



# **LAS RÚBRICAS COMO HERRAMIENTAS CATALIZADORAS DEL APRENDIZAJE ACTIVO Y DE LA REFLEXIÓN SOBRE LA PRÁCTICA DOCENTE**

Simposio:

“Aprendizaje activo centrado en el estudiantado de  
Educación Superior: el papel de las rúbricas”

Coordinadora del simposio y autora de esta comunicación:

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## Antecedentes (1)



### Standard 1.3: Student-centred learning, teaching and assessment

“Institutions should ensure that the programmes are delivered in a way that encourages students to take an active role in creating the learning process, and that the assessment of students reflects this approach” (ESG, 2015, p. 12).

Alcanzar resultados de aprendizaje referidos

- ✓ a la disciplina científica específica
- ✓ y transversales:
  - la ejercitación del pensamiento crítico y
  - el trabajo colaborativo, autónomo y responsable (Björnsdóttir & Ásmundsdóttir, 2020).



**Rúbricas**



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# Antecedentes (2)

## RÚBRICAS Y APRENDIZAJE CENTRADO EN EL ESTUDIANTE





## OBJETIVOS

- 1) Fomentar el aprendizaje activo del estudiantado en una asignatura del Grado en Estudios Ingleses de la Universidad de Murcia.
- 2) Propiciar por parte de la profesora su reflexión continuada sobre la armonización más óptima entre las dimensiones del aprendizaje, enseñanza y evaluación.



## MÉTODO (1)

- Asignatura “Enseñanza del Inglés: historia, enfoques y métodos”. 2º cuatrimestre del cuarto curso en el Grado en Estudios Ingleses.
- Tarea evaluable: informe escrito grupal sobre un aspecto teórico-práctico de la asignatura (20%).
- Rúbrica analítica.

# MÉTODO (2)



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ITEM	WEAK PERFORMANCE 1 mark	DEVELOPING PERFORMANCE 2 marks	SATISFACTORY PERFORMANCE 3 marks	EXCELLENT PERFORMANCE 4 marks
<p><b>Mastery of the theoretical and practical content; critical thinking skills</b></p>	<ul style="list-style-type: none"> <li>• There are abundant serious content errors in key aspects covered in the course (authors' concepts and terminology, relevant dates, etc.).</li> <li>• The evidence offered in the report is inaccurate and/or interpreted in a biased way.</li> <li>• Claims and ideas are underdeveloped and simplistic, thus leading to fallacious and unwarranted conclusions.</li> <li>• Overall, the report reflects a very poor level of critical thinking skills (analysis, synthesis, interpretation, evaluation, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• There are some serious content errors in key aspects covered in the course (authors' concepts and terminology, relevant dates, etc.).</li> <li>• Some evidence offered in the report is inaccurate and/or interpreted in a biased way.</li> <li>• Some claims and ideas are underdeveloped, thus leading to several fallacious, superficial, and/or scarcely warranted conclusions.</li> <li>• The report reflects a poor level of critical thinking skills (analysis, synthesis, interpretation, evaluation, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• There are few content errors that or errors are not serious, showing a sufficient mastery of all relevant aspects covered in the course (authors' concepts and terminology, relevant dates, etc.).</li> <li>• For the most part, the evidence offered in the report is accurately interpreted.</li> <li>• Many claims and ideas are sufficiently supported and elaborated, thus most of the conclusions are warranted and non-fallacious.</li> <li>• The report reflects a satisfactory level of critical thinking skills (analysis, synthesis, interpretation, evaluation, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>• There are no content errors, or such errors are minimal and nonserious, showing an excellent mastery of all the relevant aspects covered in the course (authors' concepts and terminology, relevant dates, etc.).</li> <li>• All the evidence offered in the report is rigorously and elegantly interpreted.</li> <li>• All or many claims and ideas are meticulously supported and elaborated, and thus most or all the conclusions are warranted and nonfallacious.</li> <li>• The report reflects a high level of critical thinking skills (analysis, synthesis, interpretation, evaluation, etc.).</li> </ul>

# MÉTODO (3)



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ITEM	WEAK PERFORMANCE 1 mark	DEVELOPING PERFORMANCE 2 marks	SATISFACTORY PERFORMANCE 3 marks	EXCELLENT PERFORMANCE 4 marks
<b>Structure and organisation</b>	<ul style="list-style-type: none"> <li>The report lacks both an introduction and a conclusion. It does not have a clear organisational pattern.</li> <li>The text has an unclear and/or faulty organisation, with hardly any or no transitions at all.</li> <li>Thus, understanding the text is very difficult.</li> </ul>	<ul style="list-style-type: none"> <li>The report contains either an introduction or a conclusion, or both. Such parts are either vague or ineffective in accomplishing their function.</li> <li>The organisation of the text is sometimes inadequate, with several abrupt or illogical shifts, which result in a fairly ineffective flow of ideas.</li> <li>Some scarce signs of logical organisation can be identified.</li> <li>The text is difficult to follow most of the time.</li> </ul>	<ul style="list-style-type: none"> <li>The report contains an introduction and a conclusion which moderately manage to accomplish their function.</li> <li>For the most part, the organisation of the text is clear and logical.</li> <li>Effective transitions are included, although the overall sequence of ideas could be improved.</li> <li>Overall, the text is easy to follow.</li> </ul>	<ul style="list-style-type: none"> <li>The report contains an introduction and a conclusion which are both entirely effective.</li> <li>The text is coherent and well organised. Both the transitions and the sequence of ideas are effective.</li> <li>Thus, the text is easy to follow.</li> </ul>
<b>Use of English (C1 level)</b>	<ul style="list-style-type: none"> <li>The report hardly adheres to the conventions of written academic English.</li> <li>Vocabulary is generally inappropriate or limited.</li> <li>The full text lacks clarity. The reader cannot understand the answers due to the high amount of serious errors in grammar, vocabulary, spelling, and punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>The report partially adheres to the conventions of written academic English.</li> <li>Sometimes there are incomplete and/or run-on sentences.</li> <li>Vocabulary is sometimes inappropriate or limited.</li> <li>The text contains some serious errors in grammar, vocabulary, spelling, and punctuation which reduce the readability of the parts where such errors appear.</li> </ul>	<ul style="list-style-type: none"> <li>For the most part, the report adheres to the conventions of written academic English.</li> <li>The text is written clearly, in complete sentences.</li> <li>In general, vocabulary is precise and varied.</li> <li>There are some occasional errors in grammar, vocabulary, spelling, and punctuation which do not impede readability.</li> </ul>	<ul style="list-style-type: none"> <li>The report adheres thoroughly to the conventions of written academic English.</li> <li>The text is written clearly and elegantly, in complete and elaborated sentences.</li> <li>Vocabulary is precise and varied.</li> <li>There are hardly errors or no errors at all in terms of grammar, vocabulary, spelling, and punctuation.</li> </ul>

# MÉTODO (4)



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ITEM	WEAK PERFORMANCE 1 mark	DEVELOPING PERFORMANCE 2 marks	SATISFACTORY PERFORMANCE 3 marks	EXCELLENT PERFORMANCE 4 marks
<b>Relevance of the response to accomplish the task</b>	<ul style="list-style-type: none"> <li>The text shows no relation or loose relation to the task.</li> <li>It fails to address or omits significant aspects of the task.</li> </ul>	<ul style="list-style-type: none"> <li>The relationship of the text to the task is partially vague.</li> <li>The task is not answered completely.</li> <li>Few points relevant to the completion of the task are covered.</li> </ul>	<ul style="list-style-type: none"> <li>The text matches the task, which is largely answered.</li> <li>The text addresses most of the points relevant to the completion of the task.</li> </ul>	<ul style="list-style-type: none"> <li>The text closely matches the task, which is thoroughly answered.</li> <li>All points relevant to the completion of the task are carefully addressed.</li> </ul>

- “Mastery of the theoretical and practical contents; critical thinking skills” partially adapted from Walvoord, B. (n.d.). *Writing rubric*. <https://www.csusm.edu/iits/services/ats/idesign/coursedesign/documents/writing.pdf>,
- “Structure and organisation of ideas” partially adapted from
  - Walvoord, B. (n.d.). *Writing rubric*. <https://www.csusm.edu/iits/services/ats/idesign/coursedesign/documents/writing.pdf>
  - Rubric for Digital Media Project (p.19). In The University of North Carolina at Chapel Hill. Office of Institutional Research and Assessment. (2017). *Using rubrics to assess student learning outcomes at the program level*. <https://oira.unc.edu/wp-content/uploads/sites/297/2017/07/Developing-and-Using-Rubrics.pdf>
- “Use of English” partially adapted from “Rubric for Grading an Essay Exam” (p. 13). In The University of North Carolina at Chapel Hill. Office of Institutional Research and Assessment. (2017). *Using rubrics to assess student learning outcomes at the program level*. <https://oira.unc.edu/wp-content/uploads/sites/297/2017/07/Developing-and-Using-Rubrics.pdf>
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## MÉTODO (5)

- Asignatura “Enseñanza del Inglés: historia, enfoques y métodos”.  
2º cuatrimestre del cuarto curso en el Grado en Estudios Ingleses.
- Tarea evaluable: informe escrito grupal sobre un aspecto teórico-práctico de la asignatura (20%).
- Rúbrica analítica.
- Autoevaluación grupal.
- Tutoría grupal con la profesora.
- Cuestionario individual anónimo y voluntario de satisfacción con la experiencia y percepciones sobre el uso de rúbricas.
- Durante todo el proceso: la profesora registró y codificó sus impresiones sobre el desarrollo del proyecto en cada una de las fases.

## RESULTADOS (1)

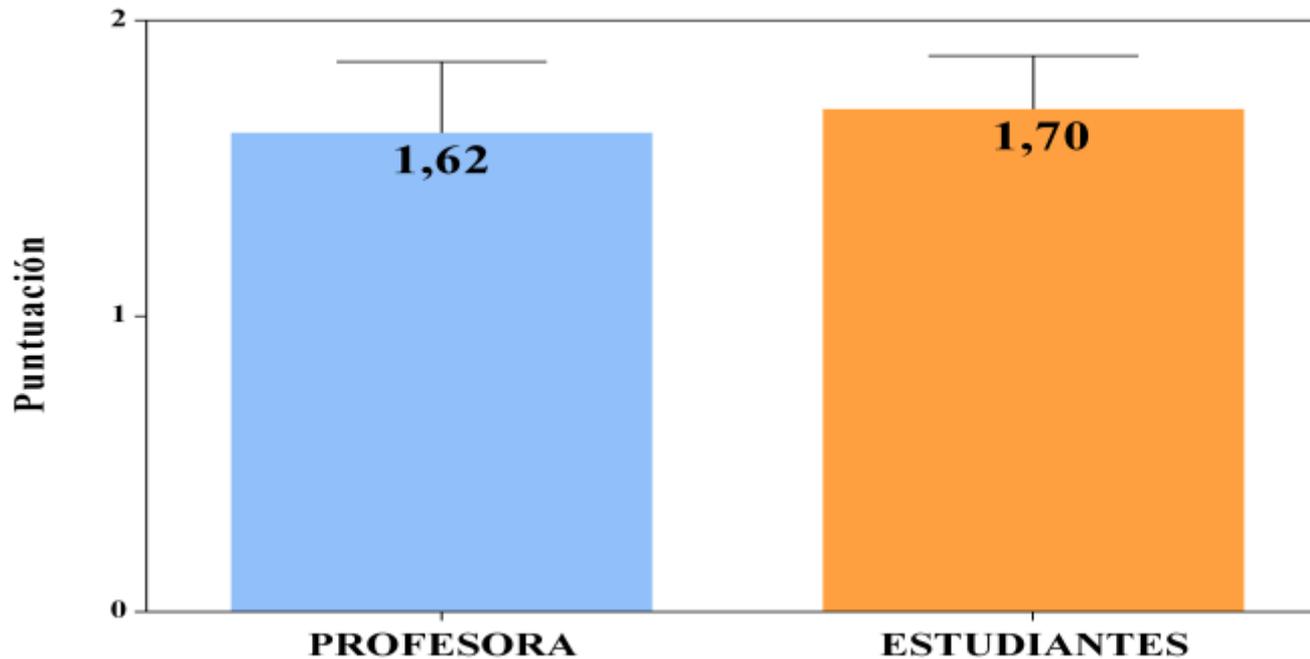
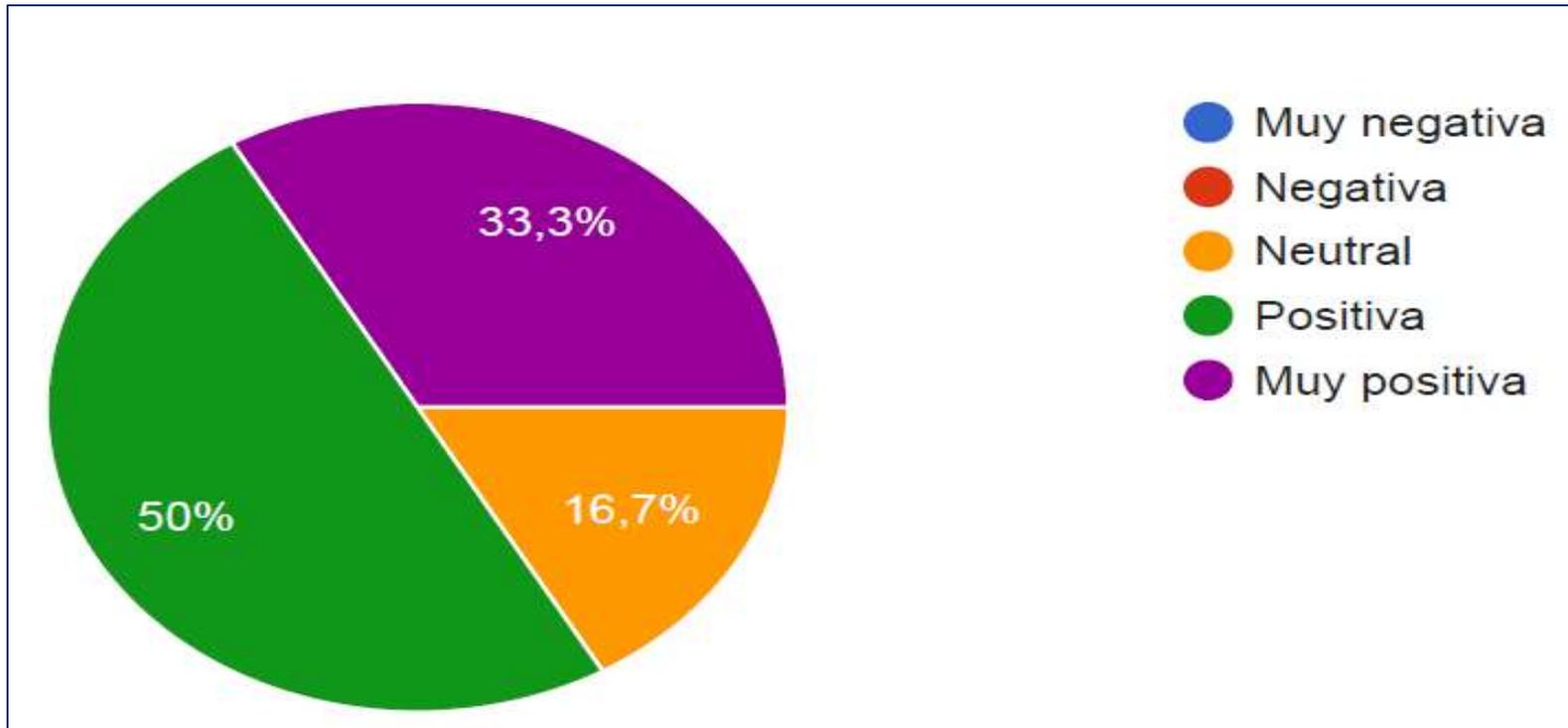


Figura 1. Puntuación media de los informes escritos entre profesora y estudiantes. Las barras representan  $\pm$  desviación típica.

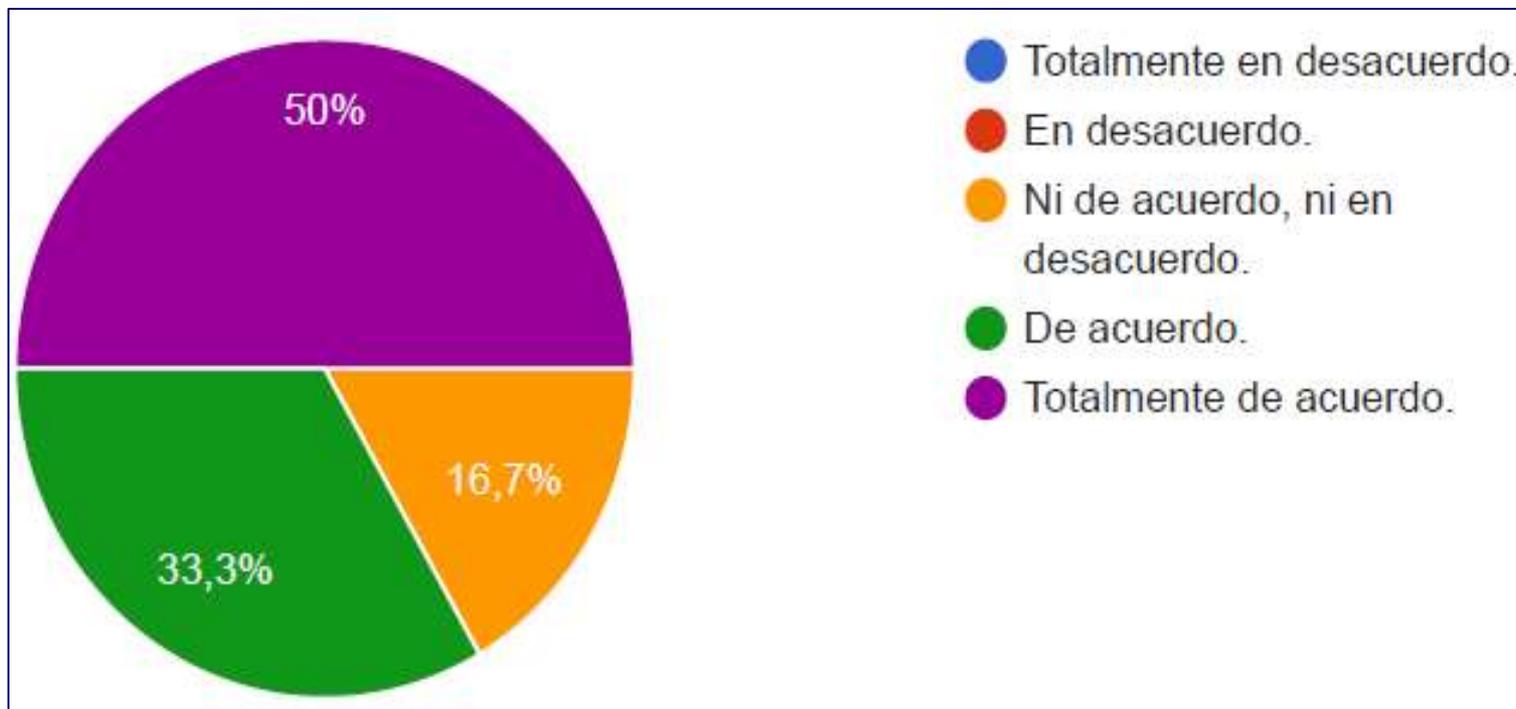
## RESULTADOS (2)



**Figura 2. ¿Cuál es tu opinión general sobre el hecho de que vuestra profesora os pidiera que os autoevaluarais vuestro informe escrito?**

**4,16 ± 0,68**

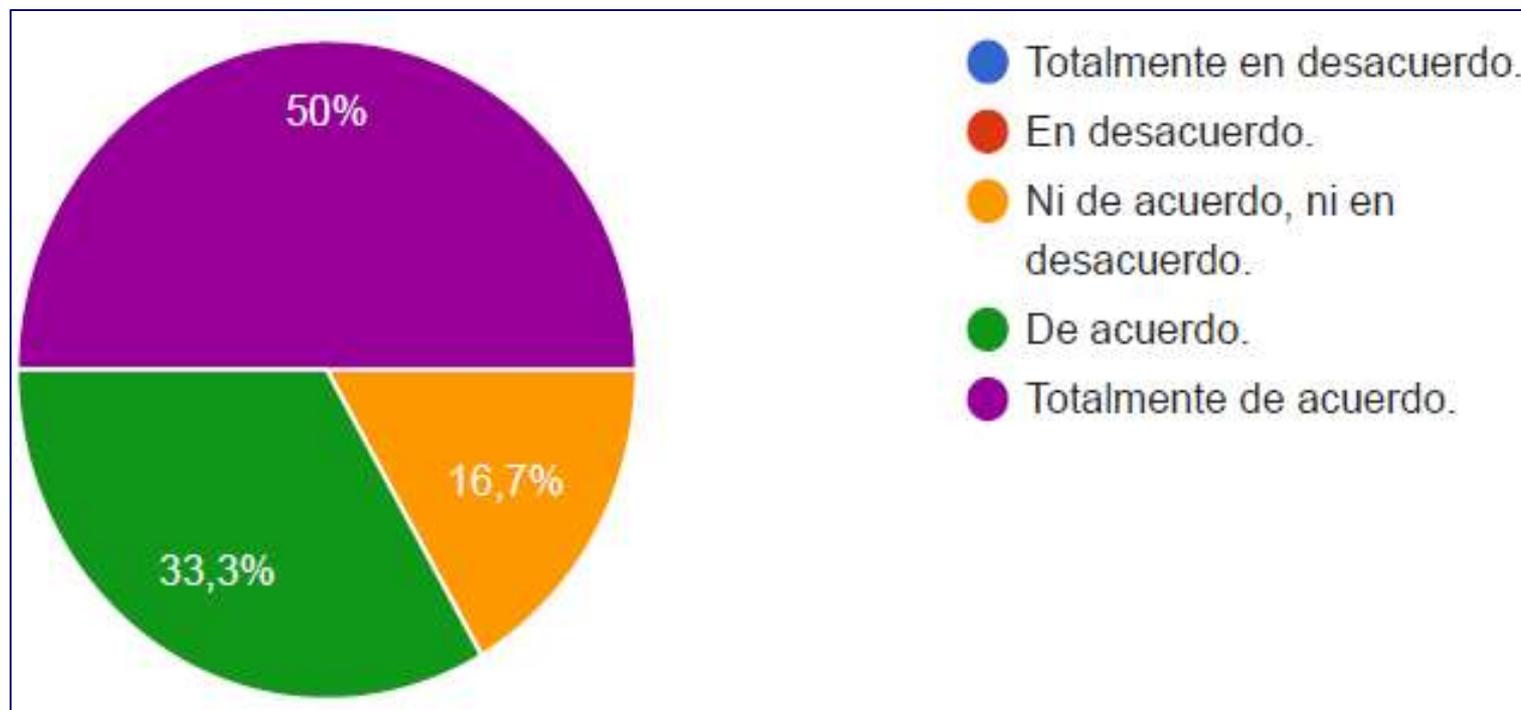
## RESULTADOS (3)



**Figura 3. La rúbrica ha clarificado los criterios de evaluación de los informes escritos y los requisitos necesarios en cada uno de ellos para poder alcanzar la puntuación mínima de superación de este instrumento de evaluación.**

**4,16 ± 0,68**

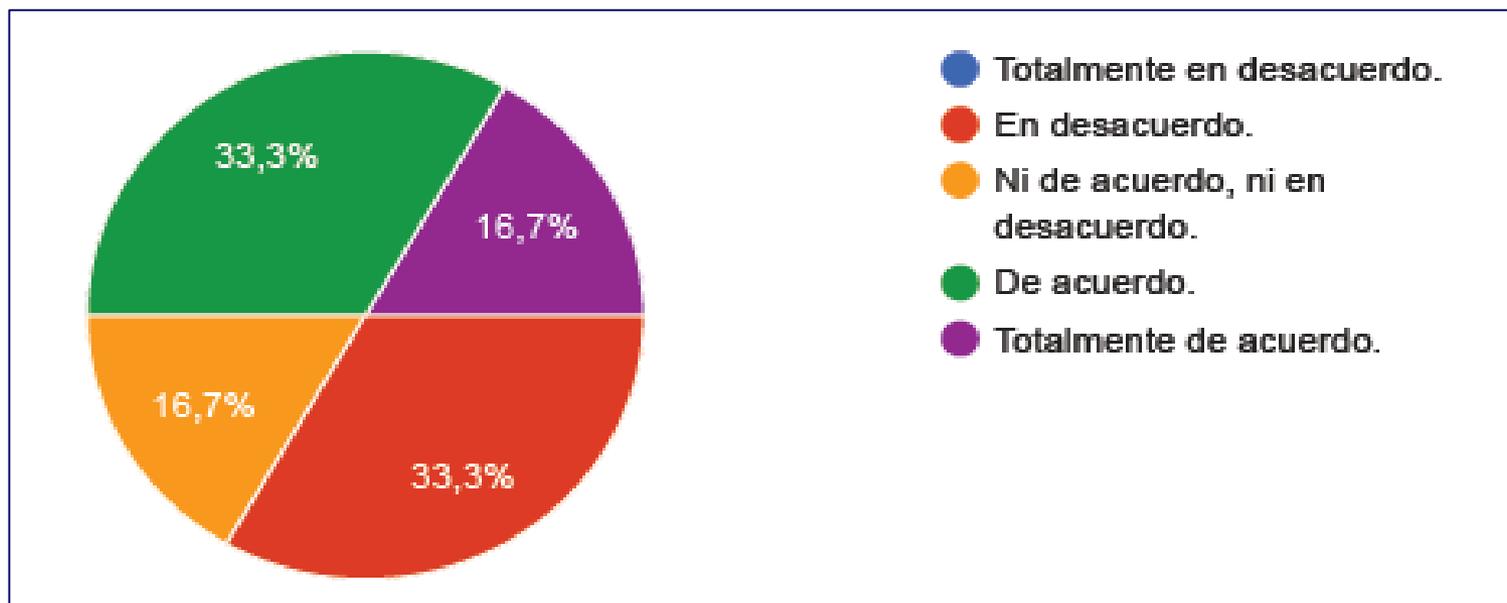
## RESULTADOS (4)



**Figura 4. La rúbrica ha clarificado los criterios de evaluación de los informes escritos y los requisitos necesarios en cada uno de ellos para poder alcanzar la puntuación mínima de superación de este instrumento de evaluación.**

**4,16 ± 0,68**

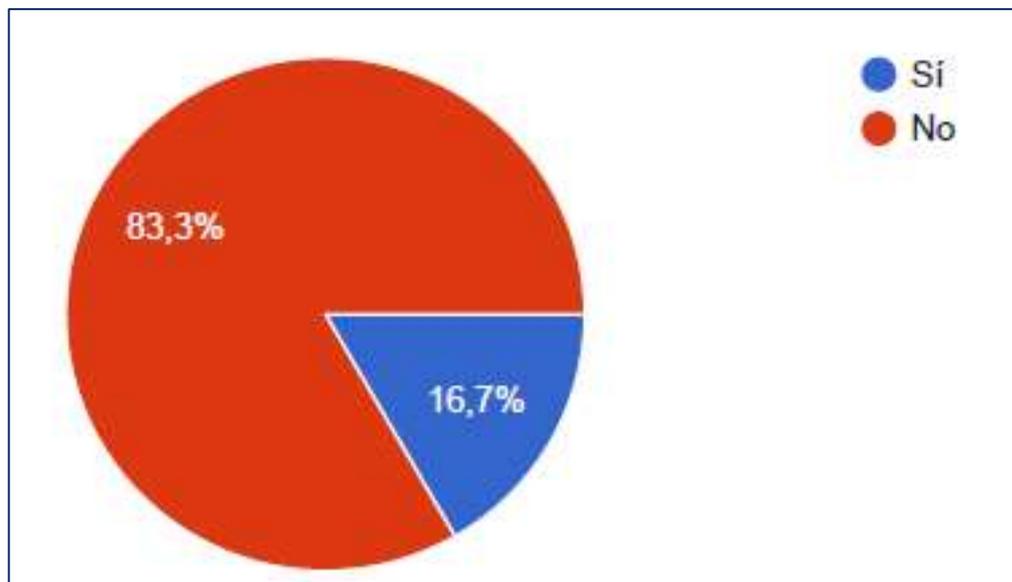
## RESULTADOS (5)



**Figura 5. *La rúbrica me ha permitido reflexionar sobre soluciones para intentar contrarrestar o solucionar mis puntos débiles en los distintos aspectos de la elaboración del informe escrito.***

**3,66 ± 1,03**

## RESULTADOS (6)



“Por eso debería hacerse más y a lo mejor hasta incluso en clase, un ejemplo contigo para que nosotros veamos ejemplos de en lo que hay que fijarse”.

**Figura 6. *¿Crees que es necesario mejorar la rúbrica?***



## RESULTADOS (7)

“Trabajar en grupo es una buena forma de ver otros puntos de vista. Las tutorías han sido muy útiles ya que se ven los errores que se han cometido y se entiende el porqué de la nota”.

“Siento que es la parte en la que más colaboramos. También lo hicimos mucho en el report pero lo cierto es que cada uno lo hizo a su bola y luego se le dio coherencia eliminando lo que estuviera repetido, haciendo que el estilo fuera parecido, etc.”.

“Me hizo sentirme satisfecha con el trabajo puesto que al rellenar la rúbrica sentí que habíamos cumplido bastante bien con las expectativas”.

## RESULTADOS (8)



(Stevens & Levi, 2013)

# Conclusión



Desde la perspectiva discente:

**“Las rúbricas mejoran la autoeficacia de los estudiantes al ayudarlos a identificar las habilidades cognitivas clave que necesitan desarrollar para sobresalir en la tarea.** Una vez identificadas estas habilidades, los estudiantes pueden planificar y autoevaluar su trabajo y, por lo tanto, las rúbricas pueden ser herramientas importantes para ayudar a los estudiantes a convertirse en estudiantes autorregulados” (Ragupatchi & Lee, 2020, p. 78. Traducción de Criado).

**Enfoque didáctico centrado en el estudiante como agente colaborativo, activo, reflexivo y protagonista de su propio aprendizaje, guiado por el docente.**

Desde la perspectiva del profesor/a, **enriquecedora reflexión docente:**

- Objetivar la evaluación de instrumentos de evaluación esencialmente cualitativos, gracias a la especificación de rangos de actuación o calidad por cada dimensión (Parkison, 2015).
- Armonización de los tres ejes fundamentales de aprendizaje, enseñanza y evaluación (Stevens & Levi, 2013).

Mejoras para futuras implantaciones:

- Rúbrica acompañada de modelos reales de informes (anónimos y con permiso previo de todos los integrantes de cada estudiante y grupo);
- proceso inductivo de refinamiento de la rúbrica.

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