

RUBRIC TO ASSESS EDUCATION MANAGEMENT SYSTEM

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ABSTRACT

As academic organizations improvement towards including various methods of e-learning in their program, one of the main systems which are being applied in universities is the Education Management System. Every organization may have a different set of requirements based on the number of students, the resources and technical support available. Making a choice about which Learning Management System to use can be complex. In this paper, we have presented a rubric which evaluates Education Management System against a set of weighted criteria, thereby enabling universities to make a choice on which Education Management system to implement. Research on rubrics for assessing performance was originally searched online in the Educational Resources Information Center (ERIC). The search for rubrics/educational rubrics/scoring rubrics gave thousands of hits, which demonstrates that the word is embedded in the vocabulary of teachers and educators. The rubric seems to be a standard area in the Learning method, and at learning conferences, which is seen by the body of literature that has accumulated in the past time on design, structure, logic, and use of rubrics as a tool for assessment of performance. Several benefits of using scoring rubrics in performance assessments have been projected, such as increased reliability of scoring, the possibility to facilitate valid judgment of complex capabilities, and raise of learning.

Keywords: Educational Resources Information Center, Learning Management System, Rubrics

1. INTRODUCTION

Rubric is an assessment tool to save time, convey actual feedback and promote learner education. Rubrics are not an assessment alone but also a teaching and learning tool. It is a way of organizing standards to systematically determine if an outcome is met based on data gathered through reflection papers, remark, document analysis, or some other applicable method.

Rubrics are useful because they support to:

Sr. No	Use of Rubrics
1	Focus instruction on the most important outcomes
2	Provide problem-solving formative feedback so students can improve.
3	Communicate explicit expectations to students at the time an assignment is given
4	Communicative how scoring is determined; provide a rationale for grading accountability
5	Produce more consistent and reliable grading
6	Assessing the student's work efficient, consistent, objective and quick

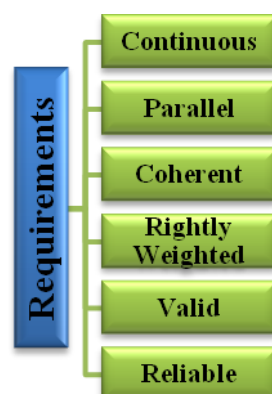
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| 7 | Encouraging students to think about their own thinking and possibly about their own criteria for what is “good” to analyze their own work and process to see how it matches up with the standard explained in the rubric |
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In this paper we describe a rubric that has developed to evaluate Education Management System. A set of criteria have been recognized and classified. We have chosen the criteria as per requirements from faculty members and corporates we have interacted with, and based on an analysis of literature in [5], [6] and [7]. The criteria chosen have a direct or indirect impact on the students' learning experience; A “Weight” factor is assigned to each criterion and is mentioned against each criterion. We have provided a sample value for the weight but this can be modified as per the needs of the organization. The rating assigned is based on the five points with emphasis on both the positive and negative aspects. Each Education Management System evaluated secures a score between 0-4 for each criteria based on whether the requirements are met.

A. Technical Requirements of Rubrics

B. Continuous: The change in quality from score point to score point must be ‘equal’, the degree of difference a 5 and 4 should be same as between 2 and 1. The descriptors should reflect this continuity.

- A. **Parallel:** Each descriptor should be constructed parallel to all others, in terms of critical language used in each sentence.
- B. **Coherent:** The rubric must focus on the same criteria throughout. While the descriptor for each point on the scale will be different from the ones before and after, the changes should refer to the variance of quality for the criteria.
- C. **Rightly Weighted:** With multiple rubrics there must be a right, not arbitrary weighting of each criterion in reference to others.



- D. **Valid:** The rubrics permits valid interferences about the performance to the degree that what is scored is what are central to performance, not what is merely easy to see and score.
- E. **Reliable:** The rubrics enables consistent scoring across judges and time .Rubric allows reliable scoring to degree that evaluative language and comparative language is transferred into highly descriptive language which helps judges recognize the salient and distinctive features of each level of performance

II TYPES OF RUBRICS

Analytic	<ul style="list-style-type: none"> • Categorizes levels of performance by traits/parts
Holistic	<ul style="list-style-type: none"> • Categorizes levels of performance as a whole
Generic	<ul style="list-style-type: none"> • Describes a general performance • Reading Responses • Critical Thinking • Class Participation
Task-specific	<ul style="list-style-type: none"> • Describes a performance specific to a single task • Essay on a specific topic, such as a book or film • Portfolio

A. Analytic

Analytic rubrics articulate levels of performance for each criteria used to assess student learning. It provides useful feedback on areas of strength and weaknesses. The criterion can be weighted to reflect the relative importance of each dimension. It divides a product or performance into essential traits or domains so that each can be judged separately. When to use analytic rubrics several faculties are collectively assessing student work. Description promotes consistent scoring. Outside audience will be examining rubrics scores. Substantial feedback to students or faculty is desired. Profiles of specific strength/weaknesses are desired.

Template for Analytic Rubric

Criteria	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Crit. #1	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Crit. #2	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	
Crit. #3	Description reflecting beginning level of performance	Description reflecting movement toward mastery level of performance	Description reflecting achievement of mastery level of performance	Description reflecting highest level of performance	

B. Holistic

Holistic rubrics tend to be used when a quick or gross judgment needs to be made .Often best for formative assessments (homework assignments) to quickly review student work. It can be used where it is difficult to evaluate performance on one criterion independently of performance on a different criterion. Ex. Writing Rubric, Art Rubric.

Template for Holistic Rubric

Score	Description
5	Demonstrate complete understanding of the problem.
4	Demonstrate considerable understanding of the problem.
3	Demonstrate partial understanding of the problem.
2	Demonstrate little understanding of the problem.
1	Demonstrate no understanding of the problem.
0	No response /task not attempted.

C. Generic

It contains criteria that are general across tasks and can be used for similar tasks or performances. Criteria are assessed separately, as in an analytical rubric.

- “[Use] when students will not all be doing exactly the same task; when students have a choice as to what evidence will be chosen to show competence on a particular skill or product.
- [Use] when instructors are trying to judge consistently in different course sections”
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D. Task-specific

Task Specific rubrics are useful for grading student work intended to access recall and comprehension of a body of knowledge-remembering and understanding facts and concepts. Unique criteria are assessed separately. However, it may not be possible to account for each and every criterion involved in a particular task which could overlook a student’s unique solution.

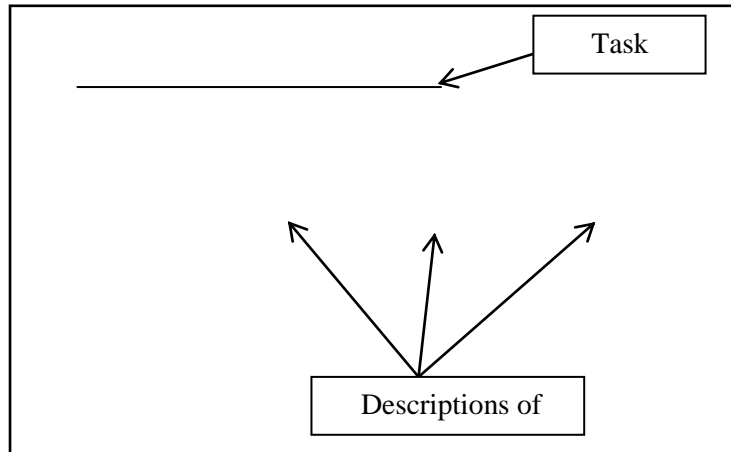
- “It’s easier and faster to get consistent scoring
- [Use] in large-scale and “high-stakes” contexts, such as state-level accountability assessments
- [Use when] you want to know whether students know particular facts, equations, methods, or procedures” [1].

III STAGES IN RUBRICS CONSTRUCTION

There are many important decisions to be made in rubric construction

- The criteria to be used in accessing performance.
- How many rubrics will be used
- How fine discrimination needs to be made (i.e. how many different points on the scale there will be).
- How different criteria will be weighted relative to other criteria (if there are separate rubrics for various criteria).
- What point on the scale will be cut score (i.e. difference between passing and failing the task).
- Which standard will anchor the rubric

Format for rubricCreation



	Scale Level 1	Scale Level 2	Scale Level 3
Dimension 1			
Dimension 2			
Dimension 3			

Task Description

- Involves a performance of some sort by the student.
- The task can take the form of a specific assignment; e.g., a paper, a poster, a presentation
- The task can take the form of overall behavior; e.g., participation, use of proper lab protocols,

Behavioral expectations in the classroom.

A. Scale

- Positive terms which may be used: “Mastery”, “Partial Mastery”, “Progressing”, “Emerging”
- Nonjudgmental or noncompetitive language: “High level”, “Middle level”, “Beginning level”
- Commonly used labels:
 - a. Sophisticated, competent, partly competent, not yet competent
 - b. Exemplary, proficient, marginal, unacceptable
 - c. Advanced, intermediate high, intermediate, novice
 - d. Distinguished, proficient, intermediate, novice
 - e. Accomplished, average, developing. Beginning
- 3-5 levels are typically used
 - a. the more levels there are, the more difficult it becomes to differentiate between them and to Articulate precisely why one student’s work falls into the scale level it does
 - b. but, more specific levels make the task clearer for the student and they reduce the Professor’s time needed to furnish detailed grading notes.



B. Dimensions

- Lay out the parts of the task simply and completely
- Should actually represent the type of component skills students must combine in a successful scholarly work
- Breaking up the assignment into its distinct dimensions leads to a kind of task analysis with the Components of the task clearly identified.

A. Description of the Dimensions

- A rubric should contain at the very least a description or the highest level of performance in that dimension.
- Scoring Guide Rubric = a rubric that contains only the description of the highest level of performance.

IV.LIMITATIONS OF RUBRICS

While well-designed rubrics make the evaluation process more usable and consistent, their real importance lies in advancing the teaching and learning process. But it doesn't mean that the assessment task is simple. The best rubrics allow teachers and educators to appeal on their qualified knowledge and to use that qualified knowledge in ways that the rating process doesn't fall victim to personality variations or limitations of human information processing.

- A serious issue with rubrics, however, is how long it takes to create them, especially writing the descriptions of performances at each level. With that in mind, rubrics should be developed for only the most important and complex assignments.
- Another challenge with rubrics is that if poorly designed they can actually diminish the learning process. Rubrics can act as a straitjacket, preventing creations other than those envisioned by the rubric-maker from unfolding. ("If it is not on the rubric, it must not be important or possible.")
- The challenge then is to create a rubric that makes clear what is valued in the performance or product without constraining or diminishing them. On the other hand, the problem with having no rubric, or one that is so broad that it is meaningless, is to risk having an evaluation process that is based on individual whimsy or worse unrecognized prejudices.

V.CONCLUSION

Grading rubrics are effective and competent tools which allow for objective and reliable evaluation of a range of performances, assignments, and activities. Rubrics can help clarify your anticipations and will show students how to meet them, making students accountable for their performance in an easy-to-follow format. The feedback that students receive through a grading rubric can help them improve their performance on revised or subsequent work. Rubrics can help to rationalize grades when students ask about your method of assessment. Rubrics also allow for consistency in grading for those who team teach the same course, for Task Assignments as assigned to the task of grading, and serve as good documentation for accreditation purposes.



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