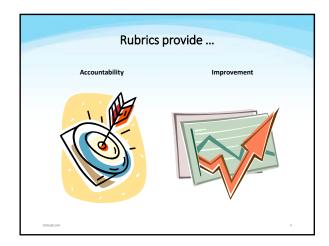
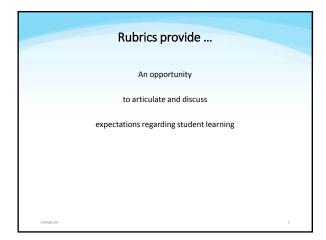
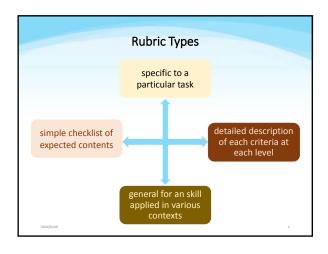
# Institutional Assessment: Rubrics Office of Institutional Research and Assessment (OIRA) THE UNIVERSITY OF ALABAMA IN HUNTSVILLE

## Key Questions Why use a rubric? What kind of rubric should I use?

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







Category	I Beginning	2 Developing	3 Accomplished	4 Exemplary
Content Selection	contest.	content of limited relevance.	Control	orier and content
Organization	Provides little or so focus or order to the material, lacks audience awareness.	Provides some focus or order to the material but the structure is somewhat suchear, somewhat appropriate for the audience.	Focuses and orders the material to convey a praerally unified point or effect, penerally appropriate for the audience.	Focuses and orders the material to convey a maked point or effect. highly appropriate for the notlence.
Delivery (verbal di nonverbal)	Daspropriete or artificity or enumerous, promiseration, volume, pitch, suffection, or pars summely hander for speakers vanishingly or obstruct communication with the substruct handless or obstruct communication or exclusion. Interpreparate shapely we lock of energy levels or engary conclusions adversely affect the delivery. Peor posture, distincting or unspropriate body movements or appeara, or levels of the substruction o	Execution is losspored by excessibly lay articularities, once majorogicalities of a finite content majorogicalities of a finite content majorogicalities of a finite content of a finite c	Care connections, appropriate prominentaries, volume patch, underston, and pace are presented prominentaries, volume patch, underston, and pace are presented as a proposed pace of the pa	Clear enmeatation, appropriate permonerisation, voltoner, pink, suffiction, and pare fluorigition, and control and pare fluorigition and control and pare fluorigition. As the pink of the
Handouts & Visual Aids (if applicable	No user of handours or virsal aids —on—Aids are supproprised, dynacting, succongretherable, or existencess. Speaker faces the surresu, blocks audience's view of the aid, and/or does not refer to the handour.	Only maintal us of handwate are visual aids over Handwate and with the same and/or treat and so are trained and are not quite appropriate, or are somewhat down chang, not completely comprehensable, or somewhat existence.  Spraker occasionally faces the screen, blocks the authence's variety of the aid, and/or does not refer to handwat is a very appropriate or efficiency statutes.	☐ Inadouts and ice visual side are appropriate, not dismanting, personally expressively considerate and extraction. Signature gravarily force the militarea, the near thock the militarea is view of the sid, and/or refers appropriately so the handout.	Exadeous and/or visual nish zer- highly appropriate, not dischar- highly appropriate, not dischar- completely comprehensible, and highly relevant. They add symfacestly to the presentation speaker consistently facts the submert. does not block the submert view of the nid, and/or the references to landoosts. contribute to the effectiveness.

	Department of Family Medicine The University of Press Medical Branch Clinical Performance Examination CASE STANDARD CHECKLIST Scenario 34 Hypertension	
	For this case the student must include the 4 highlighted elements) at least 5 of the additional 13 items on the	
	<ol> <li>During the directed history and physical, the following issues should be addressed:</li> </ol>	family/biopsychosocial
	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 sl	hould be illigited:
	A. Interval Symptoms Since Last Visit	0.33
	M B. Side Effects of Medications	0.55
	VI C. Headaches	0.33
	M. D. Family History of Cardiovascular Disease	0.50
	•	****
	III. During the directed physical, the following should be	
	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
	<ol> <li>Based on the focused history and physical, the stude following laboratory/diagnostic data:</li> </ol>	
	A. Cholesterol	0.17
	<b>⊞</b> 8. 6/60	0.67
	V. The student should include the following in his/her diffe	arential diagnosis:
	Hypertension	0.83
	VI. The following should be included in a management pla	an for this scenario: 0.67
	VII. The following health maintenance/patient education is: addressed in this case:	sues should be
	☑ Smoking	0.83
	STUDENT TOTAL _	9.32 = 80%
OIRAIRUAH	http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.34.4817&r	

	Rubric 4	
	BIOGRAPHIES	
	DIRECTIONS: This form is designed to help you evaluate biography assignments. Read the statements below: Then 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	
	<ol> <li>The biography includes the individual's full name, date of birth, birthplace, and (if applicable) date of death.</li> <li>2 3 4 5</li> </ol>	
	<ol> <li>The biography includes an introduction that provides an overall focus.</li> <li>1 2 3 4 5</li> </ol>	
	<ol> <li>The biography covers the individual's main contributions.</li> <li>1 2 3 4 5</li> </ol>	
	<ol> <li>The biography focuses on the individual's contributions that are relevant to the current unit of study.</li> <li>2 3 4 5</li> </ol>	
	<ol> <li>The organization of the biography is clear and easy to follow:</li> <li>1 2 3 4 5</li> </ol>	
	<ol> <li>The biography is well written and the content flows smoothly from one idea to the next.</li> <li>2 3 4 5</li> </ol>	
	<ol> <li>The spelling, ponctuation, and grammar in the biography are accurate.</li> <li>1 2 3 4 5</li> </ol>	
	<ol> <li>The biography is illustrated in some fashion, and the illustration is neat and appropriate.</li> <li>2 3 4 5</li> </ol>	
	The biography is neatly typed or handwritten.     1 2 3 4 5	
OIRAIRUAH	Overall, the work represents the student's full potential.  1 2 3 4 5 https://re.hrw.com/resources/ep scheacher@finderics/RUBBICO4.edf	9

### eduate Writing Assessment Requirement Scoring Rule California State University, Long Beach

- 8. All documents in the position reflect a updatestent, analyzed requests to all poor of the assignments. The crown letter gravelock see residence that the varies understands have each not calculate in the position failth the exponentions of their respective assignment. All documents are well organized and contain detailed and appropriate resident. Exclusion the gravelocking, the varieties play and all clause documents to usely and appropriates to the first power possible by the assignments, with minimal or not generated standards or any presentation of an even that disturbs documents documents are supplementations of the control first disturbs in results or supplements and one control first disturbs in results or supplementations.
- 7. All documents in the portfolior reflect is thoughtful, analytical response to all parts of the assignments. The corns better portsides evidence that the votes anderstands have seek term included in the portfolior fulfalls the responsion of the responsive and evidence. All documents we presently out of agreement and evidence are presently of the responsive to the parts specified by the assignment, with minimal gamments of minimals or many event that rould imprese to responsible. The document measurement of responsive level of actions of the parts o
- The discounts is the perficie represent minimally absorptive analytical represents the neighbour annealment of the training minimal law with minimals for perficie foldill in requirements of the respective national manual form that the perfect of the representation of the respective national manual. Most discounted use a following organized and community appropriate evidence. Discounter and the level stop has manual verbalances must assume an assumed the relative parameters of the respective performance of actions first the percentage of the representation of the percentage of the responses. Money debutting in contradering relative their weaknesses are the respective field by the engagements. Observed to transfer and the respective verbalances are the respective verbalances and the respective verbalances are relative to the verbalances and the respective verbalances are relative to the verbalances and the respective verbalances are relative to the verbalances and the respective verbalances are represented in the performance of the verbalances are relative to the verbalances and the verbalances are relative to the verbalances are relative to the verbalances and the verbalances are relative to the verbalances are r
- 3. The documents in the portfolio represent an inchiquent analysis of the anappaments. The cover letter previde little as assumes that evaluate the first water understands have been included in the position fluid fill as a second-state of the contract of the contract
- 2. The discrements in the pertition represent an enaccipation analysis of the sengments. The cover them prevailes association evidence that the users made about the sengments of the respective assignment. The discrement is of free, discretion, reference, or completion, and they are characteristically by practices or even as guarantee, associate white, experience, or single-resolvent and they are characteristically by existence even as guarantee, associate white, experience, or single-resolvent events of the contraction of the contractio
- 1 The discusseds show little understanding of the assignments. The cover letter provides evidence that the write does not understand how each text ancluded in the portfolio findills the requestments of the respective assignment. The documents provide as smallers or development, and they find to express competitionably.

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p://manoa.hawaii.edu/assessment/howto/rubric\_writingport.doc

## Saturoment of Problem (3 points) Situroment of Problem (3 points) Note that an inappropriaty draws flagarous may fell into other the first or second category, depending upon the chartest of law of a point of the protection of the problem (3 points) Situroment of Problem (3 p

## 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

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	Completeness (checklist or
Quality	satisfactory/unsatisfactory)
How well should the	Developmental (Beginning,
students do?	Developing, Mastery)
(labels v. descriptions)	• Rating (Poor, Fair, Good, Excellent)
(labels v. descriptions)	
	• Ranges (1-5, 6-10, 11-15)
OBABUAH	13
	-
Single rater or multiple	
	Results
Consensus on ratings o	
individual ratings	What do the results mean?
• Improving inter-rater re	eliability How are they used?
<ul> <li>Norming rubrics</li> </ul>	
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Suggestions for	or Rubric Development
Consider starting with a few s	sample student papers at a range of levels and
identifying the good and poor	
Clarify the expected or desire	ed student performance.
	tings scales, or rubrics for ideas.
<ul> <li>Use the rubric and discuss the effectiveness of the rubric itse</li> </ul>	e results with other faculty to evaluate the elf.
Refine the rubric wording.	
	ating combined criteria as adding accu-
	ating combined criteria or adding new.
<ul> <li>Expand it horizontally to bett</li> </ul>	ter express differences in student performances.

## **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

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### Other Resources

- VALUE Rubrics at <a href="http://www.aacu.org/value/rubrics">http://www.aacu.org/value/rubrics</a>
- 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 <a href="http://www.manoa.hawaii.edu/assessment/institute/materials/rubricadaptation.pdf">http://www.manoa.hawaii.edu/assessment/institute/materials/rubricadaptation.pdf</a>
- Assessment Rubrics from Assessment Commons http://assessmentcommons.org/general-resources/assessmentrubrics

ORABUA

## **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 or x. 6254.

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