Queen's University

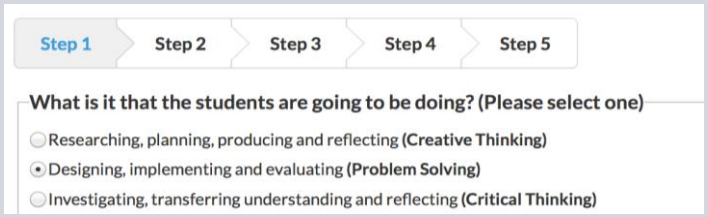
Learning Outcomes Project

BASICS | Building Assessment Scaffolds for Intellectual Skills | Start Here | Feedback | View List | Search

Rubrics for authentic assessment of critical thinking, creative thinking and problem solving
Go to www.queensu.ca/qloa/assessment-tools/basics and follow the prompts

Step 1: Select the assignment type

Consider is the cognitive skill set that aligns most closely with what the task is intended to elicit.



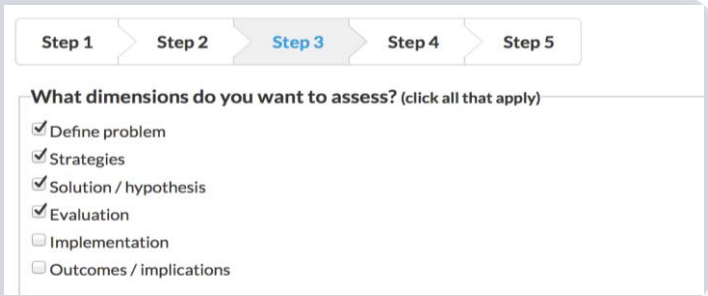
Step 2: Define the assignment topic

Describe the content and context that the learners will be engaging with.

Note: The description provided here will be incorporated into the rubric.

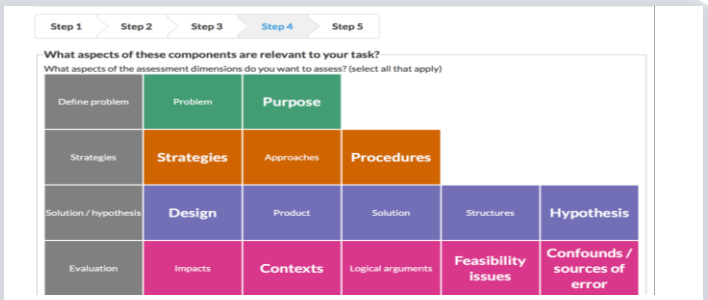
Step 3: Deciding on the assessment dimensions

Dimensions are the breakdown elements of the cognitive skill. For skill development, coverage of all dimensions is suggested.



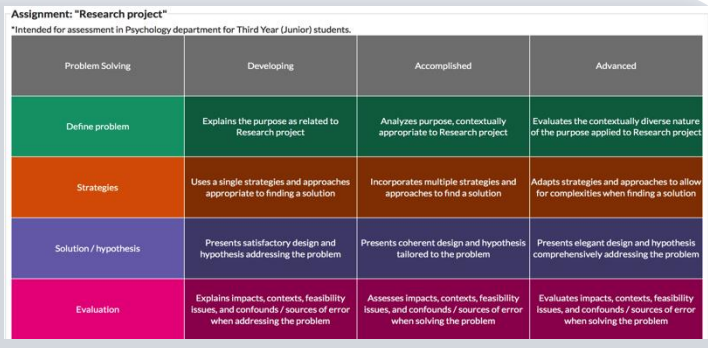
Step 4: Select the assessment components

Select the assessment components that are applicable to the assignment type and topic. Text enlarges when component has been selected.



Step 5: Edit rubric scaffold to semantic preferences

The rubric app auto-fills from the choices selected. The edit function allows for fine tuning of language. The levels displayed (developing, accomplished or advanced) are dependent on the year group identified.



Finalize

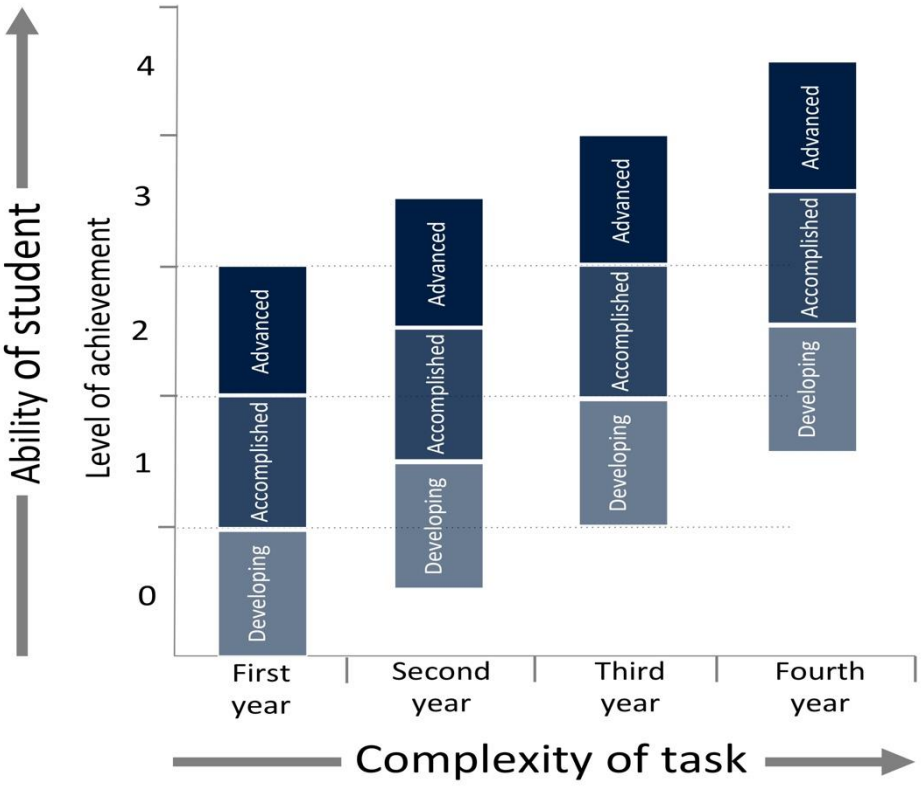
Once the rubric has been edited, finalizing adds the rubric to the database where it can be downloaded in .csv format, and found through the search tab

Assessment levels

Levels for the rubric are labeled as developing, accomplished or advanced; these labels can be replaced to suit departmental or institutional needs.

The criterion appearing in the rubrics are dependent on the year group selected in first step of the application. For example, when "first year" is selected the rubric app displays criteria at level 0, 1, and 2.

For analytical marking, a number could be attached each level to derive a score for the assessment. For example developing =1, accomplished =2, advanced =3.



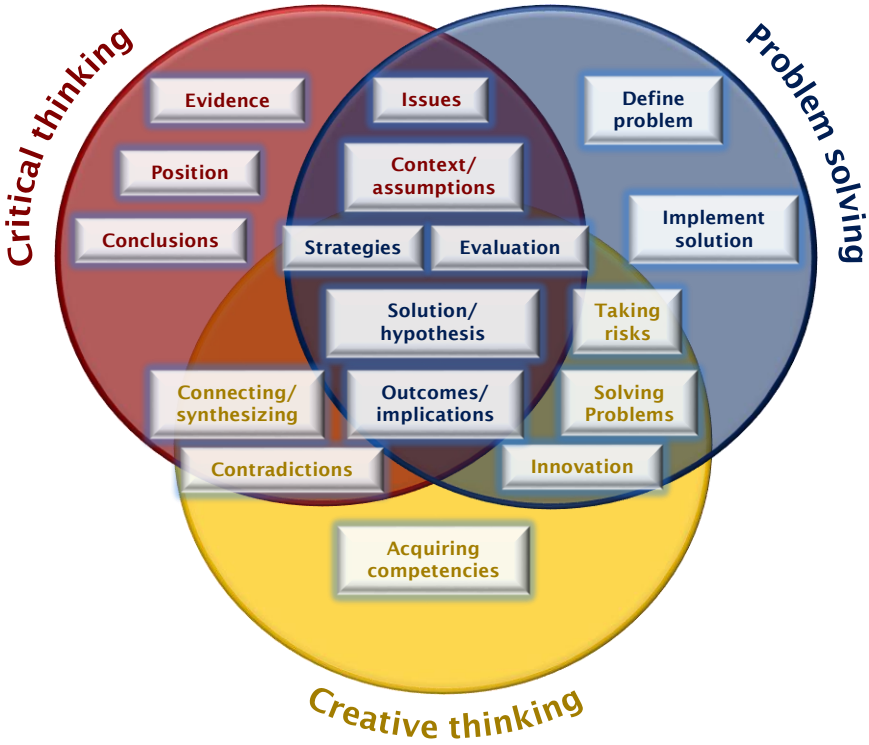
Using rubrics to improve learning

These rubrics are intended as assessment tools, and to be used as teaching tools that support student learning and the development of higher-order thinking skills. To be used in this way, the learner needs to be aware of and engage in the assessment process.

Key questions to consider:

- ❑ Will learners be active in the rubric development process?
- ❑ Will the assessment rubric be shared with the learners prior to the learning activity?
- ❑ Are the learners contributing to the assessment process (e.g. peer-evaluation/ self-evaluation)?
- ❑ Will there be an opportunity for learners to get feedback prior to the final submission date?

Interrelated skills



BASICS: Building Assessment Scaffolds for Intellectual Cognitive Skills (BASICS); adapted from the AAC&U VALUE rubrics, leveraging evidence of learning outcome development through the Queens Learning Outcomes Assessment Project

For more information Contact: natalie.simper@queensu.ca