

Rubrics Glossary

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| <p>Rubric</p> | <p>A rubric is a scoring guide. A rubric can be an explicit description of performance characteristics corresponding to a point on a rating scale.</p> |
| <p>Goals</p> | <p>Broad, general statements concerning knowledge, skills, or values faculty expect graduating students to achieve. Goals emerge when we ask, "After students have completed this (e.g., Humanities I, Major in ...), they will (e.g., know, understand). Majors typically have 4-5 goals.</p> <p>Examples: Graduating Art majors will understand some of the historical traditions in the visual arts and will meaningfully relate works of art within those traditions. Graduating majors in the Study of Religion have knowledge of the major theories and methods in the study of religion.</p> |
| <p>Outcomes (sometimes called objectives)</p> | <p>Statements of what students are expected to learn and actually develop. Specific accomplishments in knowledge, skills, or attitudes to be achieved by students. Learning outcomes are typically stated with action verbs (e.g., students cite, define, arrange, classify, apply, construct, analyze compare, design, estimate). Outcomes are specific enough to suggest assignments, exercises, and experiences from which the students can learn the knowledge, skills, or attitudes related to the outcome. Outcomes are measurable. Measurement of multiple outcomes enables faculty to determine the extent to which students in program have achieved or failed to satisfy a Goal.</p> <p>Examples: Graduating Art majors will identify and name works of art, demonstrate knowledge of basic historic data, use appropriate terminology, and comprehend historic continuities. Graduating majors in the Study of Religion can explain in writing the historical and conceptual relationships between Hinduism and Buddhism, Judaism and Christianity, and Taoism and Confucianism.</p> |
| <p>Validity</p> | <p>The degree to which a certain inference from a test is appropriate and meaningful" (AERA, APA, & NCME, 1985). For example, if I measure the circumference of your head to determine your level of intelligence, my measurement might be accurate. However, it would be inappropriate for me to draw a conclusion about your level of intelligence. Such an inference would be invalid. Faculty typically determine validity by consulting standards in their field. See CHFA SOA website for a more extended discussion of validity.</p> |
| <p>Reliability</p> | <p>The degree to which a measure yields consistent results. Inquiry directed toward reliability considers: how well do tests yield the same results after multiple administrations, and how consistent are scores across observers and graders?</p> |
| <p>Rubric Criteria</p> | <p>Characteristics of good performance on a particular task. For example, criteria for a persuasive essay might include <i>well organized</i>, <i>clearly stated</i>, and <i>sufficient support for arguments</i>.</p> |

Analytic Rubric

An analytic rubric articulates levels of performance for each criterion so the teacher can assess student performance on each criterion. An example:

| Criteria | | Poor (1) | Good (2) | Excellent (3) |
|---------------------|----|----------|----------|---------------|
| Number of Sources | x1 | | | |
| Historical Accuracy | x3 | | | |
| Organization | x1 | | | |
| Bibliography | x1 | | | |

Holistic Rubric

Holistic Rubric: In contrast to an analytic rubric, a holistic rubric does not list separate levels of performance for each criterion. Instead, a holistic rubric assigns a level of performance by assessing performance across multiple criteria as a whole. An example:

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| <p>3 - Excellent Researcher</p> <ul style="list-style-type: none"> included 10-12 sources no apparent historical inaccuracies can easily tell which sources information was drawn from all relevant information is included |
| <p>2 - Developing Researcher</p> <ul style="list-style-type: none"> included 5-9 sources few historical inaccuracies can tell with difficulty where information came from bibliography contains most relevant information |
| <p>1 - Beginning Researcher</p> <ul style="list-style-type: none"> included 1-4 sources lots of historical inaccuracies cannot tell from which source information came bibliography contains very little information |