

VALUE Rubric Scoring Guidelines

Information in this document was taken from online training for Certified VALUE Scorers, presented by the American Association of Colleges and Universities in June, 2020.

1. Scoring versus grading:
 - Resist the temptation to assign a grade in your mind for the performance level.
 - Resist the temptation to evaluate whether the student has completed the assignment correctly.
 - Resist the temptation to evaluate the student artifact for content accuracy or correctness.
 - Focus on the rubric dimensions and performance descriptors.
 - Focus on the evidence in the student artifact to support your performance score.
2. Scores are whole numbers: 4, 3, 2, 1, 0.
 - Focus on the dimensions and performance level descriptors when evaluating student artifacts.
 - Do not infer student performance; identify evidence in the student artifact of a given performance level.
3. Zero is a score!
 - A score of zero represents an “absence of evidence.”
 - A score of zero is appropriate if the student artifact lacks evidence to meet performance level 1 – benchmark.
 - Have a carefully thought-out rationale for assigning a score of zero.
4. All behaviors must be present.
 - Evidence of all behaviors called for in a performance level cell must be present to assign a given performance level score.
 - Evidence of all tasks called for in a performance level cell must be present to assign a given performance level score.
 - Focus on key words in the performance level descriptor such *and*, *sometimes*, *more than one*, or *or*.
 - Example: In the Critical Thinking VALUE rubric, the description for performance level 4 on the dimension *Conclusions and Related outcomes (implications and consequences)* states: “Conclusions and related outcomes (consequences and implications) are logical and reflect student’s informed evaluation and ability to place evidence and perspectives discussed in priority order.” To assign a score of 4, the student’s conclusion must be logical *and* reflect the student’s informed evaluation *and* place evidence/perspectives

discussed in priority order. If the conclusion does not meet all three of these criteria, then a score of 4 would not be an appropriate score.

5. Performance level descriptors calling for multiple behaviors: if a cell in the rubric describes more than one behavior, please determine the score for each behavior separately before determining the final score you will assign the artifact for that rubric dimension.
 - Score the first behavior the cell describes on its own
 - Score the second behavior the cell describes on its own
 - Score the third behavior the cell describes on its own

6. Resist inferring student performance.
 - Focus on identifying evidence supporting the performance level as explicitly described.
 - Evaluate the literal text of the student artifact for evidence of the performance level behavior or task.
 - Do not “read into” what the student has written.

7. Another way to think of it:

Learning Outcome: Critical Thinking			
Rubric Dimension: Explanation of Issues			
Capstone	Milestone		Benchmark
Level 4	Level 3	Level 2	Level 1
Issue/problem to be considered critically is STATED CLEARLY and DESCRIBED COMPREHENSIVELY , delivering ALL RELEVANT INFORMATION necessary for full understanding.	Issue/problem to be considered critically is STATED, DESCRIBED, AND CLARIFIED so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some TERMS UNDEFINED, AMBIGUITIES UNEXPLORED, BOUNDARIES UNDETERMINED , and/or BACKGROUNDS UNKNOWN .	Issue/problem to be considered critically is stated WITHOUT clarification or description.
Issue/problem must be: 1. Stated clearly 2. Described comprehensively Student must provide all relevant information necessary for full understanding.	Issue/problem must be: 1. Stated 2. Described 3. Clarified Reader’s understanding must not be seriously impeded by omissions.	Issue/problem is stated BUT the student’s description of the issue/problem fails to properly define terms, explore ambiguities, determine boundaries, or discuss the background of the issue/problem.	Issue/problem is merely stated. The student has not provided any clarification or description of the issue or problem.
Level 0: Issue/problem is not stated AND student does not provide any clarification or description.			

Learning Outcome: Critical Thinking

Rubric Dimension: Evidence

Capstone	Milestone		Benchmark
Level 4	Level 3	Level 2	Level 1
Information is taken from source(s) with ENOUGH interpretation/evaluation to develop a COMPREHENSIVE analysis or synthesis. Viewpoints of experts are QUESTIONED THOROUGHLY .	Information is taken from source(s) with ENOUGH interpretation/evaluation to develop a COHERENT analysis or synthesis. Viewpoints of experts are SUBJECT TO QUESTIONING .	Information is taken from source(s) with SOME interpretation/evaluation, but NOT ENOUGH to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with LITTLE questioning.	Information is taken from source(s) WITHOUT ANY interpretation/evaluation. Viewpoints of experts are taken as fact without question.
Level 0: Student did not provide any information from sources.			

Learning Outcome: Critical Thinking

Rubric Dimension: Conclusions and related outcomes (implications and consequences)

Capstone	Milestone		Benchmark
Level 4	Level 3	Level 2	Level 1
Conclusions and related outcomes (consequences and implications) are LOGICAL and reflect student's INFORMED EVALUATION and ability to place evidence and perspectives discussed in PRIORITY ORDER .	Conclusion is logically tied to a range of information , including opposing viewpoints; related outcomes (consequences and implications) are IDENTIFIED CLEARLY .	Conclusion is logically tied to information (because INFORMATION IS CHOSEN TO FIT THE DESIRED CONCLUSION); SOME related outcomes (consequences and implications) are IDENTIFIED CLEARLY .	Conclusion is INCONSISTENTLY tied to SOME of the information discussed; related outcomes (consequences and implications) are OVERSIMPLIFIED .
Level 0: Conclusion is not logically tied to any of the information discussed, and related outcomes (consequences and implications) are not identified.			

References

American Association of Colleges and Universities (2020, June 12). *Overview of the VALUE Rubrics: Scoring Guidelines* [Presentation on Canvas]. VALUE Institute Calibration Training, Online Training.