Transparency in evaluation through the use of rubrics in University subjects

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Introduction

- **Scoring Rubrics:**
  - Evaluation more systematized / less arbitrariness and subjectivity
  - Teachers:
    - To make their vision, purposes and expectations explicit regarding evaluation.
    - To show their students (transparent and precise way):
      - The learning objectives
      - The evaluation criteria
      - The weight that the activities will have in the final grade.
  - Students assume:
    - A more prominent role in their learning processes
    - A more aware of their potentialities and limitations (level o f competency)

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Introduction

The formative value of rubrics also becomes clear when they are defined, agreed and socialized with the class-group

… but

Are rubrics regarded as an evaluation tool that brings more TRANSPARENCY, DIALOGUE and CO-RESPONSIBILITY to evaluation processes?
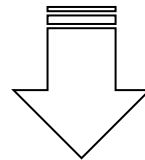
Institutions, teachers and researchers don't have a shared vision of their meaning, applications and impact on learning development.

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Purpose of study

Conceptions and opinions of professional of education about:

❑ Level of transparency in evaluation methods, strategies and criteria used by university teaching staff.

❑ Key factors and elements involved in a more meaningful and participatory evaluation

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Methods

- Sample no probabilistic (incidental): 22 educators, researchers and heads of Mexican university.

- Qualitative approach → Application of in-depth interviews.

- Model mixed of category for the collection of information:

    1) Inductive categorization (analysis of the content of the interviews)
    2) Deductive categorization (analysis of theoretical models from the review of the scientific literature)

Methods

The analysis content of the interviews were carried out:

1) Reduction of interview texts

2) Transformation of date through the organization and associations between fragments of the text.

3) Extraction and verification of conclusions to build models and theories to represent the studied phenomenon.

4) Elaboration of matrices and graphs to visualize and interpret of information.

Results

22 interviews

21,846 Units of análisis

2,041 verbatim citations

75 categories

994 subcategories

Two categories

1) **Transparency in the technical design of the rubric (TTD)**
2) **Transparency in the pedagogical design of the rubric (TPD)**

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Results

Tabla 1. Categories and verbatim quotes of technical design of the rubric.

Category	Verbatim quotes
The rubric shows students where they are and how far they still have to go. *(PL)*	"…it's interesting for students to understand what they need to do in order to be excellent, where they stayed behind, and that 'where do I stay behind' is the exact question they need." (P21:58, 87:87)

Results

Tabla 1. Categories and verbatim quotes of pedagogical design of the rubric.

Category	Verbatim quotes
A rubric generates commitment and responsibility in the improvement of learning. *(CR)*	"… it gives students the possibility to observe themselves in a rubric, to be much more responsible and to appropriate their own process of learning, then they are no longer at the mercy of the teacher". (P21:86, 139:139).

Conclusions

- The categorization process shows the benefits of rubrics as an evaluation instrument that provides transparency to students' learning process.
- Rubrics improve evaluation transparency when the criteria, components and weights of the evaluation and of the grade are public, consensual, and shared with the students
- Finally, it is essential to design and apply rubrics that provide assessment transparency in order to promote students' interest, participation and understanding of their own learning and assessment process

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