



# Promoting Excellence in Teaching and Learning

**CAOBE** CENTRE FOR THE ADVANCEMENT  
OF OUTCOMES-BASED EDUCATION

**The Centre (CAOBE)** provides research and resources support to teachers in order to enhance the quality of teaching and learning in line with principles of Outcomes-Based Education.

### This newsletter is for:

- Teachers of all subjects in the UGC-funded institutions in Hong Kong.
- Faculty involved in research into enhancement of student outcomes.

# RUBRICS GALORE!

## And what about MCQs (Multiple-Choice Questions) and Short Answer Questions?

Rubrics is a hot topic in Hong Kong higher education these days, especially with our own institution, Lingnan University, moving towards a more complete switch over to Criterion-Based Assessment. For the convenience of faculty, the CAOBE is in the process of compiling a resource bank of OBE resources, including rubrics for diverse disciplines and skills. A prototype of the 'Online OBE Repository' can be found linked off the CAOBE site at: <http://tlc.ln.edu.hk/caobe-repository>. The rubrics section is located under the 'Best Practice' tab – a screenshot of some of the main section headings is reproduced below.

**BEST PRACTICE**

- ⊕ How to do Constructive Alignment
- ⊕ Course Learning Outcomes (ILOs)
- ⊕ Rubrics
  - Where rubrics are provided in Word document form, you are welcome to download them.
  - For more practical resources on rubrics, go to the Rubrics section under 'The Online OBE Repository'.
  - ⊕ **Rubrics in general**
  - ⊖ **Sample Rubrics**
    - ⊕ Rubrics in use
    - ⊕ Sample rubrics for multiple disciplines / skills
    - ⊕ Rubrics for Specific Tasks/Skills
    - ⊕ Rubrics for measuring Program Learning Outcomes
    - ⊕ Sample rubrics for graduate attributes
- ⊕ Assessment Guides
- ⊕ Good Classroom Practice
- ⊕ Teaching and Learning Activities

# Rubrics, MCQs (Multiple Choice Questions) and Short Answer Questions

Under a Criterion-Based Assessment system, all assessments should be marked against criteria, which is part of the function of rubrics. A question sometimes asked is, what about Multiple Choice Questions? How do we write rubrics for these? There can be different kinds of multiple choice questions, but for the simplest kind where the answers are preset and the student only has one option, no rubric is needed. A simple marking guide will suffice.

However, once you get past a simple multiple-choice question, into short answer questions, simple rubrics will be needed. Below is an example from a numerical literacy outcome from an AACU (Association of American Colleges and Universities) VALUE rubric. VALUE rubrics show graduated levels of attainment and can be used for both formative and summative assessment purposes.

Calculation	4	3	2	1
	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.

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## Sample Rubrics ... and more

More such rubrics as well as rubric examples from institutions both within and outside of Hong Kong can be found on our Online Repository, in the 'Sample rubrics' sections. For instance, under 'Rubrics for different tasks/skills', there is a list of over 20 different areas of assessment. To find these, go to the 'Best Practice' page at [http://tlc.ln.edu.hk/caobe-repository/doku.php?id=best\\_practice](http://tlc.ln.edu.hk/caobe-repository/doku.php?id=best_practice) then go to 'Rubrics' and select 'Sample Rubrics' then 'Rubrics for Specific tasks/skills'. Below are screenshots showing examples of what you might find if you click on these three entries containing sample rubrics :

### ☐ Written Communication rubrics

#### Written Communication VALUE rubric

Generic Written Communication Rubric for Liberal Arts institutions developed and tested by a team of over 100 professors in Higher Education in America. These are written specifically for teachers to be able to take them as a base and adapt them for their own use, to assess course and program level outcomes. Along with the rubrics are definitions, glossaries and framing language.

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Click [here](#) (PDF) or [here](#) (Word) to download the files

### Written Communication

#### Individual Essay rubric – The Making of Hong Kong

Rubric for an individual essay for the Core Curriculum Course 'The Making of Hong Kong' at Lingnan University.

Click [here](#) to download the file

#### Grading According to a Rubric (argumentative Philosophy essays)

Grading According to a Rubric Harrell explains why and how she uses a grading rubric for assessing Philosophy papers, sharing a comprehensive rubric for grading argumentative essays. There is also a sample 'grading grid' and an explanation of how it differs from a full rubric.

☒ Harrell, M. (2005) Grading According to a Rubric. *Teaching Philosophy*, 28 (1):3-15.

Also found at: <http://www.cmu.edu/dietrich/philosophy/docs/harrell/Grading.pdf>

#### Rubrics for History Essays

From Dr Mark Hampton, Department of History, Lingnan University

Click [here](#) to download the file

## ☐ Class Participation rubrics

### Holistic Rubric for Scoring Class Participation

From: Bean, John C. & Dean Peterson. Grading Classroom Participation. In Anderson Rebecca S & Bruce W. Speck (Eds) (1998) Changing the way we grade student performance : classroom assessment and the new learning paradigm. San Francisco, Calif. : Jossey-Bass (p 36)

Click [here](#) to download the file

## Class Participation

### Class Participation Rubric for Tutorials (History – Lingnan University)

Supplied by Professor Mark Hampton, History Department, Faculty of Arts, Lingnan University

Click [here](#) to download the file

### Class Participation Self-evaluation Rubric

A self-evaluation for students taken from pp 103-104 of Quinlan, Audrey M. (2012) A complete guide to rubrics : assessment made easy for teachers of K-college. Lanham, Md. : Rowman & Littlefield Education.

Click [here](#) to download the file

## Leadership/ Leading Skills

## ☐ Leadership / leading skills rubrics

### Rubric for Team Discussion Leading (History – Lingnan University)

Supplied by Professor Grace Chou, History Department, Faculty of Arts, Lingnan University

Click [here](#) to download the file

### Tutorial Leadership Responsibilities (History – Lingnan University)

Supplied by Professor Grace Chou, History Department, Faculty of Arts, Lingnan University

Click [here](#) to download the file

### Habits of Leadership Rubrics – Harvard University (Harvard Kennedy School)

<http://www.hks.harvard.edu/saguaro/pdfs/MOSAIC-LeaderHabits.pdf>

### Leadership Qualities Rubrics (Haskell Indian Nations University)

<http://www.haskell.edu/downloads/academics/education/Leader-Quality-Rubric.pdf>



## Do you have rubrics or other resources to share?

The CAOBE repository is designed as an open, one-stop collection of resources for higher education professionals, whether teachers, researchers or administrators. Over the next year we plan to greatly expand and reformat the Repository and we welcome contributions from our colleagues in the other Higher Education institutions in Hong Kong.

<http://tlc.ln.edu.hk/caobe-repository>

**At the moment, we are particularly seeking rubrics from any disciplines represented in Hong Kong, relating to any tasks or skills, for measurement of Course or Program level Learning Outcomes as well as Graduate Attributes. If you have any resources to share or any feedback to give, please contact the Centre Manager (contact details are below).**

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