Norming Rubrics
Building a Shared Understanding

Contact Information

Liz Medendorp
English Faculty
Assessment of Student Learning
Coordinator
719-549-3376
Liz.Medendorp@pueblocc.edu
eLumenSupport@pueblocc.edu

Shanna Montoya
Dental Assisting Faculty
Assessment of Student Learning
Committee Chair
719-549-3256
Shanna.Montoya@pueblocc.edu
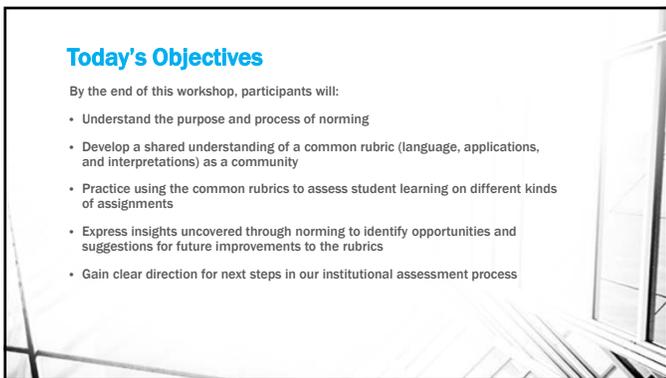

Today's Objectives

By the end of this workshop, participants will:

- Understand the purpose and process of norming

- Develop a shared understanding of a common rubric (language, applications, and interpretations) as a community

- Practice using the common rubrics to assess student learning on different kinds of assignments

- Express insights uncovered through norming to identify opportunities and suggestions for future improvements to the rubrics

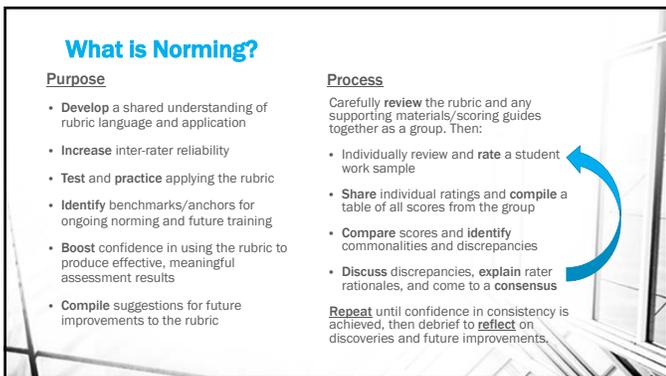- Gain clear direction for next steps in our institutional assessment process

---

What is Norming?

Purpose

- **Develop** a shared understanding of rubric language and application

- **Increase** inter-rater reliability

- **Test** and **practice** applying the rubric

- **Identify** benchmarks/anchors for ongoing norming and future training

- **Boost** confidence in using the rubric to produce effective, meaningful assessment results

- **Compile** suggestions for future improvements to the rubric

Process

Carefully **review** the rubric and any supporting materials/scoring guides together as a group. Then:

- Individually review and **rate** a student work sample

- **Share** individual ratings and **compile** a table of all scores from the group

- **Compare** scores and **identify** commonalities and discrepancies

- **Discuss** discrepancies, **explain** rater rationales, and come to a **consensus**

Repeat until confidence in consistency is achieved, then debrief to **reflect** on discoveries and future improvements.

Guidelines to Keep in Mind

"The needs of the many outweigh the needs of the few."

"Or the one."

Share Openly
Be willing to explain why you see your scores as appropriate

Listen Fully
Be prepared for, open to, and respectful of differences of interpretation

Ask for Clarification
Talk through all questions, confusions, and concerns

Don't be Shy
We are all here to practice and learn, not judge

Rely on the Rubric
When in doubt, revisit the specific language of our common guide.

Seek Consensus
Prioritize building confidence in the ability consistently score as a group.

Compromise
Find a comfortable middle ground that we can all agree is reasonable

Disagree, but Commit
Even if your personal interpretation is different, commit to the group norm

Overcome Biases
Separate your own priorities for grading from our shared priorities for assessment.

Let's get to it!

Individual Tasks
1. Carefully review the student artifact and rubric.
2. When you feel ready, assign scores for each criterion on your scorecard.
3. Then, share your scores with the group in one of two ways:
   - Go to bit.ly/PCCnorming (or use the QR code at the right) and complete the short form.
   - Bring your scorecard to Liz, who will input your scores manually.
4. Sit tight! Once all scores are collected, we will review and discuss them together. (In the meantime, feel free to collect your thoughts, review other student artifacts in your packet, and/or jot down some feedback on your Workshop Evaluation Form.)

bit.ly/PCCnorming

Debrief and Reflection

- Overall, how do we feel the process of norming went for us?
- How effectively and clearly are we able to talk about the language of the rubric together? How confident are we in our ability to use it consistently?
- What strengths and weaknesses have we discovered in the rubric?
  - What elements or word choices in the rubric seem to work well or do we like?
  - What issues did we encounter with the rubric that we might need to address in future revisions?
- What *specific* suggestions could we make to help improve the rubric?

Now What?

Next Steps for Institutional Assessment

See the provided handout for a more detailed outline of the assessment timeline as a guide to help keep track of important next steps for faculty in the upcoming weeks and months.

Fall 2016 Assessment Timeline Reminders & Updates

- **October:** Continue the Conversation & Brainstorm Options
- **November:** Complete Basic Training & Start Collecting Data
- **December:** Collect & Report Data
- **February:** Reporting Deadline

— — — — — — — —

Ongoing: Communication, Feedback, and Additional Support