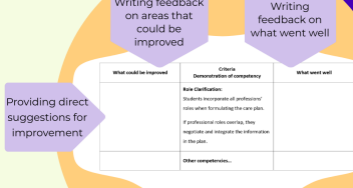


Development and application of a single-point rubric in interprofessional teaching and learning

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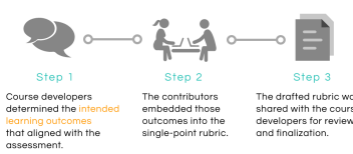


If facilitators observe students fulfilling all the criteria in a competency, they are NOT required to write feedback.

Purpose of this session

- To present the development and application of a single-point rubric.
- Audience will understand how the use of this rubric promotes effective teaching and learning.
- Audience can create a single-point rubric for their educational assessments if appropriate.

Developmental procedure



“When teachers use formative assessment to drive differentiation, student engagement inevitably increases.”

- Andrew Miller

The intended use of the single-point rubric is to help assessors construct **meaningful feedback** and assist students to **use the feedback** in learning.

To promote effective teaching and learning:

- Formative assessment can inform students regarding the learning outcomes and feedback from instructors, so that students could comprehend current capacities and perceive what to improve further.
- We applied the single-point rubric in performance and self-assessments in two interprofessional courses.

According to the survey and interview results:

- Assessors could construct structured and potentially helpful feedback.
- Students reported it was easy to know their strengths and weaknesses.
- Most of the students found that the written feedback could guide future learning if suggestions were provided.
- However, some assessors still need more training to provide direct suggestions for improvement.

Comparison to other tools



The single-point rubric

VS



Other assessment tools

- Compared to checklists, it does not only focus on dichotomous results, like whether achieve or not.
- Compared to analytic rubrics, it is easier to create.
- Compared to holistic rubrics, it divides columns to provide positive and negative feedback and focuses on specific competencies.
- Compared to all the above instruments, it allows high-quality and structured feedback.
- It requires more workload and training in writing feedback.
- Applying checklists, the workload to create ones and evaluate students is less.
- Applying analytic rubrics, criteria can be weighted to reflect the relative importance of each dimension.
- Applying holistic rubrics takes less time than analytic rubrics in development, as it doesn't separate various dimensions.
- It usually lacks an area to write feedback for performance pros and cons and make suggestions.

The implications of using the single-point rubric

- Formative feedback can enhance **self-regulated learning**.
- Using this rubric can provide individualized and **student-centred** feedback.
- Narrative feedback allows students to save and look over the learning journey. Students can store the feedback in a folder or portfolio.
- This rubric can balance **both formative and summative** elements.

For example:

What could be improved	Criteria	What went well	Score
	Competency 1		/5
	Competency 2		/5



Benefits of using the single-point rubric in your class

Straightforward to develop.

Enhance teaching and learning.

Could be used in any learning context where the provision of student feedback is desired.

More details about this research at: shorturl.at/uzBOX

The study was supported Alberta Teaching & Learning Enhancement Fund and Thesis Operating Grant in the Faculty of Rehabilitation Medicine.