Discussion

Rubrics are defined as a tool for setting up grading criteria for the assignments. Rubrics are used for conducting formative assessments. A scoring rubric is an appropriate tool for conveying expectations about the content and the quality that students have to provide in completion of an assignment or a task. This is a useful method for reflection, self-evaluation and peer review. The criteria used for evaluating rubrics relies on the components of comprehensive listing, accessible outcomes, alignment, assessment planning and student's experience. The rubric assures that the student provides an adequate comprehensive list that provides a clear distinction between graduate expectations.

Rubric offer many benefits such as it allow both teachers and the students to define the quality of the work. This permit students to judge their own work before it is shared with the teachers. This improved their capability of producing high-quality work.

A rubric is created by listing the criteria for assessing students performance (Dawson, 2015). The criteria are based on the learning outcomes and define what is expected from them. The grading and ratings are also defined. The performance level is also defined in the rubrics (Razı, 2015).

This is also based on assessing how students have managed to use their learning in creating problems, statements and discussions. The alignment ensures that the students have used a curriculum map that increases the level of proficiency. Assessment planning is incorporated for articulating the concepts and the multi-layer assessment plan. This also confirms that the plan is examined and revised. At the end this increase student’s experience and build competency of using knowledge and concepts in a cohesive and well-organized manner (WSC, 2018). Useful assessment tools are created by using the resources inappropriate manner. Grading lists are provided that explains the criteria for evaluation.

References

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