

Redesigning Course Rubrics

JET Capstone Proposal



Karen Reid | April 18, 2024

Background

- **Public Speaking** can be daunting for students with diverse backgrounds including First Gen, ESL and DS concerns, this can be a particularly challenging experience.
- **Rubrics** are an important assessment tool used to evaluate work/performance against a set standard. They are important to ensure grading is systematic, objective and transparent.
- **Formative assessments** evaluate learning over time and are focused on improvement.
- **Authentic assessments** help students demonstrate learning in ways that are meaningful and purposeful.

Context: COMM 1300 Public Speaking Cohort

- Consistency Already Exists
- All sections follow same syllabus

Room for Growth

- While authentic, key rubrics could be more specific and formative
- Not all assignments carry a rubric

Designated Audience

- Students in my COMM 1300 Public Speaking Class
- Current student base
 - 36 students across two sections
 - 18 per section
 - Freshmen - Juniors

The Challenge

Students are missing key required elements for preparatory speech assignments and major speech rubrics need to be standardized.

What's Muddy?

What's **Clear**

- Purpose of rubric assessment
- How assignment work is assessed

What's **Unclear**

- **WHAT** students can do to achieve certain levels of success

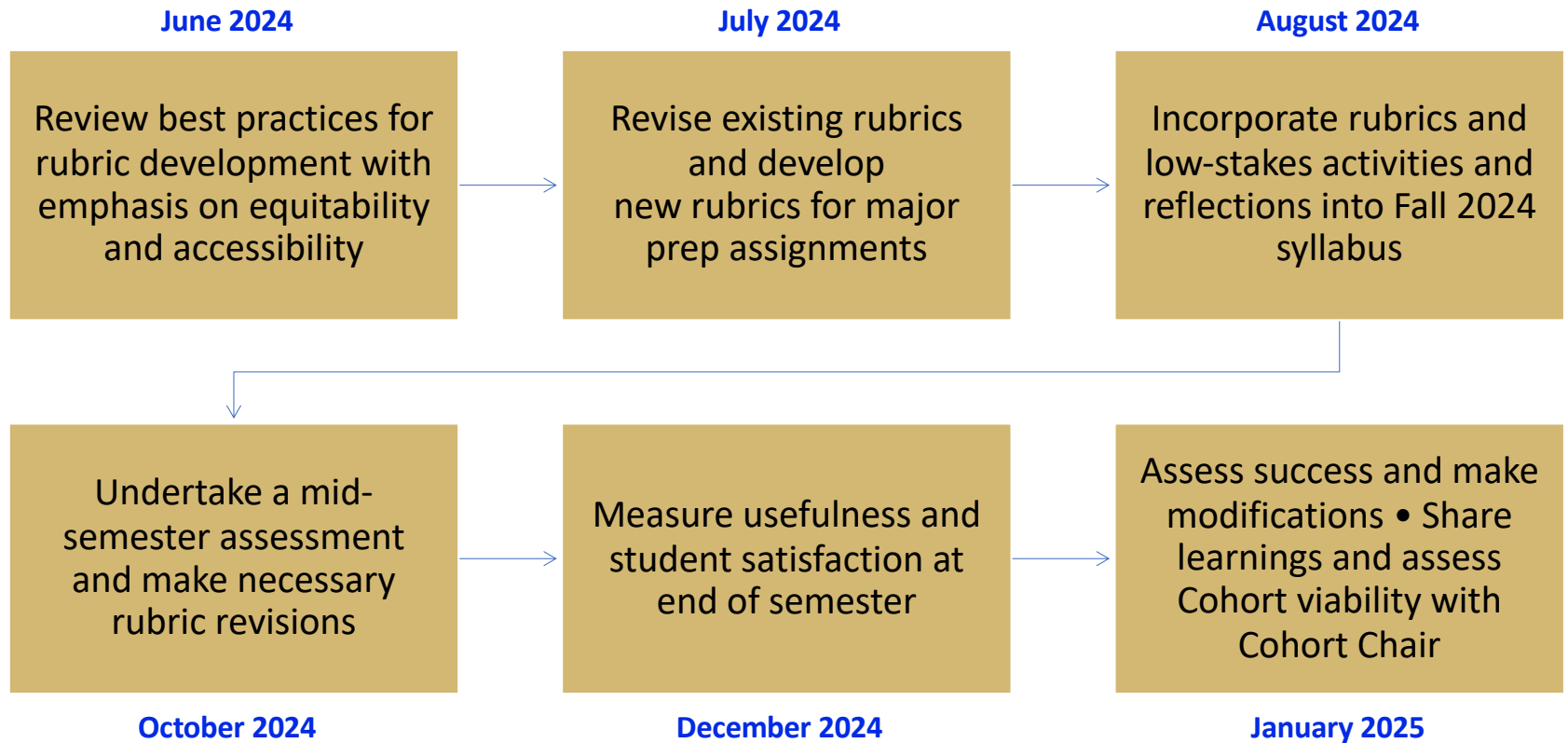
The Solution

Redesign existing major rubrics and develop new rubrics for all preparatory assignments.

Potential Partners

- Cohort Leader
- Members of the 1300 Cohort
- Students (co-creation of rubrics)

The Action Plan: Phase 1 (Pilot Program)



Looking Ahead

Phase 1 (Fall 2024): Implement pilot program

Phase 2 (Spring 2024): Plan Cohort implementation

Phase 3 (Fall 2025): Expand to all Cohort sections



Thank You!

Q&A