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# Assessing Student Learning

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## Two Basic Ways to Assess Student Learning:

1. **Direct** – The assessment is based on an analysis of student behaviors or products in which they demonstrate how well they have mastered learning outcomes.
  2. **Indirect** – The assessment is based on an analysis of reported perceptions about student mastery of learning outcomes.
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## Properties of Good Assessment Techniques

- Valid—directly reflects the learning outcome being assessed
  - Reliable—especially inter-rater reliability when subjective judgments are made
  - Actionable—results help faculty identify what students are learning well and what requires more attention
  - Efficient and cost-effective in time and money
  - Engaging to students and other respondents—so they'll demonstrate the extent of their learning
  - Interesting to faculty and other stakeholders—they care about results and are willing to act on them
  - Triangulation—multiple lines of evidence point to the same conclusion
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## Strategies for Direct Assessment of Student Learning

1. Published Tests
  2. Locally-Developed Tests
  3. Embedded Assignments and Course Activities
  4. Portfolios
  5. Collective Portfolios
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### Examples of Published Tests

<b>Some Examples of Published Tests</b>		
Measure of Academic Proficiency and Progress (MAPP; replaced the Academic Profile in Jan. 2006)	“College-level reading, mathematics, writing, and critical thinking in the context of the humanities, social sciences, and natural sciences” (can be taken and scored online; essay section is optional)	<a href="http://www.ets.org">http://www.ets.org</a>
Collegiate Learning Assessment (CLA)	critical thinking, analytic reasoning, writing skills; based on open-ended questions	<a href="http://www.cae.org/content/pro_collegiate.htm">http://www.cae.org/content/pro_collegiate.htm</a>
Collegiate Assessment of Academic Proficiency (CAAP)	“assesses college students’ academic achievement in core general education skills” (writing, reading, math, science reasoning, and critical thinking)	<a href="http://www.act.org/caap/index.html">http://www.act.org/caap/index.html</a>
iSkills	Seven Information and Communication Technology literacy skills, including data searches, email, and software use. Two versions: core (lower-division) and advanced.	<a href="http://www.ets.org/Media/Products/ICT_Literacy/demo2/index.html">http://www.ets.org/Media/Products/ICT_Literacy/demo2/index.html</a>

<b>Published Test Strengths and Weaknesses</b>	
<b>Potential Strengths</b>	<b>Potential Weaknesses</b>
<ul style="list-style-type: none"> <li>• Can provide direct evidence of student mastery of learning outcomes.</li> <li>• They generally are carefully developed, highly reliable, professionally scored, and nationally normed.</li> <li>• They frequently provide a number of norm groups, such as norms for community colleges, liberal arts colleges, and comprehensive universities.</li> <li>• Online versions of tests are increasingly available, and some provide immediate scoring.</li> <li>• Some publishers allow faculty to supplement tests with their own items, so tests can be adapted to better serve local needs.</li> </ul>	<ul style="list-style-type: none"> <li>• Students may not take the test seriously if test results have no impact on their lives.</li> <li>• Test scores may reflect criteria that are too broad for meaningful assessment.</li> <li>• Most published tests rely heavily on multiple-choice items which often focus on specific facts, but program learning outcomes more often emphasize higher-level skills.</li> <li>• If the test does not reflect the learning outcomes that faculty value and the curricula that students experience, results are likely to be discounted and inconsequential.</li> <li>• Tests can be expensive.</li> <li>• The marginal gain from annual testing may be low.</li> <li>• Faculty may object to standardized exam scores on general principles, leading them to ignore results.</li> </ul>

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### Locally-Developed Tests

Locally-Developed Test Strengths and Weaknesses	
Potential Strengths	Potential Weaknesses
<ul style="list-style-type: none"><li>• Can provide direct evidence of student mastery of learning outcomes.</li><li>• Appropriate mixes of essay and objective questions allow faculty to address various types of learning outcomes.</li><li>• Students generally are motivated to display the extent of their learning if they are being graded on the work.</li><li>• If well-constructed, they are likely to have good validity.</li><li>• Because local faculty write the exam, they are likely to be interested in results and willing to use them.</li><li>• Can be integrated into routine faculty workloads.</li><li>• The evaluation process should directly lead faculty into discussions of student learning, curriculum, pedagogy, and student support services.</li></ul>	<ul style="list-style-type: none"><li>• These exams are likely to be less reliable than published exams.</li><li>• Reliability and validity generally are unknown.</li><li>• Creating and scoring exams takes time.</li><li>• Traditional testing methods have been criticized for not being “authentic.”</li><li>• Norms generally are not available.</li></ul>

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### Embedded Assignments and Course Activities

- Community-service learning and other fieldwork activities
- Culminating projects, such as papers in capstone courses
- Exams or parts of exams
- Group projects
- Homework assignments
- In-class presentations
- Student recitals and exhibitions
- Comprehensive exams, theses, dissertations, and defense interviews.

Assignments and activities are purposefully created to collect information relevant to specific program learning outcomes. Results are pooled across courses and instructors to indicate program accomplishments, not just the learning of students in specific courses.

Consider integrating “**signature assignments**” into the curriculum, i.e., assignments designed to assess specific learning outcomes. Assignments might be developed as “threshold, milestone, or capstone assessments” [AAC&U (2005) *Liberal Education Outcomes: A Preliminary Report on Student Achievement in College*].

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<b>Embedded Assignments and Course Activities Strengths and Weaknesses</b>	
<b>Potential Strengths</b>	<b>Potential Weaknesses</b>
<ul style="list-style-type: none"> <li>• Can provide direct evidence of student mastery of learning outcomes.</li> <li>• Out-of-class assignments are not restricted to time constraints typical for exams.</li> <li>• Students are generally motivated to demonstrate the extent of their learning if they are being graded.</li> <li>• Can provide authentic assessment of learning outcomes.</li> <li>• Can involve CSL or other fieldwork activities and ratings by fieldwork supervisors.</li> <li>• Can provide a context for assessing communication and teamwork skills.</li> <li>• Can be used for grading as well as assessment.</li> <li>• Faculty who develop the procedures are likely to be interested in results and willing to use them.</li> <li>• The evaluation process should directly lead faculty into discussions of student learning, curriculum, pedagogy, and student support services.</li> <li>• Data collection is unobtrusive to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires time to develop and coordinate.</li> <li>• Requires faculty trust that the program will be assessed, not individual teachers.</li> <li>• Reliability and validity generally are unknown.</li> <li>• Norms generally are not available.</li> </ul>

### **Portfolios**

- Showcase vs. Developmental Portfolios: best work vs. evidence of growth
- E-portfolios are increasingly popular

<b>Portfolio Strengths and Weaknesses</b>	
<b>Potential Strengths</b>	<b>Potential Weaknesses</b>
<ul style="list-style-type: none"> <li>• Can provide direct evidence of student mastery of learning outcomes.</li> <li>• Students are encouraged to take responsibility for and pride in their learning.</li> <li>• Can be used for developmental assessment and can be integrated into the advising process to individualize student planning.</li> <li>• Students can use portfolios and the portfolio process to prepare for graduate school or career applications.</li> <li>• The evaluation process should directly lead faculty into discussions of student learning, curriculum, pedagogy, and student support services.</li> <li>• E-portfolios or CD-ROMs can be easily viewed, duplicated, and stored.</li> </ul>	<ul style="list-style-type: none"> <li>• Requires faculty time to prepare the portfolio assignment and assist students as they prepare them.</li> <li>• Requires faculty analysis and, if graded, faculty time to assign grades.</li> <li>• May be difficult to motivate students to take the task seriously.</li> <li>• May be more difficult for transfer students to assemble the portfolio.</li> <li>• Students may refrain from criticizing the program if their portfolio is graded or if their names will be associated with portfolios during the review.</li> </ul>

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## Collective Portfolios

Some of the benefits of traditional portfolios, with much less work!

<b>Collective Portfolio Strengths and Weaknesses</b>	
<b>Potential Strengths</b>	<b>Potential Weaknesses</b>
<ul style="list-style-type: none"> <li>• Can provide direct evidence of student mastery of learning outcomes.</li> <li>• Students generally are motivated to display the extent of their learning.</li> <li>• Workload demands generally are more manageable than traditional portfolios.</li> <li>• Can help faculty identify curriculum gaps, lack of alignment with outcomes.</li> <li>• Students are not required to do extra work.</li> <li>• The evaluation process should directly lead faculty into discussions of student learning, curriculum, pedagogy, and student support services.</li> <li>• Data collection is unobtrusive to students.</li> </ul>	<ul style="list-style-type: none"> <li>• If assignments are not aligned with the outcomes being examined, evidence may be problematic.</li> <li>• If sampling is not done well, results may not generalize to the entire program.</li> <li>• Reviewing the materials takes time and planning.</li> </ul>

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### Strategies for Indirect Assessment of Student Learning

- Surveys
  - Interviews
  - Focus Groups
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### Surveys

<b>Survey Strengths and Weaknesses</b>	
<b>Potential Strengths</b>	<b>Potential Weaknesses</b>
<ul style="list-style-type: none"> <li>• Are flexible in format and can include questions about many issues.</li> <li>• Can be administered to large groups of respondents and different stakeholders.</li> <li>• Tend to be inexpensive to administer.</li> <li>• Can be conducted relatively quickly.</li> <li>• Responses to close-ended questions are easy to tabulate and to report in tables or graphs.</li> <li>• Open-ended questions allow faculty to uncover unanticipated results.</li> <li>• Can be used to track opinions across time to explore trends.</li> <li>• Can be used to collect opinions from respondents at distant sites.</li> </ul>	<ul style="list-style-type: none"> <li>• Provides indirect evidence about student learning.</li> <li>• Their validity depends on the quality of the questions and response options.</li> <li>• Conclusions can be inaccurate if biased samples are obtained.</li> <li>• Results might not include the full array of opinions if the sample is small.</li> <li>• What people say they do or know may be inconsistent with what they actually do or know.</li> <li>• Open-ended responses can be difficult and time-consuming to analyze.</li> </ul>

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## Interviews

<b>Interview Strengths and Weaknesses</b>	
<b>Potential Strengths</b>	<b>Potential Weaknesses</b>
<ul style="list-style-type: none"> <li>● Are flexible in format and can include questions about many issues.</li> <li>● Can assess the views of various stakeholders.</li> <li>● Usually has face validity—the questions generally have a clear relationship to the outcomes being assessed.</li> <li>● Can provide insights into the reasons for participants’ beliefs, attitudes, and experiences.</li> <li>● Interviewers can prompt respondents to provide more detailed responses.</li> <li>● Interviewers can respond to questions and clarify misunderstandings.</li> <li>● Telephone interviews can be used to reach distant respondents.</li> <li>● Can provide a sense of immediacy and personal attention for respondents.</li> <li>● Open-ended questions allow faculty to uncover unanticipated results.</li> </ul>	<ul style="list-style-type: none"> <li>● Generally provides indirect evidence about student learning.</li> <li>● Their validity depends on the quality of the questions.</li> <li>● Poor interviewer skills can generate limited or useless information.</li> <li>● Can be difficult to obtain a representative sample of respondents.</li> <li>● What people say they do or know may be inconsistent with what they actually do or know.</li> <li>● Can be relatively time-consuming and expensive to conduct, especially if interviewers and interviewees are paid or if the no-show rate for scheduled interviews is high.</li> <li>● The process can intimidate some respondents, especially if asked about sensitive information and their identity is known to the interviewer.</li> <li>● Results can be difficult and time-consuming to analyze.</li> <li>● Transcriptions of interviews can be time-consuming and costly.</li> </ul>

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## Focus Groups

<b>Focus Group Strengths and Weaknesses</b>	
<b>Potential Strengths</b>	<b>Potential Weaknesses</b>
<ul style="list-style-type: none"> <li>● Are flexible in format and can include questions about many issues.</li> <li>● Can provide in-depth exploration of issues.</li> <li>● Can be combined with other techniques, such as surveys.</li> <li>● The process allows faculty to uncover unanticipated results.</li> <li>● Can provide insights into the reasons for participants’ beliefs, attitudes, and experiences.</li> <li>● Participants have the opportunity to react to each other’s ideas, providing an opportunity to uncover the degree of consensus on ideas that emerge during the discussion.</li> </ul>	<ul style="list-style-type: none"> <li>● Generally provides indirect evidence about student learning.</li> <li>● Requires a skilled, unbiased facilitator.</li> <li>● Their validity depends on the quality of the questions.</li> <li>● Results might not include the full array of opinions if only one focus group is conducted.</li> <li>● What people say they do or know may be inconsistent with what they actually do or know.</li> <li>● Recruiting and scheduling the groups can be difficult.</li> <li>● Time-consuming to collect and analyze data.</li> </ul>

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## Rubrics

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### Portland State University Studies Program Holistic Critical Thinking Rubric\*

#### Inquiry and Critical Thinking Rubric

Students will learn various modes of inquiry through interdisciplinary curricula—problem posing, investigating, conceptualizing—in order to become active, self-motivated, and empowered learners.

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#### **6 (Highest)—Consistently does all or almost all of the following:**

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- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies the salient arguments (reasons and claims) pro and con.
- Thoughtfully analyzes and evaluates major alternative points of view.
- Generates alternative explanations of phenomena or event.
- Justifies key results and procedures, explains assumptions and reasons.
- Fair-mindedly follows where evidence and reasons lead.
- Makes ethical judgments.

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#### **5—Does most the following:**

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- Accurately interprets evidence, statements, graphics, questions, etc.
- Thinks through issues by identifying relevant arguments (reasons and claims) pro and con.
- Offers analysis and evaluation of obvious alternative points of view.
- Generates alternative explanations of phenomena or event.
- Justifies (by using) some results or procedures, explains reasons.
- Fair-mindedly follows where evidence and reasons lead.

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#### **4—Does most the following:**

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- Describes events, people, and places with some supporting details from the source.
- Make connections to sources, either personal or analytic.
- Demonstrates a basic ability to analyze, interpret, and formulate inferences.
- States or briefly includes more than one perspective in discussing literature, experiences, and points of view of others.
- Takes some risks by occasionally questioning sources or by stating interpretations and predictions.
- Demonstrates little evidence of rethinking or refinement of one's own perspective.

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#### **3—Does most or many of the following:**

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- Respond by retelling or graphically showing events or facts.
- Makes personal connections or identifies connections within or between sources in a limited way. Is beginning to use appropriate evidence to back ideas.
- Discusses literature, experiences, and points of view of others in terms of own experience.
- Responds to sources at factual or literal level.
- Includes little or no evidence of refinement of initial response or shift in dualistic thinking.
- Demonstrates difficulty with organization and thinking is uneven.

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**2—Does many or most the following:**

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- Misinterprets evidence, statements, graphics, questions, etc.
- Fails to identify strong, relevant counter arguments.
- Draws unwarranted or fallacious conclusions.
- Justifies few results or procedures, seldom explains reasons.
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions.

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**1 (lowest)—Consistently does all or almost all of the following:**

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- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others.
- Fails to identify or hastily dismisses strong, relevant counterarguments.
- Ignores or superficially evaluates obvious alternative points of view. Argues using fallacious or irrelevant reasons and unwarranted claims.
- Does not justify results or procedures, nor explain reasons.
- Exhibits close-mindedness or hostility to reason.

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**X**—No basis for scoring. (Use only for missing or malfunctioning portfolios.)

\*taken verbatim from Stevens, D. D., & Levi, A. J. (2005). *Introduction to Rubrics*. Sterling, VA: Stylus, pp. 122-123

## Northeastern Illinois University General Education Critical Thinking Rubric

Retrieved 3/2/05 from <http://www.neiu.edu/~neassess/gened.htm#rubric>

<b>Quality Macro Criteria</b>	<b>No/Limited Proficiency (D&amp;E)</b>	<b>Some Proficiency (C)</b>	<b>Proficiency (B)</b>	<b>High Proficiency (A)</b>
1. Identifies & Explains Issues	Fails to identify, summarize, or explain the main problem or question. Represents the issues inaccurately or inappropriately.	Identifies main issues but does not summarize or explain them clearly or sufficiently	Successfully identifies and summarizes the main issues, but does not explain why/how they are problems or create questions	Clearly identifies and summarizes main issues and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.
2. Distinguishes Types of Claims	Fails to label correctly any of the factual, conceptual and value dimensions of the problems and proposed solutions.	Successfully identifies some, but not all of the factual, conceptual, and value aspects of the questions and answers.	Successfully separates and labels all the factual, conceptual, and value claims	Clearly and accurately labels not only all the factual, conceptual, and value, but also those implicit in the assumptions and the implications of positions and arguments.
3. Recognizes Stakeholders and Contexts	Fails accurately to identify and explain any empirical or theoretical contexts for the issues. Presents problems as having no connections to other conditions or contexts.	Shows some general understanding of the influences of empirical and theoretical contexts on stakeholders, but does not identify many specific ones relevant to situation at hand.	Correctly identifies all the empirical and most of theoretical contexts relevant to all the main stakeholders in the situation.	Not only correctly identifies all the empirical and theoretical contexts relevant to all the main stakeholders, but also finds minor stakeholders and contexts and shows the tension or conflicts of interests among them.
4. Considers Methodology	Fails to explain how/why/which specific methods of research are relevant to the kind of issue at hand.	Identifies some but not all methods required for dealing with the issue; does not explain why they are relevant or effective.	Successfully explains how/why/which methods are most relevant to the problem.	In addition to explaining how/why/which methods are typically used, also describes embedded methods and possible alternative methods of working on the problem.
5. Frames Personal Responses and Acknowledges Other Perspectives	Fails to formulate and clearly express own point of view, (or) fails to anticipate objections to his/her point of view, (or) fails to consider other perspectives and position.	Formulates a vague and indecisive point of view, or anticipates minor but not major objections to his/her point of view, or considers weak but not strong alternative positions.	Formulates a clear and precise personal point of view concerning the issue, and seriously discusses its weaknesses as well as its strengths.	Not only formulates a clear and precise personal point of view, but also acknowledges objections and rival positions and provides convincing replies to these.

**California State University, Fresno General Education Scoring Guide for Critical Thinking**

Retrieved 3/2/05 from <http://www.csufresno.edu/cetl/assessment/CTScoring.doc>

<b>Scoring Level</b>	<b>Interpretation</b>	<b>Analysis &amp; Evaluation</b>	<b>Presentation</b>
<b>4 - Accomplished</b>	Analyzes insightful questions Refutes bias Critiques content Examines inconsistencies Values information	Examines conclusions Uses reasonable judgment Discriminates rationally Synthesizes data Views information critically	Argues succinctly Discusses issues thoroughly Shows intellectual honesty Justifies decisions Assimilates information
<b>3 - Competent</b>	Asks insightful questions Detects bias. Categorizes content. Identifies inconsistencies Recognizes context	Formulates conclusions Recognizes arguments Notices differences Evaluates data Seeks out information	Argues clearly Identifies issues Attributes sources naturally Suggests solutions Incorporates information
<b>2 - Developing</b>	Identifies some questions Notes some bias Recognizes basic content States some inconsistencies Selects sources adequately	Identifies some conclusions Sees some arguments Identifies some differences Paraphrases data Assumes information valid	Misconstructs arguments Generalizes issues Cites sources Presents few options Overlooks some information
<b>1 - Beginning</b>	Fails to question data Ignores bias Misses major content areas Detects no inconsistencies Chooses biased sources	Fails to draw conclusions Sees no arguments Overlooks differences Repeats data Omits research	Omits argument Misrepresents issues Excludes data Draws faulty conclusions Shows intellectual dishonesty

### Rubrics for Assessing Information Competence in the California State University

ACRL Standard	Beginning	Proficient	Advanced
<b>1. Determine the Extent of the Information Needed</b>	Student is unable to effectively formulate a research question based on an information need.	Student can formulate a question that is focused and clear. Student identifies concepts related to the topic, and can find a sufficient number of information resources to meet the information need.	Question is focused, clear, and complete. Key concepts and terms are identified. Extensive information sources are identified in numerous potential formats.
<b>2. Access the Needed Information Effectively and Efficiently</b>	Student is unfocused and unclear about search strategy. Time is not used effectively and efficiently. Information gathered lacks relevance, quality, and balance.	Student executes an appropriate search strategy within a reasonable amount of time. Student can solve problems by finding a variety of relevant information resources, and can evaluate search effectiveness.	Student is aware and able to analyze search results, and evaluate the appropriateness of the variety of (or) multiple relevant sources of information that directly fulfill an information need for the particular discipline,
<b>3. Evaluate Information and its Sources Critically</b>	Student is unaware of criteria that might be used to judge information quality. Little effort is made to examine the information located	Student examines information using criteria such as authority, credibility, relevance, timeliness, and accuracy, and is able to make judgments about what to keep and what to discard.	Multiple and diverse sources and viewpoints of information are compared and evaluated according to specific criteria appropriate for the discipline. Student is able to match criteria to a specific information need, and can articulate how identified sources relate to the context of the discipline.
<b>4. Use Information Effectively to Accomplish a Specific Purpose</b>	Student is not aware of the information necessary to research a topic, and the types of data that would be useful in formulating a convincing argument. Information is incomplete and does not support the intended purpose.	Student uses appropriate information to solve a problem, answer a question, write a paper, or other purposes	Student is aware of the breadth and depth of research on a topic, and is able to reflect on search strategy, synthesize and integrate information from a variety of sources, draw appropriate conclusions, and is able to clearly communicate ideas to others
<b>5. Understand the Economic, Legal, and Social Issues surrounding the Use of Information, and Access and Use Information Ethically and Legally</b>	Student is unclear regarding proper citation format, and/or copies and paraphrases the information and ideas of others without giving credit to authors. Student does not know how to distinguish between information that is objective and biased, and does not know the role that free access to information plays in a democratic society.	Student gives credit for works used by quoting and listing references. Student is an ethical consumer and producer of information, and understands how free access to information, and free expression, contribute to a democratic society.	Student understands and recognizes the concept of intellectual property, can defend him/herself if challenged, and can properly incorporate the ideas/published works of others into their own work building upon them. Student can articulate the value of information to a free and democratic society, and can use specific criteria to discern objectivity/fact from bias/propaganda.

\*Prepared by the CSU Information Competence Initiative, October 2002, based on the 2000 ACRL *Information Literacy Competency Standards For Higher Education*. For more information, see [http://www.calstate.edu/LS/1\\_rubric.doc](http://www.calstate.edu/LS/1_rubric.doc).

## **GENERIC DANCE RUBRIC ASSESSING SKILL DEVELOPMENT\***

### **Use of Performance Skills**

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#### **Novice**

*When performing basic locomotor and axial movement dancers show:*

- undefined placement within spatial design
- limited response to rhythmic structure & tempo changes
- minimal range of dynamics and movement qualities
- sporadic concentration

#### **Apprentice**

*When performing basic locomotor and axial movement dancers show:*

- clear response to rhythmic structure & tempo changes
- moderate range of dynamics and movement qualities
- concentration & focus

#### **Proficient**

*When performing moderately challenging movement, dancers show:*

- Same as Apprentice

#### **Advanced**

*When performing moderately challenging movement, dancers show:*

- complexity and variety of spatial elements
- clear response to a variety of rhythmic structures & tempo changes
- broad range of dynamics and movement
- projected concentration & focus

#### **Distinguished**

*When performing technically challenging movement, dancers amplify the composition by showing:*

- projected artistic expression
- clarity of purpose
- sensitive stylistic nuance and phrasing

### **Use of Compositional Elements**

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#### **Novice**

*In choreographing phrases, dancers show:*

- minimal demonstration of the principles of space, time, and energy
- limited body movement

#### **Apprentice**

*In choreographing phrases or pieces, dancers show:*

- changes in use of space, time, and energy
- basic form of beg, mid, end

#### **Proficient**

*In choreographing pieces, dancers show:*

- purposeful approach to space, time, and energy
- forms such as ABA, rondo, canon, theme and variation
- personal expression & full body involvement

#### **Advanced**

*In choreographing pieces, dancers show:*

- complexity and variety of spatial elements

- forms integral to the expression of the piece
- full body movement that clearly expresses the choreographic intent

### **Distinguished**

*In choreographing pieces, dancers demonstrate sophisticated compositional awareness by showing:*

- aesthetically effective use of space, time, energy, and form
- facility in use of abstract as well as literal expressions of a theme
- powerful, clear personal expression

\*Rubric shared by Connie M. Schroeder, University of Wisconsin-Milwaukee on the POD listserv, April 14, 2008.

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### **Rubrics have many strengths:**

- Complex products or behaviors can be examined efficiently.
  - Developing a rubric helps to precisely define faculty expectations.
  - Well-trained reviewers apply the same criteria and standards.
  - Rubrics are criterion-referenced, rather than norm-referenced. Raters ask, “Did the student meet the criteria for level 5 of the rubric?” rather than “How well did this student do compared to other students?” This is more compatible with cooperative and collaborative learning environments than competitive grading schemes and is essential when using rubrics for program assessment because you want to learn how well students have met your standards.
  - Ratings can be done by students to assess their own work, or they can be done by others, e.g., peers, fieldwork supervisions, or faculty.
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### **Rubrics can be useful for grading, as well as assessment.**

Rubrics can be useful for grading, as well as assessment. Faculty who share an assessment rubric might assign points or weights in different ways, depending on the nature of their courses; they may prefer to grade holistically; and they might decide to add more rows for course-specific criteria or comments (see following example).

Notice how this rubric allows faculty, who may not be experts on oral presentation skills, to give detailed formative feedback to students. This feedback describes present skills and indicates what they have to do to improve. Effective rubrics can help faculty reduce the time they spend grading and eliminate the need to repeatedly write the same comments to multiple students.

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<b>Analytic Rubric for Grading Oral Presentations</b>				
	<b>Below Expectation 1</b>	<b>Satisfactory 2</b>	<b>Exemplary 3</b>	<b>Weight</b>
Organization	<ul style="list-style-type: none"> <li>❑ No apparent organization.</li> <li>❑ Evidence is not used to support assertions.</li> </ul>	<ul style="list-style-type: none"> <li>❑ The presentation has a focus.</li> <li>❑ Speaker provides some evidence which supports conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>❑ The presentation is carefully organized.</li> <li>❑ Speaker provides convincing evidence to support conclusions</li> </ul>	20%
Content	<ul style="list-style-type: none"> <li>❑ The content is inaccurate or overly general.</li> <li>❑ Listeners are unlikely to learn anything or may be misled.</li> </ul>	<ul style="list-style-type: none"> <li>❑ The content is generally accurate, but incomplete.</li> <li>❑ Listeners may learn some isolated facts, but they are unlikely to gain new insights about the topic.</li> </ul>	<ul style="list-style-type: none"> <li>❑ The content is accurate and complete.</li> <li>❑ Listeners are likely to gain new insights about the topic.</li> </ul>	40%
Delivery	<ul style="list-style-type: none"> <li>❑ The speaker appears anxious or uncomfortable.</li> <li>❑ Speaker reads notes, rather than speaks.</li> <li>❑ Listeners are largely ignored.</li> </ul>	<ul style="list-style-type: none"> <li>❑ The speaker is generally relaxed and comfortable.</li> <li>❑ Speaker too often relies on notes.</li> <li>❑ Listeners are sometimes ignored or misunderstood.</li> </ul>	<ul style="list-style-type: none"> <li>❑ The speaker is relaxed and comfortable.</li> <li>❑ Speaker speaks without undue reliance on notes.</li> <li>❑ Speaker interacts effectively with listeners.</li> </ul>	20%
References	<ul style="list-style-type: none"> <li>❑ Speaker fails to integrate journal articles into the speech.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Speaker integrates 1 or 2 journal articles into the speech.</li> </ul>	<ul style="list-style-type: none"> <li>❑ Speaker integrates 3 or more journal articles into the speech.</li> </ul>	20%
Comments				

### References

- Allen, M. J. (2004) *Assessing Academic Programs in Higher Education*. Bolton, MA: Sage.
- Allen, M. J. (2006). *Assessing General Education Programs*. Bolton, MA: Sage.
- Krueger, R.A., & Casey M.A. (2000). *Focus Groups: A Practical Guide for Applied Research* (3<sup>rd</sup> ed.). Thousand Oaks, CA: Sage.