iROCA Rubric Scoring Guide

🎯 Purpose of This Guide

This guide supports faculty assessors and College Assessment Leads (CALs) in using a shared rubric language to ensure consistency and fairness when scoring student artifacts for Institutional-Level Learning Outcomes (ILOs). It focuses on what students demonstrate in their work—not course grades or class level.

📊 The Scoring Scale (0–4)

Score	Label	What It Means
4	Mastery	The skill is demonstrated clearly, consistently, and skillfully; the student requires little to no guidance.
3	Advanced	Skill is precise and consistently observable; the student may require periodic feedback.
2	Proficient	Skill is observable but inconsistent or unclear; the student needs significant guidance.
1	Novice	Minimal or emerging evidence of the skill; heavy support or feedback is needed.
0	No Evidence	The skill is not demonstrated in the artifact; only use when no behaviors align with the rubric dimension.

🔨 Key Norming Reminders

- Do NOT grade the assignment—assess only the ILO dimension.
- Ignore class level (e.g., freshman vs. senior). Focus on what is evident in the work.
- Do NOT infer performance—score based only on what is explicitly present.
- If no assignment submission exists, do not score the artifact (leave it blank).
- If multiple ILO dimensions are assessed in a single assignment, score each separately.

🧠 Norming Tips for Consistency

- Use sample artifacts (if available) to practice scoring as a group.
- Discuss discrepancies openly. The goal is shared understanding, not perfect agreement.
- Record suggestions for CAL meetings.

📑 Rubric Use in Canvas (for iROCA)

• Attach the pre-loaded ISLO rubric to the assignment in Canvas.

• Select the appropriate outcome for that assignment (use dimensions as a guide).

• Score in SpeedGrader or directly in the gradebook using the 0–4 scale.

🗂 Example: Scoring Critical Thinking (ILO 4 1A)

Level	Example Observable Behaviors
4 - Mastery	Student analyzes multiple viewpoints, synthesizes evidence, and draws original conclusions.
3 - Advanced	Student identifies assumptions, evaluates reasoning, and justifies claims with credible support.
2 - Proficient	Student recognizes basic arguments and provides general evidence or examples.
1 - Novice	Student attempts to respond to a prompt but offers limited analysis or unsupported assertions.
0 - No Evidence	Work lacks any discernible reasoning, support, or engagement with the outcome.