

Assessment Series Part 1: Backwards Design, Rubrics First

Example Rubrics:

DePaul | Teaching Commons

<http://resources.depaul.edu/teaching-commons/teaching-guides/feedback-grading/rubrics/Pages/default.aspx>

- Types of rubrics: analytic, holistic, developmental
- Creating rubrics
- Evaluating rubrics: questions to ask when evaluating a rubric (existing, creating from scratch or using a rubric developed by another party. Evaluate before and after use.
- More examples – these are examples of images from various Universities, Colleges and “*The Chronicle of Higher Education*”
 - o class participation
 - o collaborative learning
 - o critical thinking
 - o ePortfolio
 - o experiential learning
 - o online learning
 - o undergraduate research
 - o writing

Villanova University: ACS Learning Communities Rubric for Evaluating Class Participation


July 31, 2008

	Strong Work ¹	Needs Development	Unsatisfactory
Listening	Actively and respectfully listens to peers and instructor	Sometimes displays lack of interest in comments of others	Projects lack of interest or disrespect for others
Preparation	Arrives fully prepared with all assignments completed, and notes on reading, observations, questions	Sometimes arrives unprepared or with only superficial preparation	Exhibits little evidence of having read or thought about assigned material
Quality of contributions	Comments are relevant and reflect understanding of: assigned text(s); previous remarks of other students; and insights about assigned material	Comments sometimes irrelevant, betray lack of preparation, or indicate lack of attention to previous remarks of other students	Comments reflect little understanding of either the assignment or previous remarks in seminar
Impact on seminar	Comments frequently help move seminar conversation forward	Comments sometimes advance the conversation, but sometimes do little to move it forward	Comments do not advance the conversation or are actively harmful to it
Frequency of participation	Actively participates at appropriate times	Sometimes participates but at other times is “tuned out”	Seldom participates and is generally not engaged

¹ Class participation deserving of an A grade will be strong in most categories; Participation that is strong in some categories but needs development in others will receive a B; a grade of C reflects a need for development in most categories; D work is typically unsatisfactory in several categories; and F work, unsatisfactory in nearly all.

Georgetown Commons – Georgetown University

Analytic Rubric example (presentation)

Level of performance 

Criteria	Poor	Developing	Superior
Use of visual aids	No visual aids or confusing, distracting visual aids	Visual aids used, but aids don't add to the verbal presentation	Visual aids are clear and necessary additions to the presentation
Performance	No attempt to engage with audience; no evidence of preparation	Attempts to engage audience, though infrequently or not fully successfully	Performance is dynamic, engaging, and clearly rehearsed
Knowledge	Presenter makes significant mistakes about material	Presenter shows mastery of presented material but struggles with related material	Presenter has mastery of presentation content and related material

Criteria 