


**Institutional Assessment:  
Rubrics**

Office of Institutional Research and Assessment (OIRA)



THE UNIVERSITY OF  
ALABAMA IN HUNTSVILLE

OIRA@UAH 1

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**Key Questions**

Why use a rubric?

What kind of rubric should I use?

OIRA@UAH 2

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**Current APR Expectations**

Student Learning Outcomes (SLOs)	Operational Outcomes (OPOs)
1. Outcome (observable knowledge, skill, attitude or behavior for student group)	1. Outcome (service or process with expected beneficiary and intended impact)
2. Assessment Methods (two ways to measure)	2. Assessment Method (one way to measure)
3. Assessment Targets (expected results)	3. Assessment Target (expected results)
4. Data Collected (actual results)	4. Data Collected (actual results)
5. Use of Results (changes made)	5. Use of Results (changes made)

OIRA@UAH 3

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**Rubrics provide ...**

**Accountability**                      **Improvement**

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**Rubrics provide ...**

An opportunity  
to articulate and discuss  
expectations regarding student learning

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**Rubric Types**

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Oral Communication Focus: RUBRIC FOR ORAL PRESENTATIONS				
Category	1 Beginning	2 Developing	3 Accomplished	4 Exemplary
<b>Content</b> <b>Substantive</b>	<input type="checkbox"/> Covers one or two main issues or concepts	<input type="checkbox"/> Covers one or two main issues or concepts	<input type="checkbox"/> Covers one or two main issues or concepts	<input type="checkbox"/> Covers one or two main issues or concepts
<b>Organization</b>	<input type="checkbox"/> Provides little or no focus or order to the material, lacks audience awareness.	<input type="checkbox"/> Provides some focus or order to the material but the structure is somewhat unclear, somewhat appropriate for the audience.	<input type="checkbox"/> Focuses and orders the material to convey a generally unified point or effect, generally appropriate for the audience.	<input type="checkbox"/> Focuses and orders the material to convey a unified point or effect, highly appropriate for the audience.
<b>Delivery</b> <b>(visual aids)</b>	<input type="checkbox"/> Inappropriate or ineffective pronunciation, pronunciation, volume, pitch, inflection, or pace usually hinders the speaker's ability to attract communication with the audience. Reading of an reference to notes, excessive hesitations, double or lack of energy lead or energy fluctuations adversely affect the delivery. Post posture, distracting or inappropriate body movements or gestures, or lack of eye contact interferes with the delivery.	<input type="checkbox"/> Enunciation is hampered by occasionally heavy articulation; some mispronunciations of pronunciation, volume, pitch, inflection, or pace may be noticeable but such issues do not seriously hinder the speaker's audibility. Delivery generally appears spontaneous but some measures of apparent nervousness, reading of notes, or reference to notes occasionally interrupt. Inappropriate body movements, facial expressions, or gestures are occasionally noticeable.	<input type="checkbox"/> Clear enunciation, appropriate pronunciation, volume, pitch, inflection, and pace are generally maintained, but occasionally the speaker's voice is lacking somewhat as the appropriate articulation or energy level. Delivery appears spontaneous throughout. A few energy fluctuations are noticeable but are not distracting. Speaker appears unprepared. Facial expressions are occasionally compatible with spoken content, body movements and gestures are usually natural, appropriate, and related. Any nervous movements do not interfere with the presentation. Any lack of eye contact is only occasional.	<input type="checkbox"/> Clear enunciation, appropriate pronunciation, volume, pitch, inflection, and pace throughout. Speaker reads spontaneously throughout. Notes may occur but do not interrupt or control delivery. Physical presentation is appropriate and purposeful to enhance the speaker's content, body movements and gestures are natural, appropriate, and related; eye contact is consistently maintained.
<b>Handouts &amp; Visual Aids</b> <b>(if applicable)</b>	<input type="checkbox"/> No use of handouts or visual aids. Use. Add any inappropriate. Distracting, uncomprehensible, or extraneous. Speaker faces the screen, blocks audience's view of the aid, and/or does not refer to the handout.	<input type="checkbox"/> Only minimal use of handouts or visual aids. Handouts and/or visual aids are not quite appropriate or are somewhat distracting, not completely comprehensible or somewhat extraneous. Speaker occasionally faces the screen, blocks the audience's view of the aid, and/or does not refer to handout in a very appropriate or effective manner.	<input type="checkbox"/> Handouts and/or visual aids are appropriate, not distracting, generally comprehensible or not extraneous. Speaker generally faces the audience, does not block the audience's view of the aid, and/or refers appropriately to the handout.	<input type="checkbox"/> Handouts and/or visual aids are highly appropriate, not distracting, completely comprehensible, and highly relevant. They add significantly to the presentation. Speaker consistently faces the audience, does not block the audience's view of the aid, and/or the reference to handouts contribute to the effectiveness.

Source: Content Selection adapted from the San Diego State Open-Content Collaborative Public by 48 of Dr. Allen's yellow handout; Organization and Delivery adapted from the Utah State Office of Education Assessment Committee by 14 of Dr. Allen's yellow handout. (Version 1/21/2009)

ORA@UW [http://www.health.uw.edu/assessment/resources/rubric/oral\\_presentation\\_2009-01\\_21.pdf](http://www.health.uw.edu/assessment/resources/rubric/oral_presentation_2009-01_21.pdf) 7

**Department of Family Medicine**  
**The University of Utah Medical Center**  
**Clinical Performance Examination**  
**CASE STANDARD CHECKLIST**  
**Scenario #4**  
**Hypertension**

*For this case the student must include the 4 highlighted items (critical elements) at least 5 of the additional 13 items on the checklist.*

I. During the directed history and physical, the following family/psychosocial issues should be addressed:

- A. Out of Work 0.50
- B. Financial Strain 0.67
- C. Single Parent, Three Children 0.50

II. During the directed history, the following information should be elicited:

- A. Interval Symptoms Since Last Visit 0.33
- B. Side Effects of Medications 0.67
- C. Headaches 0.33
- D. Family History of Cardiovascular Disease 0.50

III. During the directed physical, the following should be collected:

- A. Blood Pressure, One Arm 0.83
- B. Heart Exam 0.83
- C. Lung Exam 0.33
- D. Fundoscopic Exam 0.33
- E. Pulse 0.33

IV. Based on the focused history and physical, the student should request the following laboratory/diagnostic data:

- A. Cholesterol 0.17
- B. G60 0.67

V. The student should include the following in his/her differential diagnosis:

- Hypertension 0.83

VI. The following should be included in a management plan for this scenario:

- Refill Medications 0.67

VII. The following health maintenance/patient education issues should be addressed in this case:

- Smoking 0.83

STUDENT TOTAL  $\frac{7.44}{9.82} = 76\%$

ORA@UW <http://www.med.utah.edu/academic/department/family/1-1-14-08/17878/case04.html#top> 8

**RUBRIC 4**  
**BIOGRAPHS**

**DIRECTIONS:** This form is designed to help you evaluate biography assignments. Read the statements below. They indicate the number from the following scale that reflects your assessment of the student's work in this assignment.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

- The biography includes the individual's full name, date of birth, birthplace, and (if applicable) date of death.  
1 2 3 4 5
- The biography includes an introduction that provides an overall focus.  
1 2 3 4 5
- The biography covers the individual's main contributions.  
1 2 3 4 5
- The biography focuses on the individual's contributions that are relevant to the current unit of study.  
1 2 3 4 5
- The organization of the biography is clear and easy to follow.  
1 2 3 4 5
- The biography is well written and the content flows smoothly from one idea to the next.  
1 2 3 4 5
- The spelling, punctuation, and grammar in the biography are accurate.  
1 2 3 4 5
- The biography is illustrated in some fashion, and the illustration is neat and appropriate.  
1 2 3 4 5
- The biography is neatly typed or handwritten.  
1 2 3 4 5
- Overall, the work represents the student's full potential.  
1 2 3 4 5

ORA@UW <https://www.wisc.edu/wisc/teacher/99/wrubric4/biographic.pdf> 9

**Graduate Writing Assessment Requirement Scoring Rubric**  
California State University, Long Beach  
(sample rubric rubric\_rubric)

6. All documents in the portfolio reflect a sophisticated, analytical response to all parts of the assignments. The score letter provides clear evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment. All documents are well organized and contain detailed and appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate variety and appropriateness for the genre specified by the assignments, with minimal or no grammatical mistakes or usage errors—and no errors that distract the reader or impede understanding. The documents demonstrate a sophisticated level of academic writing.

7. All documents in the portfolio reflect a thoughtful, analytical response to all parts of the assignments. The score letter provides clear evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment. All documents are generally well organized and contain detailed and appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate variety and appropriateness for the genre specified by the assignments, with minimal grammatical mistakes or usage errors that could impede understanding. The documents demonstrate a competent level of academic writing.

4. The documents in the portfolio represent minimally adequate analytical responses to the assignments. The score letter provides clear evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment. Most documents are adequately organized and contain appropriate evidence. Throughout the portfolio, the writing style and diction demonstrate appropriate variety, with some minor mistakes or usage errors that do not distract the reader or impede understanding. The documents demonstrate a minimally adequate level of academic writing.

3. The documents in the portfolio represent an inadequate analysis of the assignments. The score letter provides little or no evidence of evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment. The documents lack focus, direction, substance, or completion, and they are characterized by persistent errors in grammar, sentence structure, spelling, or usage. These errors demonstrate that the writer has not yet attained a minimal level of writing skill and, as a result, cannot write competently at the academic level. These problems consistently impede understanding the writer has made toward the reader. The documents reflect an unacceptable level of academic writing.

2. The documents in the portfolio represent an unacceptable analysis of the assignments. The score letter provides little or no evidence of evidence that the writer understands how each text included in the portfolio fulfills the requirements of the respective assignment. The documents lack focus, direction, substance, or completion, and they are characterized by persistent errors in grammar, sentence structure, spelling, or usage. These errors demonstrate that the writer has not yet attained a minimal level of writing skill and, as a result, cannot write competently at the academic level. These problems consistently impede understanding the writer has made toward the reader. The documents reflect an unacceptable level of academic writing.

1. The documents show little understanding of the assignments. The score letter provides evidence that the writer does not understand how each text included in the portfolio fulfills the requirements of the respective assignment. The documents provide no analysis or development, and they fail to express comprehensibly the writer's best ideas. These documents indicate a need for significant remedial assistance.

OIRA@UW [http://nces.ed.gov/ipeds/data/ipedsreport/2016\\_writingport.doc](http://nces.ed.gov/ipeds/data/ipedsreport/2016_writingport.doc) 10

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**Summative Assessment in Math 572**  
**Rubric For Grading Proofs**

Statement of Problem (2 points)

0-2	3-4	5
Incorrect statement of problem. May miss half of an "if and only if" or misinterpret what is given or what is to be proven. Might just re-copy problem rather than give a precise restatement.	Correct but incomplete statement of the problem. Doesn't include a statement of either the given or the "to show" or fails to connect them to the diagram.	Correct statement with a labeled diagram and the given and to show stated in terms of the diagram.

Note that an incorrectly drawn diagram may fall into either the first or second category, depending upon the extent of the error.

Completeness of Proof (13 points)

0-1	2-5	6-9	10-14	15
Mainly incorrect consequences properly deduced from the given. Little or no sense of how to prove the result.	Unconnected, mostly true statements properly deduced from the given without a sense of how to link them to get a correct proof. May just jump upon a conclusion without justification.	Statements added into a reasonable (perhaps misguided) attempt to prove the theorem. The proof may be left incomplete or may depend upon a missing unexplained step.	A correct approach to proving the theorem is attempted. Some statements may be unsupported or unjustified, but entries are made and could be fixed given time to polish the proof.	A correct and complete proof is given. Some incorrect information may be included since the time limit on polishing up the presentation.

If a proof should have two parts, you should grade each part separately, writing down the scores above to help (but please make your final scores an integer). If the problem is misstated in a way that significantly changes the proof, then reduce the score as appropriate (typically coming in 6s half).

OIRA@UW <http://courses.washington.edu/math572/rubricforgradingproofs.pdf> 11

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**Criteria**

What elements of student learning are being evaluated?

- Specific content they should know
- Certain skills they should demonstrate
- Elements of a particular task that should be evident
- Formatting requirements or expectations
- References or resource expectations

OIRA@UW 12

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## Quality

How well should the students do?  
(labels v. descriptions)

- Completeness (checklist or satisfactory/unsatisfactory)
- Developmental (Beginning, Developing, Mastery)
- Rating (Poor, Fair, Good, Excellent)
- Ranges (1-5, 6-10, 11-15)

ORA@UHM 13

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## Results

- Single rater or multiple raters
- Consensus on ratings or individual ratings
- Improving inter-rater reliability
- Norming rubrics

What do the results mean?  
How are they used?

ORA@UHM 14

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## Suggestions for Rubric Development

- Consider starting with a few sample student papers at a range of levels and identifying the good and poor elements in each.
- Clarify the expected or desired student performance.
- Review existing checklists, ratings scales, or rubrics for ideas.
- Use the rubric and discuss the results with other faculty to evaluate the effectiveness of the rubric itself.
  - Refine the rubric wording.
  - Expand it vertically by separating combined criteria or adding new.
  - Expand it horizontally to better express differences in student performances.

ORA@UHM 15

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### Further Reading

- *Assessing Performance: Designing, Scoring, and Validating Performance Tasks* (2008) by Robert L. Johnson, James A. Penny, and Belita Gordon
- *Rubric Assessment Goes to College: Objective, Comprehensive Evaluation of Student Work* (2013) by Mary J. Goggins Selke
- *Assessment Essentials: Planning, Implementing, and Improving Assessment in Higher Education* (2014) by Trudy W. Banta and Catherine A. Palomba
- *Assessing Student Learning: A Common Sense Guide* (2010) by Linda Suskie, Chapter 9 Using a Scoring Guide or Rubric to Plan and Evaluate an Assignment.
- *Assessment Clear and Simple: A Practical Guide for Institutions, Departments, and General Education* (2010) by Barbara E. Walvoord
- *Assessing Student Learning in the Disciplines: Assessment Update Collections* (2007) by Trudy W. Banta

OIRA@UAH 16

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### Other Resources

- VALUE Rubrics at <http://www.aacu.org/value/rubrics>
- Creating and Using Rubrics available at <http://www.manoa.hawaii.edu/assessment/howto/rubrics.htm>
- Collaborative Rubric Adaption: Engaging Multiple Perspectives to Define Quality available at [http://www.manoa.hawaii.edu/assessment/institute/materials/rubric\\_adaptation.pdf](http://www.manoa.hawaii.edu/assessment/institute/materials/rubric_adaptation.pdf)
- Assessment Rubrics from Assessment Commons <http://assessmentcommons.org/general-resources/assessment-rubrics>

OIRA@UAH 17

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### Key Questions

Why use a rubric?

What kind of rubric should I use?

### More Questions?

Visit the OIRA website. (Search OIRA from the UAH Website. Click on Assessment then Resources.)

Contact Ginny Cockerill at [gdc0004@uah.edu](mailto:gdc0004@uah.edu) or x. 6254.

OIRA@UAH 18

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