



Contribution ID: 108

Type: ワークショップ / Workshop

## Designing Rubrics for Engaging Self/Peer Performance Assessment

Friday, 27 February 2026 16:30 (1h 30m)

Effective evaluation of student performance tasks is strengthened through the use of analytic rubrics, which provide clearer criteria and more consistent scoring than broad holistic grades. Rubrics also support formative learning by guiding students, teachers, and peers in giving focused, actionable feedback, intended for learners repeating and improving the performance. This 90-minute workshop introduces approaches for constructing rubrics that enhance the reliability and educational value of classroom performance assessment—which is not simply knowledge recall, but rather whole-body demonstration of a project or set of skills. Performances, therefore, are best recorded in video. Drawing on a decade of practical development and research using a video-based assessment system integrated into Moodle, the session illustrates how digital platforms can streamline the rating process, reduce teacher workload, and expand opportunities for self- and peer-evaluation. Participants will examine how video-supported assessment enables more accurate and reflective scoring, particularly when learners review presentations outside of class. Workshop attendees will gain experience in designing rubric frameworks suited for skill-based tasks and learn strategies for teaching students to apply these tools effectively when evaluating themselves and others. The findings discussed demonstrate that students can be trained to use online rubrics efficiently and that digital assessment environments contribute to improved scoring consistency and enhanced learning outcomes.

### 発表日の希望 / Preferred Day

いずれの日でも結構です / Either day is fine

### MAJ R&D Grant

いいえ

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**Session Classification:** Workshops (Room A)