

RUBRICS

Rubrics are effective tools to measure Authentic Assessment for SLOs. A rubric is a scale designed for scoring student work against a pre-defined set of criteria. Rubrics are useful for scoring a variety of products (see Assessment Tools) and are appropriate for developmental, as well as mastery-oriented assessments. Rubrics clearly define expectations and provide consistency in grading.

Holistic rubrics measure performance across multiple factors as a complete product.

1 - Poor Researcher	2 - Average Researcher	3 - Excellent Researcher
included 1-4 sources	included 5-9 sources	included 10-12 sources
lots of historical inaccuracies	few historical inaccuracies	no apparent historical inaccuracies
cannot tell from which source information came	can tell with difficulty where information came from	can easily tell which sources information was drawn from
bibliography contains very little information	bibliography contains most relevant information	all relevant information is included

Analytical rubrics specify individual criteria and evaluate these standards independent of one another. An analytical rubric is in table format with three or more criteria and three or more levels of performance to be measured. Using descriptors for each cell in the matrix will clearly document expectations for the assignment. If desired, weighting can be used to emphasize the significance of a particular criterion. The standard for success is then set for each benchmark based on the total score of the rubric.

Criteria	Weight	Poor (1)	Average (2)	Good (3)
Number of Sources	x1	1-4	5-9	10-12
Historical Accuracy	x2	Lots of historical inaccuracies	Few inaccuracies	No apparent inaccuracies
Organization	x1	Cannot tell from which source information came	Can tell with difficulty where information came from	Can easily tell which sources info was drawn from
Bibliography	x1	Bibliography contains very little information	Bibliography contains most relevant information	All relevant information is included

Out of the possible 15 points a student might score on the above rubric, a student must score between 13 and 15 to be classified as a *Good Researcher*, 10-12 to be an *Average Researcher*, and 8 or below to be a *Poor Researcher*.

CHECKLIST

Checklists are helpful for determining if certain criteria are simply met or not met. The degree of quality to which a task was completed is not examined but rather, whether or not the task was completed. The typical design of a checklist has the criteria stated, numbered, and accompanied by a short description.

Example¹:

Bibliography Checklist

- 1. **Sources are authoritative.** Articles come from journals whose standards for publication include conscientious editorial review or peer review. Books cited are authored by individuals with appropriate credentials. Web sites are attributed to organizations or individuals with expertise on the topic at hand.
- 2. **Sources are current** (Older articles are justified).
- 3. **Sources are varied.** Citations represent various media (book, journal, website, etc.) where appropriate, diverse points of view are represented. Sources represent a range of publication dates to show the spectrum of thought on the topic, as appropriate.
- 4. **Sources are of an appropriate number.** At least [five] different sources are included. No single source provides the primary substance for the final product.
- 5. **Sources represent appropriate scope for the assignment.** Books and journal articles are not too highly specialized for the scope of the paper. General reference citations are used as background material.
- 6. **Special-interest web resources are acknowledged as such in the text of the document.** Biases are explained.
- 7. **Popular literature is included only when appropriate and is acknowledged as such in the text.**
- 8. **Citations follow APA citation style both in the text and in the list of references.**
- 9. **Information from sources is integrated into a cohesive text.**

¹ Source: <http://www.anselm.edu/Documents/Library/info-lit-tool-05.pdf>

MUDDIEST POINT

Based on the premise that most lectures can be improved, this method is to allow students no more than two minutes at the end of an instructional period to write down the concepts that were least clear to them during instruction. This gives faculty the ability to get rapid feedback on a particular segment of a lecture or the lecture as a whole. Those least understood concepts that total a pre-determined threshold would be addressed by the professor in the next lecture to ensure learning.

Example:

Please take no more than two minutes to write down the concepts you felt were confusing in this lecture?

Guidelines²:

1. What part of the lecture do you want feedback on?
2. Allow students no more than two minutes at the end of the instructional session to respond.
3. Include the time limits in the prompt to the students.
4. Give the students materials (e.g., post-it, index card) to write answer the prompt.
5. Collect the responses to the prompt as the students exit the classroom.
6. Respond to the feedback students provided in the next instructional session.

² Source: <http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/assess-2.htm>

MINUTE PAPER

Despite the name of the assessment tool, students are asked to a few minutes writing the main idea of a topic or class. The Minute Paper is commonly used to determine if the main idea of a lecture is captured by the students. An instructor may request the inclusion of a question students may have on the course material or ask students to comment on interesting, disturbing, or surprising aspects of a lecture or class. The benefit to the instructor is that Minute Papers take little time to construct and evaluate. The evaluation of the papers allows for rapid feedback and to address any concerns the instructor may have if the students have not responded with the key concepts that were taught in the instructional session.

Example:

What is the most important thing you learned in this session? How might you apply what you learned today in your everyday life? What questions remain unanswered?

Guidelines³:

1. Decide first what you want to focus on and, as a consequence, when to administer the *Minute Paper*. If you want to focus on students' understanding of a lecture, the last few minutes of class may be the best time. If your focus is on a prior homework assignment, however, the first few minutes may be more appropriate.
2. Plan to set aside five to ten minutes of your next class to use the technique, as well as time later to discuss the results.
3. Give the students materials (e.g., post-it, index card) to write answer the prompt.
4. Let the students know how much time they will have (two to five minutes per question is usually enough) and what kinds of answers you want (words, phrases, or short sentences).
5. Feedback should be provided in the very next instructional session.

³ Source: <http://www2.honolulu.hawaii.edu/facdev/guidebk/teachtip/assess-2.htm>

DIRECTED PARAPHRASE

This assessment tool promotes simulation of actual work or life-related experiences. Students are asked to summarize the key concepts from a class or lecture and formulate a written discussion of those concepts to an imagined, specific recipient. The difference between this method and a simple summarization is use of role play by the students.

Examples:

1. A nursing student might be directed to paraphrase the concept of drug clearance by the kidneys to a worried patient.
2. An economics student might be directed to paraphrase a point of tax policy to a corporate CEO.
3. A philosophy student might be directed to paraphrase an ethics concept so that it is readily understood by a teenager.