

How to Create Rubrics

(Based on Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback, and Promote Student Learning by Stevens and Levi 2005; Assessing Academic Programs in Higher Education by Allen 2004; and Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)

Example Three-level Rubric: (includes description of dimensions with all levels of performance described)

Task: *Each student will make a 5-minute presentation on the changes in one community over the past 30 years. The student may focus the presentation in any way he or she wishes, but there needs to be a thesis of some sort, not just a chronological exposition. The presentation should include appropriate photographs, maps, graphs, and other visual aids for the audience.*

University of Connecticut --> http://assessment.uconn.edu/docs/How_to_Create_Rubrics.pdf

	Excellent	Competent	Needs work
Knowledge/understanding 20%	The presentation demonstrates a depth of historical understanding by using relevant and accurate detail. Research is thorough and goes beyond what was presented in class or in the assigned texts.	The presentation uses knowledge that is generally accurate with only minor inaccuracies and that is generally relevant to the student's thesis. Research is adequate but does not go much beyond what was presented in class or in the assigned text.	The presentation uses little relevant or accurate information, not even that which was presented in class or in the assigned texts. Little or no research is apparent.
Thinking/inquiry 30%	The presentation is centered around a thesis, which shows a highly developed awareness of historiographic or social issues and a high level of conceptual ability.	The presentation shows an analytical structure and a central thesis, but the analysis is not always fully developed or linked to the thesis.	The presentation shows no analytical structure and no central thesis.
Communication 20%	The presentation is imaginative and effective in conveying ideas to the audience. The presenter responds effectively to audience reactions and questions.	Presentation techniques used are effective in conveying main ideas, but they are a bit unimaginative. Some questions from the audience remain unanswered.	The presentation fails to capture the interest of the audience and/or is confusing in what is to be communicated.
Use of visual aids 20%	The presentation includes appropriate and easily understood visual aids, which the presenter refers to and explains at appropriate moments in the presentation.	The presentation includes appropriate visual aids, but these are too few, are in a format that makes the difficult to use or understand, or the presenter does not refer to or explain them in the presentation.	The presentation includes no visual aids or includes visual aids that are inappropriate or too small or messy to be understood. The presenter makes no mention of them in the presentation.
Presentation skills 10%	The presenter speaks clearly and loudly enough to be heard, using eye contact, a lively tone, gestures, and body language to engage the audience.	The presenter speaks clearly and loudly enough to be heard but tends to drone or fails to use eye contact, gestures, and body language consistently or effectively at times.	The presenter cannot be heard or speaks so unclearly that she or he cannot be understood. There is no attempt to engage the audience through eye contact, gestures, or body language.

Table 5. Rubric for Research Project in Education

	<i>Below Proficient</i>	<i>Proficient</i>	<i>Above Proficient</i>
Abstract	The <u>abstract</u> is missing, incomplete, or inaccurate.	The <u>abstract</u> summarizes the study in 50-150 words (essentially drawing a sentence from each of the main sections of the completed research report).	The <u>abstract</u> concisely summarizes the study in 50-150 words.
Introduction	The <u>introduction</u> section may be incomplete or unclear. Potential problems may include a vague problem statement, research question(s) may not be measurable, or constructs may not be clearly defined.	The <u>introduction</u> section includes a rationale, problem statement, literature references and research question(s). The rationale and problem statement are clear and credible. Three or more literature references are cited. The research question is stated and can be addressed with empirical evidence. Constructs are defined and variables explained.	The <u>introduction</u> section is complete and clear. Additionally, the rationale and problem statement are compelling (and may be linked to a conceptual framework) and the research question(s) insightful.
Methods	The <u>methods</u> section may be incomplete or unclear. Possible problems may include insufficient information about subjects/informants, instruments not fully described in terms of their conceptualization or aligned with the research questions, or procedures not accurately reported.	The <u>methods</u> section provides essential information about the subjects, data collection procedures, and, if appropriate, treatment. The research question has been translated into appropriate choices at the design level. Subjects are described in terms of number and important characteristics. Data sources and collection procedures are described in terms of underlying conceptualizations. If appropriate, scales are described, and examples of items given. Data collection protocols (e.g., questionnaires, interview questions, structured observation protocols) are included in the appendix.	The <u>methods</u> section provides essential information about the subjects, data collection procedures, instruments, procedures, and, if appropriate, treatment. In addition, the instrument or procedures, for example, might represent a novel and insightful approach to the research problem.

The Role of Rubrics in Advancing and Assessing Student Learning -->
http://uncw.edu/cte/et/articles/vol7_1/Wolf.pdf

Table 5. Rubric for Research Project in Education (cont'd.)

	<i>Below Proficient</i>	<i>Proficient</i>	<i>Above Proficient</i>
Results	<u>Results</u> are inaccurate or incompletely presented. Typical problems include incorrect statistical analyses in quantitative studies and unsupported claims in qualitative-type studies.	The <u>results</u> section in a quantitative study presents only the “facts.” Brief and accurate interpretation is offered, indicating understanding of how the data respond to the research questions. Tables or graphs are easy to interpret and correctly present the data. In a qualitative study, results and interpretation may be interwoven, and each theme is illustrated with two or more data segments (e.g., quotes from informants).	<u>Results</u> are correctly presented and the analyses are extensive and sophisticated.
Discussion/Conclusion	The <u>discussion</u> section may be incomplete or not clearly connected to the results.	The <u>discussion</u> section soundly interprets the findings. The discussion section may also include conclusions, limitations of the study, recommendations for action, and future study directions.	The <u>discussion</u> section soundly interprets the findings and is carefully connected with all sections of the report, including the introduction, research questions, instruments, and results.
Limitations	<u>Limitations</u> of the study are not discussed.	<u>Limitations</u> of the study are discussed.	<u>Limitations</u> are extensively described.
References	<u>References</u> may be missing, incomplete, or incorrectly cited.	<u>References</u> are given (and correctly cited in the body of the report and included on a separate reference page in APA format).	<u>References</u> are correctly cited in body of the report and on a separate reference page in APA format.
Written Report	The <u>written report</u> is incomplete or unclear. Typical problems include missing or inadequately described sections.	The <u>written report</u> is clear and well organized. The vocabulary in the report demonstrates an understanding of key terms and concepts (e.g., construct, subject, treatment). The report contains few mechanical errors (e.g., punctuation) and is in APA format. Study is ethical.	The <u>written report</u> is clear and well organized and demonstrates an understanding of basic and advanced research concepts and terms.

HIST 2700: American History to 1877
Learning Outcomes Rubric

Name _____
Date _____

LEARNING OUTCOME	Excellent mastery 5	Good mastery 4	Some mastery 3	Minimal mastery 2	No mastery 1-0
HISTORICAL KNOWLEDGE					
Historical soundness of the argument (student demonstrates an understanding of the key historical events related to the question) 15%	-statements are correct, verifiable, and precise -clear chronological understanding of events -complex grasp of causation -analyzes a range of factors shaping the sequence and outcome of events -reflects on larger themes informing specific events	-sound chronological framework -good grasp of causation -omits some key informing factors shaping events -proposes a sufficient range of major themes	-some factual or chronological errors -weak causal analysis -narrow range of informing factors in the discussion -little discussion of broader themes	-many chronological errors -simplistic causal analysis -few informing factors tied to the discussion -thin discussion of wider themes	-multiple factual or chronological errors -essay explores its subject in a historical vacuum with little commentary on causation and larger themes
Pertinence of the argument 15%	all of the material in the essay directly relates to — and <i>fully</i> covers — the central issues posed in the question	-some parts of the essay digress from the central focus of the question -good coverage of the historical material relevant to the question	-several parts of the essay digress from the central focus of the question -fair coverage of the historical material relevant to the question (gaps in evidence)	-many parts of the essay digress from the central focus of the question -major omissions of historical material relevant to the question	-material offered in the essay has no discernible bearing on the question asked -no coverage of the historical material relevant to the question
HISTORICAL THINKING					
Explanation of the argument (student responds to historical questions in a thoughtful, critical manner) 40%	-full explanation of the problem under review -essay defines and explores key terms / concepts / issues / ideas related to the question -situates issues within their distinctive historical context -essay clarifies the significance of the issue under review by answering the “why” and “because” questions -essay reflects the complexity and depth of the material under review	-some key parts of the historical issue omitted -most key terms defined -some effort at contextualizing the question -some gaps as the essay explores the meaning and significance of major issues -at some points, critiques either inappropriate or unsubstantiated	-several key terms left undefined -vagueness in response -essay <i>mentions</i> (but does not <i>explain</i>) key issues -weak contextualization - <i>significance</i> of the material presented remains unclear -critiques often unfair, irrelevant, or misinformed	-key terms often undefined -broad, sweeping, imprecise statements -confusing or contradictory arguments -little to no discussion of wider context of events -essay <i>raises</i> more questions than it answers -critiques commonly unfair, irrelevant, or misinformed.	-omission of key information -omission of key <i>explanations</i> -fails to analyze issues within their distinctive historical context -critiques misplaced, inappropriate, or ahistorical

LEARNING OUTCOME	Excellent mastery 5	Good mastery 4	Some mastery 3	Minimal mastery 2	No mastery 1-0
HISTORICAL SKILLS					
Organization of the argument 15%	-argument unfolds through a logical sequence of points -statements made in a straightforward, understandable, and persuasive manner -structure of the argument is sound, understandable, and appropriate to the project.	-good organizational skills, though some parts of the essay move in unexpected directions -line of argument generally clear	-difficult to detect a logical sequence of the points in the essay -material presented in a scattershot fashion, making it hard to follow the line of argument	-confusing and puzzling sequence of points raised in the argument -difficult to determine the meaning, appropriateness, or significance of the material offered	-organization of argument remains incomprehensible, moving in perplexing or random directions
Mechanics of the argument 15%	Essay written using -complete sentences -well-formed paragraphs -proper grammar, spelling, and punctuation.	-occasional errors in spelling, punctuation, grammar, sentence, and paragraph construction; not severe enough to hinder an understanding of the essay's main points	-numerous errors in spelling, punctuation, grammar, sentence, and paragraph construction make some sections of the essay unintelligible	-repeated errors in spelling, punctuation, grammar, sentence, and paragraph construction make <i>several</i> sections of the essay unintelligible	-problems in spelling, punctuation, grammar, sentence, and paragraph construction so severe as to make the essay unintelligible -(or material presented in <i>outline</i> -- rather than essay – form)
TOTAL:	500-450 points: “A” range 449-350 points: “B” range 349-250 points: “C” range 249-150 points: “D” range 149- 0 points: “F” range <div style="float: right; text-align: right;"> exs.: 500 pts. equivalent to 100 / A+ 400 pts. equivalent to 85 / B 300 pts. equivalent to 75 / C 200 pts. equivalent to 65 / D 100 pts. equivalent to 55 / F </div>				
FINAL GRADE:					

Case Note Rubric V 1.0

Date: _____

Therapist/Intern: _____

Evaluator/Instructor: _____

Level of Clinical Training:

☐ Pre-clinical training; coursework only

☐ 0-12 months ☐ 12-24 months ☐ 2+ years

Rating Scale

5=**Exceptional**: Skills and understanding significantly beyond developmental level

4=**Outstanding**: Strong mastery of skills and thorough understanding of concepts

3=**Mastered Basic Skills at Developmental Level**: Understanding of concepts/ skills evident

2=**Developing**: Minor conceptual and skill errors; in process of developing

1=**Deficits**: Significant remediation needed; deficits in knowledge/ skills

NA=**Not Applicable**: Unable to measure with given data (do not use to indicate deficit)

	5	4	3	2	1	Comp	Score
Basic Record Keeping	Confidential notation used; included ages and other distinguishing info; sophisticated and clear tracking of clients using notation; correct billing code	Confidential notation used; included ages and other key info; clients easy to track using notation; correct billing code	Confidential notation used throughout; clients distinguishable using notation; correct billing code	Minor errors or omissions with confidential notation and billing; minor confusion using notation	Failed to maintain confidentiality or use notation that clearly identifies clients who attended session; incorrect/missing billing code	1.5.3 3.1.2 5.5.4	<input type="checkbox"/> NA
Symptoms	Specific DSM symptom cited; detailed frequency, duration, progress; sophisticated linking of symptoms to systemic dynamics, interventions, and other all aspects of note.	Specific DSM symptoms with frequency and/or duration cited; progress included; link symptoms to interventions.	Symptoms with frequency and/or duration; progress included.	Minor problems; vague or inaccurate descriptors; missing key frequency, duration, or progress info; contradicts other aspects of note.	Significant problems; inaccurate or inconsistency in symptoms and described treatment. Missing meaningful frequency, duration, progress.	5.5.1	<input type="checkbox"/> NA
Progress to Goals	Detailed documentation of progress; explanations for progress, setbacks, need to continue include sophisticated integration of symptoms and systems dynamics.	Clear documentation of progress; explanations for progress, setbacks, need to continue include some integration of symptoms and systems dynamics.	Includes appropriate explanation for progress, setbacks, and/or need to continue.	Minor problems; vague description of progress, setbacks, need to continue	Significant problems; not included or inconsistent with rest of note.	3.4.1 4.4.3 4.4.5	<input type="checkbox"/> NA
Interventions	Sophisticated choice of interventions/HW consistent with symptoms; uniquely sensitive to age, culture, education, etc.;	Well chosen intervention or HW; sensitive to client age, culture, education, etc.; developed effective solution with clients.	Appropriate choice of intervention; appropriate for client age, culture, education, etc.; began moving client in useful direction.	Intervention not clearly related to presenting problem or symptoms; would be more effective if diversity issues more carefully considered.	Inappropriate choice of intervention for client problem, symptom, or unique needs.	4.3.2 4.3.6	<input type="checkbox"/> NA

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

http://www.aacu.org/value/rubrics/documents/All_Rubrics_001.pdf



Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	3	2	Benchmark 1
Explanation of issues	Issue/ problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/ problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/ problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/ or backgrounds unknown.	Issue/ problem to be considered critically is stated without clarification or description.
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/ evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/ hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/ hypothesis).	Specific position (perspective, thesis/ hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/ hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.