

Learning Assessment Rubrics Work for You

Assessment projects that help identify aspects of our teaching that can be made better or that point to the direction for improvement can be of tremendous value. Assessment projects that are inherently interesting or particularly useful help us as professional educators to sharpen our skills to best reach our course objectives. Faculty in higher education generally want to focus on assessment efforts that will meet a need, serve a purpose, or help with decision-making (Suskie, 2004).

The FSW assessment team – the Learning Assessment Committee along with the Office of Institutional Research, Assessment, and Effectiveness, using course competencies originated by the General Education Advisory Council, has been creating useable rubrics for each of the CREATIVE competencies.

The intent of the rubric developers was to frame language such that the rubric is as inclusive as possible to any and all critical thinking assignments. Careful consideration was paid to providing descriptors detailed enough to score an artifact but yet remain in general terms as much as possible to allow for application to a wide assortment of critical thinking assignment types. In order to increase clarity, action verbs were utilized in each achievement level description. The developers also attempted to place emphasis on dimensions being mutually exclusive, such that users of this rubric can elect to omit any dimension not required of a given assignment. To ensure that non-traditional assignments are scored properly, artifacts representing a variety of modes and media should be utilized during the “Evaluate” Rubric Calibration Sessions prior to the scoring process. They are available at:

<https://www.fsw.edu/facultystaff/assessment/genedcompetencies>

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Communicate – Written - Rubric

This rubric was developed by a panel of faculty and staff representing all five schools of the College as well as the Office of Academic Assessment and the Office of the Provost in May and June 2017. Members include M. Ambrose (English), J. Charles (Libraries), R. Harris (English), M. Kruger (Health Professions), J. Patterson (Business), C. Seefchak (Education), A. Trogan (English), J. van Gaalen (Office of Assessment), and E. DeLuca (Office of Provost).

COMMUNICATE (WRITTEN)	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
Context & Purpose of Writing	Synthesizes purpose, audience, and context to fulfill the objectives of the assignment.	Integrates purpose, audience, and context to fulfill the objectives of the assignment.	Understands purpose, audience, and context to fulfill the objectives of the assignment.	Shows limited understanding of purpose, audience, and context to fulfill the objectives of the assignment.
Content Development	Adapts appropriate, relevant, and compelling content to structure the writer's work and convey meaning.	Summarizes appropriate, relevant, and compelling content to structure the work and convey meaning.	Includes appropriate, relevant, and compelling content to structure the work and convey meaning.	Does not include appropriate, relevant, and compelling content to structure the work and convey meaning.
Genre & Disciplinary Conventions	Executes an extensive use of conventions particular to a specific discipline and/or writing assignment which may include organization, content, presentation, formatting, and stylistic choices.	Demonstrates use of conventions particular to a specific discipline and/or writing assignment which may include organization, content, presentation, formatting, and stylistic choices.	Recognizes conventions particular to a specific discipline and/or writing assignment which may include organization, content, presentation, formatting, and stylistic choices.	Shows limited or no recognition of conventions particular to a specific discipline and/or writing assignment which may include organization, content, presentation, formatting, and stylistic choices.
Sources & Evidence	Identifies and interprets information sources that are authoritative to the assignment and appropriate to the discipline.	Identifies but does not interpret (or interprets but does not identify) information sources that are authoritative to the assignment and appropriate to the discipline.	Includes some sources but demonstrates only a limited understanding of sources that are authoritative to the assignment and appropriate to the discipline.	Includes limited to no sources that are authoritative to the assignment and appropriate to the discipline.
Control of Syntax & Mechanics	Communicates meaning clearly, accurately, and precisely to meet the assignment with few to no grammatical, mechanical, and syntactical errors.	Communicates meaning clearly, accurately, precisely, but has some grammatical, mechanical, and/or syntactical errors.	Communicates meaning with many grammatical, mechanical, and/or syntactical errors that effect clarity, accuracy, and/or precision.	Communicates with many grammatical, mechanical, and/or syntactical errors that impedes meaning.

Communicate – Oral - Rubric

COMMUNICATE (ORAL)	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
Introduction	Engages audience immediately and includes clear and inviting statement of purpose.	Acknowledges audience and includes statement of purpose.	Exhibits limited acknowledgment of audience and unclear statement of purpose.	Exhibits minimal audience acknowledgment and includes no statement of purpose.
Structure & Transition	Organizes the speech appropriately and logically with effective transitions.	Organizes the speech with some internal logic and some effective transitions.	Organizes the speech with partial internal logic or partially effective transition.	Organizes the speech with minimal internal logic and transitions.
Supporting Evidence, Documentation, & Presentation Media	Substantiates content with relevant credible support and/or presentation media, with the incorporation of oral citations if required by the assignment.	Substantiates content with some relevant and credible support and/or presentation media, and includes some oral citations if required by the assignment.	Substantiates the content with minimal support and/or presentation media with inconsistent oral citations as required by the assignment.	Includes minimal to no support and/or presentation media, and does not include oral citations if required by the assignment.
Delivery	Uses gestures, eye contact, vivid language, and voice effectively to add interest to speech with no oral fillers or non-verbal distractions.	Uses adequate gestures, eye contact, and language to add interest to presentation with minor reliance on notes and limited fillers and non-verbal distractions.	Uses ineffective eye contact, gestures, language, and voice, with heavy reliance on notes, multiple oral fillers, and non-verbal distractions.	Lacks appropriate gestures, eye contact, or voice and reads from notes only, with excessive use of oral fillers and non-verbal distraction.
Conclusion	Summarizes the main points and purpose and brings the presentation to a logical end.	Summarizes some of the main points and purpose and brings the presentation to an end.	Summarizes some of the main points or purpose bringing the presentation to an awkward end.	Ends presentation abruptly with no reference to main points or purpose.

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Research Rubric

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RESEARCH	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
Research Question & Thesis	Constructs a research question as reflected by a coherent and insightful thesis statement.	Constructs a research question as reflected by a thesis statement.	Develops an imprecise or vague research question reflected by an insufficient thesis and / or a limited framework for the topic / assignment.	Lacks a research question as reflected by an insufficient thesis and a minimal framework for the topic / assignment.
Information Retrieval	Interpolates with discernment credible evidence through the selection of material(s) closely related to the topic and relevant to one another within the context of the assignment.	Interpolates credible evidence through the selection of material(s) closely related to the topic and relevant to one another within the context of the assignment.	Identifies credible evidence through the selection of materials mostly relevant to the topic and one another within the context of the assignment.	Names some credible evidence, but with a limited relationship to the topic and / or one another within the context of the assignment.
Interpretation of Evidence	Evaluates information, and draws apposite and perceptive inferences from selected sources.	Analyzes information and draws apposite inferences from selected sources.	Identifies information and draws simplistic inferences from selected sources.	Identifies information but draws minimal inferences from selected sources.
Community of Scholarship	Adopts and synthesizes the viewpoints and contributions of experts from an appropriate discipline(s).	Integrates the viewpoints and contributions of experts from an appropriate discipline(s).	Summarizes the viewpoints and contributions of experts from an appropriate discipline(s).	Identifies the viewpoints and contributions of experts from an appropriate discipline(s).
Documentation of Sources	Uses an appropriate citation style to correctly document sources in a bibliography and / or in text with minimal errors in formatting the citations (bibliography / in-text).	Uses an appropriate citation style to document most or all selected sources, but has a few errors in formatting the citations (bibliography / in-text).	Uses an appropriate citation style to document some sources, but has several or many errors in formatting the citations (bibliography / in-text).	Uses a citation style to document few sources, but has significant and disruptive errors in formatting the citations (bibliography / in-text).

Evaluate Rubric

EVALUATE	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
Comprehension	Demonstrates purposeful and accurate understanding of the problem.	Demonstrates an understanding of the problem, but it is only partially accurate or insufficiently complex.	Demonstrates an understanding of the problem, but it is inaccurate and insufficiently complex.	Does not show a sufficient understanding of the problem.
Interpretation / Representation	Provides accurate explanation and/or conversion of relevant information.	Provides an explanation and/or conversion of relevant information with limited errors.	Provides an explanation and/or conversion of relevant information with many errors.	Provides an explanation and/or conversion of relevant information with excessive errors.
Application	Applies thorough and quantified judgment(s) and/or applies results in an insightful manner.	Applies quantified judgment(s) and/or applies results in an adequate manner.	Applies poorly quantified judgment(s) and/or applies results in an inadequate manner.	Does not apply quantified judgment(s) and/or does not apply results in a correct manner.
Inference / Conclusion	Draws accurate inferences from results that exhibit awareness of supporting evidence.	Draws mostly accurate inferences from results that exhibit awareness of supporting evidence.	Draws partially accurate inferences from results that exhibit awareness of supporting evidence.	Draws inaccurate inferences from results that exhibit a lack of awareness of supporting evidence.
Communication	Establishes and promulgates results in a clear framework that is based on the purpose of the assignment.	Establishes results in a framework that is based on the purpose of the assignment.	Establishes results in a partially constructed framework that is based on the purpose of the assignment.	Establishes results in framework that is minimally based on the purpose of the assignment.

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Think Rubric

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THINK	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
Explanation of Issues	Explains and justifies the importance of the issues with clear and relevant evidence.	Describes but does not justify the importance of the issue and/or omits key evidence.	Identifies the issue but leaves some aspects undefined and only mentions importance of the issue.	Does not identify or justify the importance of the issue.
Evidence	Analyzes relevant information and, if required by the assignment, synthesizes the viewpoints of experts from the appropriate discipline(s).	Identifies relevant information and, if required by the assignment, includes the viewpoints of experts from the appropriate discipline(s).	Includes some relevant information but excludes key or important elements, and, if required by the assignment, includes or merely inserts the viewpoints of experts as required within the discipline.	Includes minimal to no relevant information, and, if required by the assignment, does not include or merely inserts the viewpoints of experts as required within the discipline.
Influence of Context and Assumptions	Analyzes assumptions using systematic and methodical approaches, and carefully evaluates the relevance of contexts when presenting a position.	Analyzes assumptions and the relevance of contexts when presenting a position.	Identifies relevant assumptions and contexts when presenting a position.	Identifies minimal to no assumptions and contexts when presenting a position.
Student's Position (perspective)	Amalgamates a position or perspective that takes into account the complexities of the issue.	Establishes a specific position or perspective that takes into account some complexities of the issue.	Develops a specific position or perspective but doesn't acknowledge the complexities of the issue.	States a position or perspective but is simplistic and obvious.
Conclusions and Related Outcomes	Constructs logical conclusions based on consequences and implications drawn from an informed evaluation of evidence and perspectives.	Constructs logical conclusions based on a partial understanding of evidence, consequences, and/or implications.	Includes a conclusion based on a partial understanding of evidence, consequences, and/or implications.	Includes a conclusion based on an incomplete understanding of evidence, consequences, and/or implications, or simply restates the introduction or thesis.

Investigate Rubric

INVESTIGATE	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
Connections to Experiences	Evaluates the relevance of connections among life experiences to illuminate concepts / theories / frameworks of fields of study.	Reflects on the relevance of connections among life experiences to illuminate concepts / theories / frameworks of fields of study.	Describes the relevance of connections among life experiences to concepts / theories / frameworks of fields of study.	Identifies limited connections among life experiences to concepts / theories / frameworks of field of study.
Connections to Discipline	Generates conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Connects examples, facts, or theories from more than one field of study or perspective.	Describes examples, facts, or theories from more than one field of study or perspective.	Identifies examples, facts, or theories from a limited range of perspectives or fields of study.
Transfer of Knowledge	Adapts skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues.	Summarizes skills, abilities, theories, or methodologies learned from one situation to new situations to contribute to understanding of problems or issues.	Identifies skills, abilities, theories, or methodologies gained in one situation that relate in a minimal or limited way to another.
Transdisciplinary Problem Solving	Devises innovative solutions to systemic problems by drawing on multiple disciplines and/or collaborating with others.	Appraises current solutions to systemic problems by drawing on multiple disciplines and/or collaborating with others.	Summarizes current solutions to systemic problems by drawing on more than one discipline and/or collaborating with others.	Identifies a limited number of solutions to systemic problems by drawing on more than one discipline and/or collaborating with others.

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FSW Learning Assessment Committee, Academic Year 2018-2019

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Dr. John Connell	Speech & Foreign Language
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Thomas Donaldson	Social Sciences
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Dr. Julia Kroeker	Education
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Fernando Mayoral	Foreign Language

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Barb Miley	Accountability & Effectiveness
Colleen Moore	Health Professions
Dr. Kristi Moran	Mathematics
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Dr. Richard Worch	Criminal Justice & Public Safety
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