



# Assessment Rubric Norming Process

for

The University of Arkansas-Pine Bluff  
Presented by David G. Underwood, Ph.D.

# Introduction

The purpose of today's workshop is to complete a "norming process" that will allow you to "calibrate" your scoring of the rubric you, as an institution, have chosen to use for a writing assessment tool.

- By the end of the session you will be able to consistently apply the rubric.
- Understand the concept of, and need for, inter-rater reliability.
- Have a better understanding of assessment.

# About me

I have been working in assessment for over 30 years. I have experience at four different 4-year public institutions as a faculty member and 1) coordinator of assessment, 2) director of assessment, 3) executive director for institutional effectiveness, and 4) associate VP for academic affairs and responsible for assessment. I have done assessment consulting and did pre and post-conference workshops on assessment for over 10 years for the Southern Association. I have been a consultant evaluator for HLC for about 15 years.

# Process Outline

- Step 1: Review the Process
  - Discuss the value of norming and scoring this writing.
  - Emphasize that measurement is only useful if scoring is consistent
- Step 2: Discuss the Prompt
  - Discuss the task that students were assigned.

# Process Outline Continued

- Step 3: Review the Rubric
  - Review the dimension definitions.
  - Identify components within each dimension.
- Step 4: Review Some Anchor Papers
  - Read anchor papers over.
  - Review commentary on anchor papers to help understand the scoring.

# Process Outline Continued

- **Step 5: Score Practice Papers**
  - Read a practice paper.
  - Score a practice paper independently using the rubric.
  
- **Step 6: Compare Scores and Discuss**
  - Discuss impressions of student work.
  - Compare your scores with each other.

# Process Outline Continued

- Step 7: Compare Scores to Expert
  - Compare your scores to expert scores.
  - If there is a discrepancy, refer back to the rubric and anchor papers for insight.
  - Repeat scoring practice papers and comparing scores until a high level of agreement is reached (inter-rater reliability)

# Step 1: Value of Norming and Scoring

- If you are going to measure, the measure should be meaningful.
- The measurement is only meaningful if the instrument or rubric is consistently applied.
- The measurement is only meaningful if everyone applies the scoring in the same way.



# Writing Assessment

- Assessment is typically accomplished by one of three methods:
  - 1) An instrument can be administered to determine how much of a characteristic students have at a given time (one time testing).
  - 2) The same instrument can be administered to the same students at two points in time to demonstrate growth (pre and post-testing).
  - 3) The same instrument can be administered at various academic levels to identify growth across levels of the characteristic being measured.

# Writing Assessment Continued

- If the instrument is administered appropriately at various academic levels, it can actually answer both questions.
- Common issue: It is easy to believe that the scoring should be applied more rigorously for students at a higher academic level.
- Fact: If the instrument is not administered and scored consistently, it is unlikely that true growth will be seen.

# Step 2: Discuss and Review the Prompt for Writing Sample



prompt.pdf

# Step 3: Discuss and Review the Written Communication VALUE Rubric



Written Communication VALUE Rubric 2013.pdf

# Step 4: Review Some Anchor Papers

Insert Anchor Papers Here.

- Allow time for questions and discussion.

# Step 5: Score Practice Papers

- Use the VALUE rubric and the 5 dimensions to score a practice paper.
- Work independently at your table to score the paper based on the rubric.
- You should go back and forth from the practice paper to the rubric as necessary to complete the scoring on each dimension.
- Once you have finished scoring, turn your scoring sheet face down and wait for your table to finish.

# Step 6: Compare Scores and Discuss

- Now that your table has finished scoring the paper, compare your scores and discuss any differences among yourselves.
- Look at dimensions where you scored similarly but particularly focus on any dimensions where there were significant differences in scoring (2 or more points).
- Try to reach consensus on scoring the paper at your table.

# Step 7: Compare Your Scores with the Expert

- Insert paper scored by the expert here.
- Allow time for questions and discussion.
- Take some scored papers from the various tables and compare to the expert scoring.
- Discuss any areas of significant differences.
- Try and find consensus on why the differences exist.



# Step 7 Discussion

- If the scores from your table were more than 2 away from the expert on any dimension, discuss among yourselves why you differed.
- Try to reach consensus.

# Step 7: Continued

- Add another expert paper here.
- Allow time for questions and discussion.
- Determine how closely your table scored the paper compared to the expert.
- Identify any dimension where your table was 2 or more points away from the score given by the expert.
- Discuss why.
- Try and reach consensus.

# Wrap-up

- Summarize important points.
- Allow time for questions.