
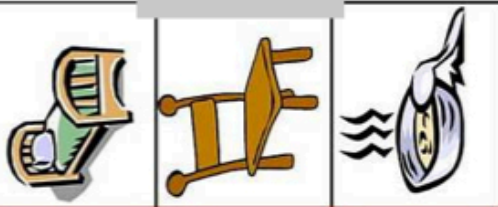




Improve your assessment 'ROI' (2014)

Rubric checklist and samples



How to Recognize			Goldilocks-style checklist:		How helpful is the rubric to the learner?			
<div><div></div><div>Too little</div></div>			<div><ul style="list-style-type: none">developed with instructor's needs in minda grading system in wordsassessment OF rather than FOR or AS learninginstructor has the secrets; learner wants them. Both ask: "What do you want from me?"levels not differentiated in a way that makes learning visible to studentslots of lacksrepetitive; 'minimalist'language can feel critical and discouraging</div> <div><p>You mean what you say but don't say what you mean.</p><p>~ tends to be easy to write; can feel redundant in your overall evaluation scheme.</p></div>		<div><div></div><div>Too much</div></div> <div><ul style="list-style-type: none">like a talking GPStries to cover/explain every contingency rather than reveal what a learner is doing or what you see in the work at each levelhandholding rather than scaffolding or stepping stonestoo complex/wordy/long to be useful to instructor for grading or to help students sort out what they can do & have yet to accomplish</div> <div><p>You mean what you say & are learning how to say what you mean.</p><p>~ where most of the hard work of organizing & clarifying progressions, priorities, signposts occurs</p></div>		<div><div></div><div>Just right!!</div></div> <div><ul style="list-style-type: none">learner-friendly -- Hattie's 3 questions are answerable so feedback is action-orienteddescriptors clarify academic & discipline's values + developmental progression towards expertiselike a map – learners can see destination & key landmarks; can articulate their needsa framework for understanding rather than a prescription for doing unless there's a single preferred methodclearing up lower level issues makes room for big picture thinking</div> <div><p>It says what you mean and you're in control of what you want to say.</p><p>~ more natural flow as you develop a personal & economical style</p></div>	
			<div><div></div></div>					

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.

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

A Rubric for Rubrics

A Tool for Assessing the Quality and Use of Rubrics in Education

Criteria	1 Unacceptable	2 Acceptable	3 Good/Solid	4 Exemplary
Clarity of criteria	Criteria being assessed are unclear, inappropriate and/or have significant overlap	Criteria being assessed can be identified, but are not clearly differentiated or are inappropriate	Criteria being assessed are clear, appropriate and distinct	Each criteria is distinct, clearly delineated and fully appropriate for the assignment(s)/course
Distinction between Levels	Little/no distinction can be made between levels of achievement	Some distinction between levels is evident, but remain unclear	Distinction between levels is apparent	Each level is distinct and progresses in a clear and logical order
Reliability of Scoring	Cross-scoring among faculty and/or students often results in significant differences	Cross-scoring by faculty and/or students occasionally produces inconsistent results	There is general agreement between different scorers when using the rubric (e.g. differs by less than 5-10% or less than ½ level)	Cross-scoring of assignments using rubric results in consistent agreement among scorers
Clarity of Expectations/ Guidance to Learners	Rubric is not shared with learners	Rubric is shared and provides some idea of the assignment/ expectations	Rubric is used to explicitly introduce an assignment and guide learners	Rubric serves as primary reference point for discussion and guidance for course/assignment(s) as well as evaluation of assignment(s)
Support of Metacognition (Awareness of Learning)	Learners do not see/know of the rubric	Rubric is shared but no further reference is made to it in the course/ assignment(s)	Rubric is shared and identified as a tool for helping learners to understand what they are learning through the assignment/ in the course	Rubric is regularly referenced and used to help learners identify the skills and knowledge they are developing throughout the course/ assignment(s)
Engagement of Learners in Rubric Development/ Use *	Learners are not engaged in either development or use of the rubrics	Learners offered the rubric and may choose to use it for self assessment	Learners discuss and offer feedback/input into the design of the rubric, and are responsible for use of rubrics in peer and/or self-evaluation	Faculty and learners are jointly responsible for design of rubrics and learners use them in peer and/or self-evaluation

**Considered optional by some educators and a critical component by others*

Scoring chart:	0 - 10 = needs improvement	11 - 15 = workable	16 - 20 = solid/good	21 - 24 = exemplary
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© 2002 BBMullinix (Mullinix@tlitgroup.org, bbmullinix@gmail.com) web url: <http://www.tlitgroup.org/resources/Rubrics.htm>

http://www.tlitgroup.org/resources/Rubrics/A_Rubric_for_Rubrics.htm
OR <http://goo.gl/SbSfN1>

Novice-to-Expert scale (2)

	Knowledge	Standard of work	Autonomy	Coping with complexity	Perception of context
1. Novice	Minimal, or 'textbook' knowledge without connecting it to practice	Unlikely to be satisfactory unless closely supervised	Needs close supervision or instruction	Little or no conception of dealing with complexity	Tends to see actions in isolation
2. Beginner	Working knowledge of key aspects of practice	Straightforward tasks likely to be completed to an acceptable standard	Able to achieve some steps using own judgement, but supervision needed for overall task	Appreciates complex situations but only able to achieve partial resolution	Sees actions as a series of steps
3. Competent	Good working and background knowledge of area of practice	Fit for purpose, though may lack refinement	Able to achieve most tasks using own judgement	Copes with complex situations through deliberate analysis and planning	Sees actions at least partly in terms of longer-term goals
4. Proficient	Depth of understanding of discipline and area of practice	Fully acceptable standard achieved routinely	Able to take full responsibility for own work (and that of others where applicable)	Deals with complex situations holistically, decision-making more confident	Sees overall 'picture' and how individual actions fit within it
5. Expert	Authoritative knowledge of discipline and deep tacit understanding across area of practice	Excellence achieved with relative ease	Able to take responsibility for going beyond existing standards and creating own interpretations	Holistic grasp of complex situations, moves between intuitive and analytical approaches with ease	Sees overall 'picture' and alternative approaches; vision of what may be possible

From the professional standards for conservation, Institute of Conservation (London) 2003 based on the Dreyfus model of skill acquisition.