

Example of Analytic Rubric

Case Study Rubric

Course: BUS4301 Strategic Management (Capstone Course)
Term 1, 2015-16

Program Learning Outcome: Students are able to demonstrate effective consideration of ethical issues in business situations.

Process: Each student will be assessed via an individual case study performed as course work (at least 800 words).

QA Criterion: In terms of overall performance for all trait(s), 80% of students will reach the level of Satisfactory or above.

RUBRIC CRITERIA	<i>Very Good (2 points)</i>	<i>Satisfactory (1 - 150 points)</i>	<i>Unsatisfactory (0 - 050 point)</i>
Identifies ethical issues in the situation	Clearly identifies all the main ethical issues applying to the case and pays attention to the nuances	Recognizes all or most of the main ethical issues applying to the case but ignores nuances	Fails to recognize important ethical issues applying to the case or recognizes them incorrectly
Identifies relevant stakeholders and their stakes (interests)	Identifies all relevant stakeholders and their interests	Identifies most of the relevant stakeholders and their interests but leaves out some important ones	Identifies few or no relevant stakeholders and few or none of their interests identifies them incorrectly
Assesses the impact of the situation on affected individuals	Assesses the impact of the situation on the affected individuals; fully considers the impact from an ethical perspective	Assesses the impact of the situation on affected individuals; but does not fully consider the impact from an ethical perspective	Does not assess the impact of the situation on affected individuals or gives little or no consideration to the impact from an ethical perspective
Assesses the impact of the situation on affected organization(s)	Thoroughly applies an ethical perspective to assess the impact of the situation on the affected organization(s)	Assesses the impact of the situation on the affected organization(s); but does not thoroughly consider the impact from an ethical perspective	Does not assess the impact of the situation on the affected organization(s) or does not consider the impact from an ethical perspective.
Identifies and applies relevant professional or expert ethical guidance	Clearly identifies and applies relevant expert or professional ethical guidance	Identifies, but does not clearly apply, relevant expert or professional guidance effectively	Does recognize the existence of relevant expert or professional guidance
Identifies alternatives for handling the situation	Clearly identifies alternatives, and explicitly considers their ethical ramifications	Identifies alternatives, but does not always consider their ethical ramifications	Does not identify any alternatives or fails to consider the ethical ramifications of the alternatives identified
Proposes solutions that are informed by ethical analysis and consider the impact on individuals and the organization(s)	Proposes solutions that are fully consistent with the ethical analyses and considers the impact on affected individuals and organization(s)	Proposes solutions that are generally consistent with the ethical analyses but does not always consider the impact on individuals and organization(s)	Makes no solution proposals, or makes proposals that do not consider or are inconsistent with ethical analyses and do not consider the impact on individuals and organization(s)



CENTRE FOR THE ADVANCEMENT OF OUTCOMES-BASED EDUCATION

Enhancing the quality of teaching and learning

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 special edition newsletter has been issued for Lingnan University faculty in response to the recent QAC Quality Audit.

ASSESSMENT:

MOVING TOWARDS CRITERION-REFERENCING

Initial feedback from the Quality Assurance Council Panel after their Audit visit to Lingnan University in January indicates that more progress needs to be made in order to fully transition to an outcomes-based approach. One of the areas focused on which is most in need of addressing is the full implementation of Criterion-Based Assessment.

- Norm-referencing versus Criterion-referencing

Under norm-based assessment, a student's performance is compared with that of his/her classmates in order to derive a grade. This is commonly known as "grading on the curve" and under such a system, only a fixed percentage of students can attain a certain grade.

In contrast, criterion-referencing assesses students according to how well they have met the learning outcomes specified. Specific criteria are drawn up and communicated to the students, usually in the form of rubrics, before the teaching, learning and assessment takes place. Provided that these criteria are sufficiently well-developed to distinguish between levels of attainment, a student's grade should represent the actual standard the student has achieved. Under such a system, it is theoretically possible for clusters of students to achieve the same grade, although in reality there is usually a distribution of grades as student performances tend to vary.

The difference that this can make in grades can be seen in the Table below.

Table: Criterion-Referenced and Norm-Referenced Assessment

Criterion: Comprehension of the Causes of World War II (WW II)

Model Answer: WWII was caused by multiple factors, (1) including the Great Depression and the general economic situation, the rise of nationalism, fascism, and imperialist expansionism, (2) and unresolved resentments related to WWI. The war in Europe began with the (3) German invasion of Poland.

Student Answer	Criterion-Referencing	Norm-Referencing
#1- WWII was caused by Hitler and Germany invading Poland .	C - meets only one aspect of the criterion	A - if answer is the best among all students B - if answer is better than most students, but not as good as the top percentile of students
#2 - Many factors triggered the German invasion of Poland which began WWII. These include the Great Depression, the general economic situation, the rise of nationalism, fascism and imperialist expansionism.	B - meets two of the criteria	C - if answer is not as good as the top half of the class
#2 - The war in Europe began with the German invasion of Poland. However, this was the trigger that resulted from a number of factors including the Great Depression and other factors such as the general economic situation, the rise of nationalism, fascism, and imperialist expansionism. Additionally, Germany had unresolved resentment related to WWI.	A - correct	A - if answer is the best among all students
#3 - WWII was caused by the assassination of Archduke Ferdinand .	F - incorrect	F - worst answer than all other students

Adapted from an example provided in Wikipedia (http://en.wikipedia.org/wiki/Criterion-referenced_test, accessed, 26-2-2016)

In an Outcomes-Based system, the Intended Learning Outcomes are central. Philosophically it makes more sense to grade students on the basis of how well they have attained the learning outcomes rather than giving them a grade relative to their peers. Consequently, in mandating OBATL, the UGC has directed a move away from norm-referencing where students are graded to a curve, over to criterion-referenced assessment.

- Steps towards Criterion-Based Assessment

Lingnan University's Academic Quality Assurance Manual recommends the following steps to be taken to implement Criterion-based grading as far as is possible.

1. For every assessment task, criteria relating to the Intended Learning Outcomes need to be carefully and clearly defined, with various levels of performance determined, and shared in advance with students and colleagues.
2. Rubrics should be developed that allow academics to assess student performance against the criteria.
3. Relevant academic staff need to hold discussions to assure consistency in how the criteria/markings scales are interpreted and applied during the marking process.
4. Rubrics may need to be refined and improved after initial usage.

- Rubrics: the key

This process is time-consuming at first, and revolves around the development and continual refinement of rubrics. However, in the long-term, instructional rubrics ultimately save grading time, promote student learning and aid communication between teacher and students.

At Lingnan, once comprehensive rubrics for all assessed elements of the course are developed, the switch can be made to criterion-referencing. Then course teams (or instructors of individual courses) will be exempted from grade distribution requirements. Initial indications from the QAC Audit Panel suggest that the challenge placed before us is to make substantial progress towards this goal in the next academic year.

P.T.O. ↗

- Sample Rubrics

Several sample rubrics that aim to establish solid criteria for grading are supplied with this newsletter.

Assessment/Task	Rubric type	Subject or Major /Faculty & School
Case Study (for Program Learning Outcome)	Analytic	Strategic Management/ Business, LU
Tutorial Participation	Holistic	History/ Arts, LU
Group Oral Presentation	Analytic	The Making of Hong Kong/ Core Curriculum, LU
Art Journal	Analytic	Visual Arts/ Arts, LU
Creative Thinking (for Program Learning Outcome or Graduate Attribute)	Analytic (Generic)	AACU (Association of American Colleges & Universities)

- Links to more information on Rubrics

1. **Guide to Rubrics: PolyU** - This site gives a clear introduction to the rationale behind using rubrics, criterion-referencing versus norm-referencing, how to write analytical and holistic rubrics, and how to use rubrics in your teaching.

http://www.polyu.edu.hk/obe/08_3_3.php

2. **Using Rubrics to Promote Thinking and Learning** - Why and how to use and make up 'Instructional rubrics' which instruct while at the same forming part of the assessment process. Although written by a primary teacher, it provides good justifications and guides for the use of rubrics at any level.

<http://www.ascd.org/publications/educational-leadership/feb00/vol57/num05/Using-Rubrics-to-Promote-Thinking-and-Learning.aspx>

- Books available in Lingnan's CAOBE Book Repository

The Repository is held in LBY217.

To borrow Repository books, please contact the Centre Manager.

For more information go to: http://tlc.ln.edu.hk/caobe/resources/ln_book_repository

3. **Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning** by Stevens, Dannelle D. & Antonia Levi (2013) (2nd Ed)
This book gives very thorough and clear explanation on the rationale for using rubrics, how to construct and use many different kinds of rubrics, and has many sample rubrics.
4. **Learner-centered assessment on college campuses : shifting the focus from teaching to learning** by Huba, Mary E. & Jann E. Freed (2000)
Chapter 6 of this book gives an excellent and very thorough treatment of the topic of rubrics, covering the role of rubrics, steps in developing rubrics, different ways to use rubrics in class and for assessment, and issues that may arise when you develop or use them.

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