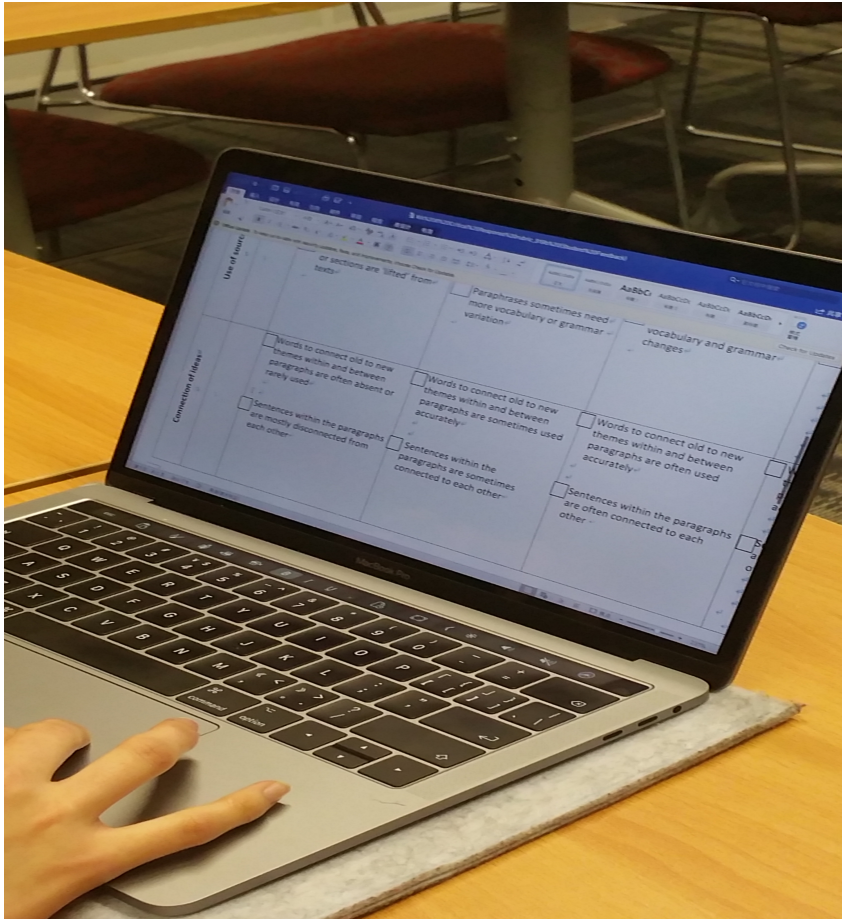
Peer feedback alignment – Synthesis Task Peer Rubric

DEC10 Week 3 Synthesis Task

Tick (✓) the most suitable column and add some comments.

	✓				
Content/ Relevance		• Ideas are <u>not very clear.</u> • Ideas are <u>often irrelevant</u> to the question <u>and/or</u> <u>undeveloped.</u>	• Ideas are <u>sometimes unclear</u> • Ideas are <u>sometimes irrelevant</u> to the question <u>and/or may be</u> <u>undeveloped.</u>	• Ideas are <u>usually clear.</u> • Ideas are <u>usually relevant</u> to the question and <u>well developed</u>	• Ideas are <u>almost always clear.</u> • Ideas are <u>fully relevant</u> to the question and <u>sufficiently</u> <u>developed.</u>
Use of sources		• Paraphrases of ideas in the texts are <u>often inaccurate.</u> • There is <u>frequent</u> copying.	• Paraphrases of ideas in the texts are <u>sometimes inaccurate.</u> • There is <u>some</u> copying.	• Paraphrases of ideas in the texts are <u>usually accurate.</u> • There is <u>minimal</u> copying.	• Paraphrases of ideas in the texts are <u>fully accurate.</u> • There is <u>no</u> copying.

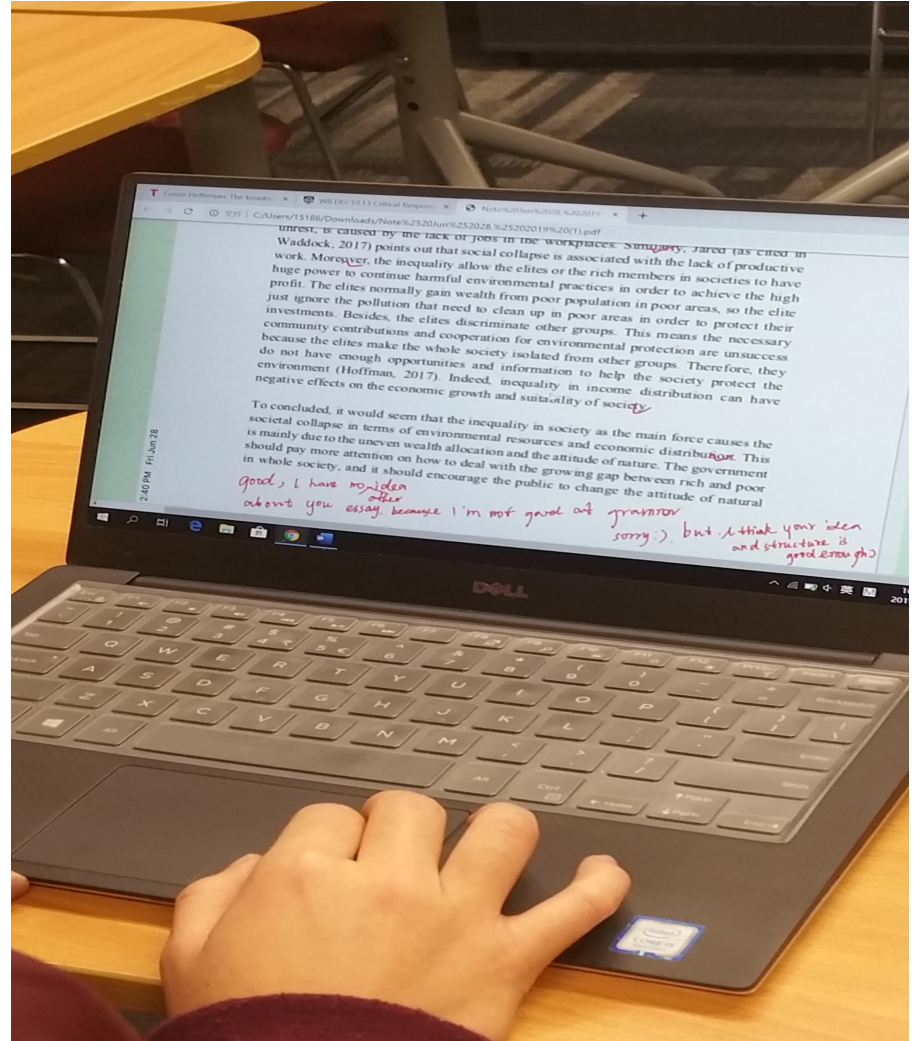# Increased student agency- through online feedback

Online editing and student interaction with the rubric (Reinholz, 2016, p.304-5)

Feedback engagement and mark callibration accuracy (Dawson, 2017, p.351)

Improved writing achievement and editing skills

(Crusan & Matsuda, 2018, p. 5)

Next Steps

What do we plan to do next to improve our rubrics?

Use UECA Benchmarking Project Feedback

(UECA Benchmarking Project 2018-2019)

– Deeper understanding and reflection of the marking process

– Importance of standardisation within AWG and for all teachers e.g some different scores

– Reflection on how different rubrics stress different aspects e.g. word count

– Challenges related to different writing requirements e.g. Diploma level

– Ideas for improving CET rubrics e.g. definitions

Started PD rubric sessions with teachers

- Would the inclusion of 'ceilings' and 'floors' for certain criteria be useful? If so, what kind of ceilings would you propose?

- The CEFR and IELTS don't have a summary description or text referencing so how can tasks be pegged to CEFR and IELTS?

- How can we develop a rubric to make it more useful?

An ongoing process

- Engage staff in the process

- Define our terminology with samples

- Address the scale reliability issue

- Review overlap of some bullet points

- Rank the importance of bullet points

- Consider all stakeholder feedback
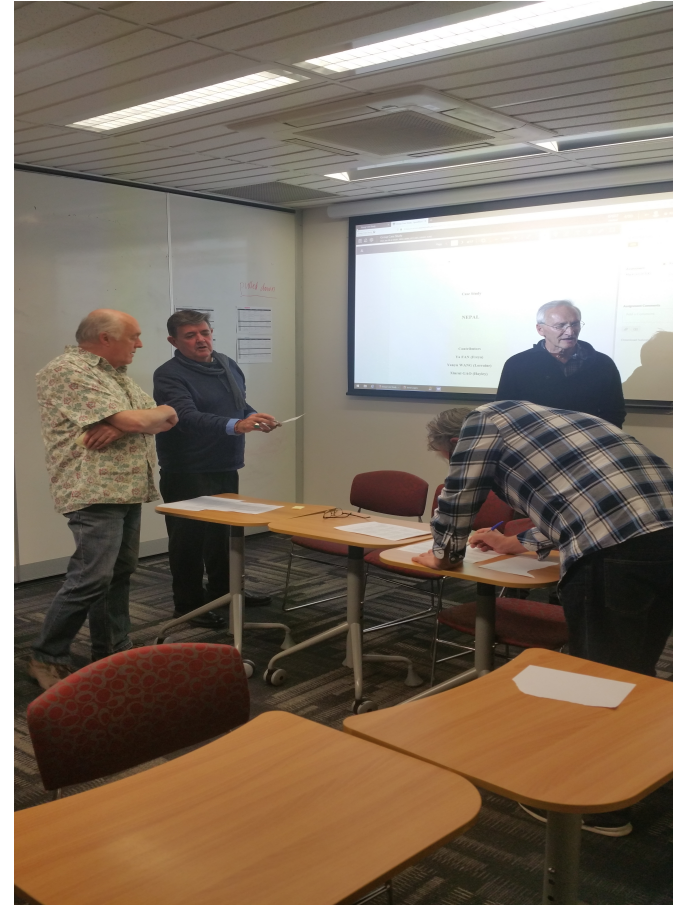
Rubric alignment reflection

– Strengths and weaknesses of pegging to CEFR and IELTS

Our reiteration steps:

1. reorganising

2. combining

3. selecting

4. aligning

– Importance of constructive re-alignment

References

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