***Evaluation Rubrics***

In assessing the extent to which students are achieving the intended learning outcomes in their programs of study, the criteria for evaluating their performance on the learning assessment measures must be clear and explicit. In other words, faculty and other evaluator judgments regarding student work and performance must be captured as clearly as possible in explicit language. This is accomplished by developing and using evaluation rubrics for all direct measures of student learning (except in the case of multiple-choice, objective-type comprehensive examinations).

Evaluation rubrics articulate in writing the criteria and performance standards that faculty and other evaluators use in assessing student work. They translate evaluator judgments of student performance into ratings on a scale and allow different evaluators to assess student work in reasonably similar ways. An evaluation rubric can be defined as follows:

**Evaluation Rubric**: A criterion-based instrument that (i) specifies expectations or evaluation criteria for an assignment or task, i.e., that disaggregates the assignment or task into its component dimensions, (ii) provides a rating scale or other mechanism for assessing various levels of mastery on each criterion or dimension, and (iii) is used as a scoring tool to evaluate student performance on that assignment or task

***Types of Rubrics***

* **Checklist Rubrics**: rubrics that list component dimensions or evaluation criteria for an assignment or task along with a binary performance rating scale for each dimension/criterion (e.g., met or not met, done or not done, etc.)
* **Rating Scale Rubrics**: checklist rubrics with expanded rating scales (i.e., with more than two performance levels)
* **Descriptive Rubrics**: rubrics that specify component dimensions or evaluation criteria for an assignment or task and provide a rating scale that is augmented with brief descriptions of the levels of performance on each dimension/criterion
* **Holistic Scoring Guides**: rubrics that specify a rating scale with multiple performance levels and provide brief descriptions (relating to the component dimensions or evaluation criteria for an assignment or task) of the characteristics, features, or attributes of work that are associated with each performance level
* **Structured Observation Guides**: rubrics without a rating scale that allow for informal, qualitative, subjective assessment of performance on the component dimensions or evaluation criteria for an assignment or task

***Rubric Templates***

Sample templates for the various rubric types are illustrated below:

| **Checklist Rubric** |
| --- |
| **Evaluation Criteria** | **Met** | **Not Met** |
| Evaluation Criterion #1 | 🞎 | 🞎 |
| Comments: |
| Evaluation Criterion #2 | 🞎 | 🞎 |
| Comments: |
| Evaluation Criterion #3 | 🞎 | 🞎 |
| Comments: |
| Evaluation Criterion #4 | 🞎 | 🞎 |
| Comments: |

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| **Rating Scale Rubric** |
| **Evaluation Criteria** | **Rating Scale or Performance Levels** |
| **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| Evaluation Criterion #1 | 🞎 | 🞎 | 🞎 | 🞎 |
| Comments: |
| Evaluation Criterion #2 | 🞎 | 🞎 | 🞎 | 🞎 |
| Comments: |
| Evaluation Criterion #3 | 🞎 | 🞎 | 🞎 | 🞎 |
| Comments: |
| Evaluation Criterion #4 | 🞎 | 🞎 | 🞎 | 🞎 |
| Comments: |
| Evaluation Criterion #5 | 🞎 | 🞎 | 🞎 | 🞎 |
| Comments: |

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| **Rating Scale Rubric (Alternative Structure)** |
| **Rating Scale or Performance Levels:** | **Level 1** | **Level 2** | **Level 3** | **Level 4** |
| **Evaluation Criteria** | **Score****(Rating Level)** |
| Evaluation Criterion #1 |  |
| Comments: |
| Evaluation Criterion #2 |  |
| Comments: |
| Evaluation Criterion #3 |  |
| Comments: |
| Evaluation Criterion #4 |  |
| Comments: |
| Evaluation Criterion #5 |  |
| Comments: |
| **TOTAL SCORE:** |  |

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| **Descriptive Rubric** |
| **Evaluation Criteria** | **Rating Scale or Performance Levels** | **Score****(Rating Level)** |
| **Level 1** | **Level 2** | **Level 3** |
| Evaluation Criterion #1 | Performance Descriptors | Performance Descriptors | Performance Descriptors |  |
| Comments: |
| Evaluation Criterion #2 | Performance Descriptors | Performance Descriptors | Performance Descriptors |  |
| Comments: |
| Evaluation Criterion #3 | Performance Descriptors | Performance Descriptors | Performance Descriptors |  |
| Comments: |
| **TOTAL SCORE:** |  |

| **Holistic Scoring Guide** |
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| **Performance Level 3** | **A ‘Level 3’ task/assignment generally exhibits all or most of the following characteristics:** |
| Descriptors for Level 3 Performance on Evaluation Criterion #1 |
| Descriptors for Level 3 Performance on Evaluation Criterion #2 |
| Descriptors for Level 3 Performance on Evaluation Criterion #3 |
| Descriptors for Level 3 Performance on Evaluation Criterion #4 |
| Descriptors for Level 3 Performance on Evaluation Criterion #5 |
| Comments: |
| **Performance Level 2** | **A ‘Level 2’ task/assignment generally exhibits all or most of the following characteristics:** |
| Descriptors for Level 2 Performance on Evaluation Criterion #1 |
| Descriptors for Level 2 Performance on Evaluation Criterion #2 |
| Descriptors for Level 2 Performance on Evaluation Criterion #3 |
| Descriptors for Level 2 Performance on Evaluation Criterion #4 |
| Descriptors for Level 2 Performance on Evaluation Criterion #5 |
| Comments: |
| **Performance Level 1** | **A ‘Level 1’ task/assignment generally exhibits all or most of the following characteristics:** |
| Descriptors for Level 1 Performance on Evaluation Criterion #1 |
| Descriptors for Level 1 Performance on Evaluation Criterion #2 |
| Descriptors for Level 1 Performance on Evaluation Criterion #3 |
| Descriptors for Level 1 Performance on Evaluation Criterion #4 |
| Descriptors for Level 1 Performance on Evaluation Criterion #5 |
| Comments: |
| **SCORE:** |  |

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| **Structured Observation Guide** |
| **Evaluation Criteria** | **Comments** |
| Evaluation Criterion #1 |  |
| Evaluation Criterion #2 |  |
| Evaluation Criterion #3 |  |
| Evaluation Criterion #4 |  |