



2020 Calibration Training and Scoring Guidelines

1. **Scoring vs. Grading.**

This is not grading. This is scoring. Grading and scoring have different purposes and different procedures. Please endeavor to set aside your “typical grading habits” as you score.

- 1.1. The artifact (i.e., student work sample) you are scoring has already been graded. When you score, you are not concerned with whether the student did the assignment or not. You are only concerned with the student’s performance on the criteria and performance descriptors of the rubric. When you find yourself considering whether or not the student did the assignment, remember to refocus your evaluation back onto the criteria and performance descriptors of the rubric.

2. **Assignment Instructions Unavailable.**

Assignment instructions that prompted the creation of the artifact you are scoring are not available to scorers.

- 2.1. AAC&U has found that when scorers have access to the assignment instructions for the artifacts being scored, it is more difficult to focus on evaluating the artifact against the criteria and performance descriptors of the rubric.

3. **Scores are Whole Numbers.**

Only whole numbers can be given as scores (i.e., either 0, 1, 2, 3, or 4).

- 3.1. Pick one whole number score for each dimension/line of the rubric. Scores that are not whole numbers (e.g., “2.5”) are not allowed.

4. **Zero is a Score.**

Zero is an option as a score but requires a narrative explanation.

- 4.1. Not only can scores of 4, 3, 2, and 1 be given for each learning outcome dimension, but 0 is also an option for each dimension of the rubric.
- 4.2. A zero is an appropriate score for an artifact that does not meet level 1 performance on any dimension(s) of the rubric learning outcome.
- 4.3. A zero is an appropriate score to give for a dimension when the artifact does not contain evidence relevant to any performance level (1-4).
- 4.4. When awarding a zero during scoring, a narrative explanation of the reason behind a score of zero is required.

5. **No Rubric Revision Today.**

Use the rubric as it is written. Revision will happen at a later date.

5.1. You are using the rubric, as it is written, when scoring.

5.2. AAC&U will begin a revision process of the VALUE Rubrics in 2020. If you have ideas for revision as you score, please e-mail suggested rubric revisions to valueinstitute@aacu.org.

6. **Focus on Criteria and Performance Descriptors.**

When scoring, avoid focusing on whether or not the content of the artifact is correct. Instead, focus on the criteria and performance descriptors of the rubric.

6.1. The correctness of the content has already been evaluated by the instructor who required the assignment and graded the assignment. You are evaluating the artifact using the rubric criteria and performance descriptors only.

6.2. You may not be an expert in the discipline of the artifact you are scoring. However, you are well-equipped to evaluate the artifact against the rubric criteria and performance descriptors.

7. **Match Artifact Section to Rubric Cell.**

When scoring, connect specific places (i.e., evidence) in the artifact with the appropriate cell on the rubric.

7.1. When scoring artifacts, be sure to notice the specific places in the artifact where the student performance matches the performance described by specific cells in the rubric. In other words, find evidence that supports the score you select for each dimension.

7.2. Especially during training, scorers should always make a note in the margin every time evidence of performance matching a cell in the rubric is found in the artifact. Margin notes should then be reviewed to determine the appropriate score.

8. **Each Rubric Cell Reflects a Level of Developmental Achievement.**

It is important to remember that the VALUE rubrics emphasize students' developmental progression in achievement or mastery. Movement from one performance level to another reflects a student's progression from one developmental level to another for each learning outcome dimension. Please note that performance levels within each rubric cell do not necessarily align with years in college. In other words, you are not assessing if students are performing at a freshman, sophomore, junior, or senior level. Instead, you are assessing evidence in the student's work that aligns with one of four developmental levels—Capstone (4), Milestone (3), Milestone (2), or Benchmark (1)—as described in the performance descriptors for each level and dimension.

8.1. Each rubric cell (level) assumes mastery of behaviors from each previous cell. For instance, in one rubric, the level 3 rubric cell reads "Identifies own and others' assumptions" and the level 2 rubric cell reads "Questions some assumptions. May be more aware of others' assumptions than one's own (or vice versa)." Thus, an artifact score of

level 3 implies the student has demonstrated the behaviors in level 2 as well as level 3. The students' work must both identify and question assumptions.

9. Cell Score Requires All Behaviors in the Cell to be Present in the Artifact.

All behaviors in a cell must be present in the artifact to select that cell/level as a score for that dimension of the artifact.

9.1. Many VALUE Rubrics ask you to evaluate multiple behaviors in a single cell of the rubric. When that happens, remember that all behaviors described in a cell of the rubric must be present in the artifact in order for you to choose that cell as the score for a dimension.

9.2. For instance, if a cell reads, "Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa)", then you must be able to find both context identification as well as assumption questioning in the artifact. If both behaviors are not present, that cell is not an appropriate score for the dimension.

10. Score Multiple Behaviors in a Cell Separately.

If a cell in the rubric describes more than one behavior, please determine the score for each behavior separately before determining the final score you are giving the artifact for that dimension/line of the rubric.

10.1. Many VALUE Rubrics ask you to evaluate multiple behaviors in a single cell of the rubric. When that happens, please follow this procedure for scoring:

10.1.1. Score the first behavior the cell describes on its own.

10.1.2. Score the second behavior the cell describes on its own.

10.1.3. Score the third behavior the cell describes on its own.

10.2. Scoring each behavior separately helps to ensure that all behaviors in a cell are present in the artifact.

11. Avoid Inferring Performance into Written Text.

Do not infer student performance into an artifact. When reading artifacts, focus only on performance being explicitly described. Please score the artifact based only on the behavior the student has clearly articulated in the literal text of the artifact.

11.1. It is easy to read into what a student has written. For instance, if a student has gone to the trouble of learning a foreign language, it is easy to read into an artifact that the student is curious about the country where the language is spoken. However, unless the student specifically describes feeling curious in the literal text in the artifact, you cannot infer curiosity.