

# Rubrics: What Are They Good For?

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## What Is a Rubric?

A format for expressing levels of performance on specific criteria

## Alternatives to Rubrics

- Lists of criteria
- Qualitative analysis

## Types of Rubrics

- Minimal
  - Nouns
  - Descriptions of top performance only
- Full: all levels described
- Assignment-Specific or Generic

### ***Minimal Rubric for Senior History Seminar Papers***

Title	5	4	3	2	1
Thesis	5	4	3	2	1
Argumentation	5	4	3	2	1
Historical significance of project	5	4	3	2	1
Organization	5	4	3	2	1
Citation of Sources	5	4	3	2	1

## **Portion of a Rubric for a Business Management Case Analysis**

### *The Analysis of the Firm's Goals:*

The statement about goals is consistent with the materials

in the case. 5 4 3 2 1

The writer presents sufficient and clearly organized evidence

for the summary of the firm's goals. 5 4 3 2 1

The writer has chosen the most important or primary goals. 5 4 3 2 1

## **Full Rubric for Written Scientific Report**

by Virginia Johnson Anderson, Towson University, Towson, MD

**Assignment:** Semester-long assignment to design an original experiment, carry it out, and write it up in scientific report format. This is the major assignment in this course, titled "Scientific Research." The course was instituted recently as a result of employer feedback that students were insufficiently prepared to really understand and carry out the scientific method. The goal of the course is to prepare students to conduct original scientific research and present it orally and in writing. There were no resources to make this a lab course, so the students had to conduct research outside the lab. Most student graduates will be working with commercial products in commercial labs in the area, e.g. Noxell. In the assignment, students are to determine which of two brands of a commercial product (e.g. two brands of popcorn) are "best." They must base their judgment on at least four experimental factors (e.g. "% of kernels popped" is an experimental factor. Price is not, because it is written on the package).

### **Title**

- 5 - Is appropriate in tone and structure to science journal; contains necessary descriptors, brand names, and allows reader to anticipate design.
- 4 - Is appropriate in tone and structure to science journal; most descriptors present; identifies function of experimentation, suggests design, but lacks brand names.
- 3 - Identifies function, brand name, but does not allow reader to anticipate design.
- 2 - Identifies function or brand name, but not both; lacks design information or is misleading
- 1 - Is patterned after another discipline or missing.

### **Introduction**

- 5 - Clearly identifies the purpose of the research; identifies interested audiences(s); adopts an appropriate tone.
- 4 - Clearly identifies the purpose of the research; identifies interested audience(s).

- 3 - Clearly identifies the purpose of the research.
- 2 - Purpose present in Introduction, but must be identified by reader.
- 1 - Fails to identify the purpose of the research.

**Scientific Format Demands**

- 5 - All material placed in the correct sections; organized logically within each section; runs parallel among different sections.
- 4 - All material placed in correct sections; organized logically within sections, but may lack parallelism among sections.
- 3 - Material placed in right sections but not well organized within the sections; disregards parallelism.
- 2 - Some materials are placed in the wrong sections or are not adequately organized wherever they are placed.
- 1 - Material placed in wrong sections or not sectioned; poorly organized wherever placed.

**Materials and Methods Section**

- 5 - Contains effective, quantifiable, concisely-organized information that allows the experiment to be replicated; is written so that all information inherent to the document can be related back to this section; identifies sources of all data to be collected; identifies sequential information in an appropriate chronology; does not contain unnecessary, wordy descriptions of procedures.
- 4 - As above, but contains unnecessary information, and/or wordy descriptions within the section.
- 3 - Presents an experiment that is definitely replicable; all information in document may be related to this section; however, fails to identify some sources of data and/or presents sequential information in a disorganized, difficult pattern.
- 2 - Presents an experiment that is marginally replicable; parts of the basic design must be inferred by the reader; procedures not quantitatively described; some information in Results or Conclusions cannot be anticipated by reading the Methods and Materials section.
- 1 - Describes the experiment so poorly or in such a nonscientific way that it cannot be replicated.

**Non-experimental Information**

- 5 - Student researches and includes price and other non-experimental information that would be expected to be significant to the audience in determining the better product, or specifically states non-experimental factors excluded by design; interjects these at appropriate positions in text and/or develops a weighted rating scale; integrates non-experimental information in the Conclusions.
- 4 - Student acts as above, but is somewhat less effective in developing the significance of the non-experimental information.
- 3 - Student introduces price and other non-experimental information, but does not integrate them into Conclusions.
- 2 - Student researches and includes price effectively; does not include, or specifically excludes, other non-experimental information.
- 1 - Student considers price and/or other non-experimental variables as research variables; fails to identify the significance of these factors to the research.

**Designing an Experiment**

- 5 - Student selects experimental factors that are appropriate to the research purpose and audience; measures adequate aspects of these selected factors; establishes discrete subgroups for which data significance may vary; student demonstrates an ability to eliminate bias from the design and bias-ridden statements from the research; student selects appropriate sample size, equivalent groups, and statistics; student designs a superior experiment.
- 4 - As above, but student designs an adequate experiment.
- 3 - Student selects experimental factors that are appropriate to the research purpose and audience; measures adequate aspects of these selected factors; establishes discrete subgroups for which data significance may vary; research is weakened by bias OR by sample size of less than 10.
- 2 - As above, but research is weakened by bias AND inappropriate sample size
- 1 - Student designs a poor experiment.

### **Defining Operationally**

- 5 - Student constructs a stated comprehensive operational definition and well-developed specific operational definitions.
- 4 - Student constructs an implied comprehensive operational definition and well-developed specific operational definitions.
- 3 - Student constructs an implied comprehensive operational definition (possible less clear) and some specific operational definitions.
- 2 - Student constructs specific operational definitions, but fails to construct a comprehensive definition.
- 1 - Student lacks understanding of operational definition.

### **Controlling Variables**

- 5 - Student demonstrates, by written statement, the ability to control variables by experimental control and by randomization; student makes reference to, or implies, factors to be disregarded by reference to pilot or experience; superior overall control of variables.
- 4 - As above, but student demonstrates an adequate control of variables.
- 3 - Student demonstrates the ability to control important variables experimentally; Methods and Materials section does not indicate knowledge of randomization and/or selected disregard of variables.
- 2 - Student demonstrates the ability to control some, but not all, of the important variables experimentally.
- 1 - Student demonstrates a lack of understanding about controlling variables.

### **Collecting Data and Communicating Results**

- 5 - Student selects quantifiable experimental factors and/or defines and establishes quantitative units of comparison; measures the quantifiable factors and/or units in appropriate quantities or intervals; student selects appropriate statistical information to be utilized in the results; when effective, student displays results in graphs with correctly labeled axes; data are presented to the reader in text as well as graphic forms; tables or graphs have self-contained headings.
- 4 - As 5 above, but the student did not prepare self-contained headings for tables or graphs.
- 3 - As 4 above, but data reported in graphs or tables contain materials that are irrelevant. and/or not statistically appropriate.

2 - Student selects quantifiable experimental factors and/or defines and establishes quantitative units of comparison; fails to select appropriate quantities or intervals and/or fails to display information graphically when appropriate.

1 - Student does not select, collect, and/or communicate quantifiable results.

**Interpreting Data: Drawing Conclusions/Implications**

5 - Student summarizes the purpose and findings of the research; student draws inferences that are consistent with the data and scientific reasoning and relates these to interested audiences; student explains expected results and offers explanations and/or suggestions for further research for unexpected results; student presents data honestly, distinguishes between fact and implication, and avoids overgeneralizing; student organizes non-experimental information to support conclusion; student accepts or rejects the hypothesis.

4 - As 5 above, but student does not accept or reject the hypothesis.

3 - As 4 above, but the student overgeneralizes and/or fails to organize non-experimental information to support conclusions.

2 - Student summarizes the purpose and findings of the research; student explains expected results, but ignores unexpected results.

1 - Student may or may not summarize the results, but fails to interpret their significance to interested audiences.

**Student Scores on Rubric for Science Reports**

<b>Trait</b>	<b>Year 1</b>	<b>Year 2</b>
<u>Title</u>	<u>2.95</u>	<u>3.22</u>
<u>Introduction</u>	<u>3.18</u>	<u>3.64</u>
<u>Scientific Format</u>	<u>3.09</u>	<u>3.32</u>
<u>Methods and Materials</u>	<u>3.00</u>	<u>3.55</u>
<u>Non-Experimental Info</u>	<u>3.18</u>	<u>3.50</u>
<u>Designing the Experiment</u>	<u>2.68</u>	<u>3.32</u>
<u>Defining Operationally</u>	<u>2.68</u>	<u>3.50</u>
<u>Controlling Variables</u>	<u>2.73</u>	<u>3.18</u>
<u>Collecting Data</u>	<u>2.86</u>	<u>3.36</u>
<u>Interpreting Data</u>	<u>2.90</u>	<u>3.59</u>
<u>Overall</u>	<u>2.93</u>	<u>3.42</u>

(From Walvoord and Anderson, *Effective Grading: A Tool for Learning and Assessment*, 2<sup>nd</sup> ed., Jossey-Bass, 2010, pp. 167, 195-199.

## Rubrics for “Ineffable” Goals

### Rubric for Evaluating Student Literary-Critical Essays

Note: such a rubric may be developed for use by all faculty teaching the gen-ed literature course, or faculty may be free to develop their own rubrics, perhaps using this as a guideline, or faculty may be asked to incorporate one or two common items into their own rubric.

5	4	3	2	1
<p><b>Thesis:</b> The thesis of the paper is clear, complex, and challenging. It does not merely state the obvious or exactly repeat others’ viewpoints, but creatively and thoughtfully opens up our thinking about the work.</p>	<p>The thesis is both clear and reasonably complex.</p>	<p>The thesis of the paper is clear. It takes a stand on a debatable issue, though the thesis may be unimaginative, largely a recapitulation of readings and class discussion, and/or fairly obvious.</p>	<p>Thesis is relevant to the assignment. It is discernible, but the reader has to work to understand it.</p>	<p>Thesis is irrelevant to the assignment and/or not discernible.</p>
<p><b>Complexity and Originality:</b> The essay is unusually thoughtful, deep, creative, and far-reaching in its analysis. The writer explores the subject from various points of view, acknowledges alternative interpretations, and recognizes the complexity of insider and outsider issues in literature and in life. Other works we have read and ideas we have discussed are integrated as relevant. The essay shows a curious mind at work.</p>	<p>The essay is thoughtful and extensive in its analysis. It acknowledges alternative interpretations and recognizes complexity in literature and in life. Some other works are integrated as relevant.</p>	<p>The writer goes somewhat beyond merely paraphrasing someone else=’ point of view or repeating what was discussed in class. AND/OR the essay does not integrate other relevant works we have read.</p>	<p>Writer moves only marginally beyond merely paraphrasing someone else’s point of view or repeats what was discussed in class.</p>	<p>The paper is mere paraphrase or repetition.</p>
<p><b>Organization and Coherence:</b> The reader feels that the writer is in control of the direction and organization of the essay. The essay follows a logical line of reasoning to support its</p>	<p>As for “5” but sub-points may not be fashioned to open up the topic in the most effective way.</p>	<p>The reader feels that the writer is in control of the direction and organization of the essay most of the</p>	<p>The essay has some discernible main points.</p>	<p>The essay has no discernible plan of organiza-</p>

5	4	3	2	1
thesis and to deal with counter-evidence and alternative viewpoints. Sub-points are fashioned so as to open up the topic in the most effective way.		time. The essay generally follows a logical line of reasoning to support its thesis.		tion.
<b>Evidence, Support:</b> The writer's claims and interpretations are backed with evidence from the literature, works we have read, secondary sources, and sensible reasoning. The writer assumes the reader has read the work and does not need the plot repeated, but the writer refers richly and often to the events and words of the novel to support his/her points.	As for "5" but the writer may occasionally drop into mere plot summary	The writer's claims and interpretations about the works are generally backed with at least some evidence from the works. The writer assumes the reader has read the work and does not need the plot repeated.	The writer's claims are sometimes backed with evidence. The paper descends at times into plot summary.	The paper is primarily plot summary.
<b>Style:</b> The language is clear, precise, and elegant. It achieves a scholarly tone without sounding pompous. It is the authentic voice of a curious mind at work, talking to other readers of the novel.	The language is clear and precise.	The language is understandable throughout.	The language is sometimes confusing. Sentences do not track.	The language is often confusing. Sentences and paragraphs do not track.
<b>Sources:</b> The essay integrates secondary sources smoothly. It quotes when the exact words of another author are important, and otherwise paraphrases. It does not just string together secondary sources, but uses them to support the writer's own thinking. Each source is identified in the text, with some statement about its	As for "5" but sources may be quoted with no contextual explanation AND/OR writer may use direct quotation and paraphrase in less than optimal ways.	The essay does not just string together secondary sources, but uses them to support the writer's own thinking.	The essay strings together secondary sources.	There is no use of secondary sources.

5	4	3	2	1
author; there are no quotes just stuck into the text without explanation.				
<b>Grammar, Punctuation:</b> There are no discernible departures from Standard Edited Written English (ESWE)	There are a few departures from ESWE	There are no more than an average of 2 departures from ESWE per page in the critical areas listed below.	There are more than 2.	Some portion of the essay is impossible to read because of departures from ESWE.

**Critical Areas:**

- Spelling or typo
- Sentence boundary punctuation (run-ons, comma splices, fused sentences, fragments)
- Use of apostrophe, -s, and -es
- Pronoun forms
- Pronoun agreement, and providing antecedents for pronouns
- Verb forms and subject-verb agreement
- Use of gender-neutral language
- Capitalization of proper nouns and of first words in the sentence

### **Generic Rubric for Writing in Multiple Disciplines**

<b>Categories and Criteria</b>	5	4	3	2	1
	Few or no weak-nesses found; writer satisfied the criteria with distinction	Strengths outweigh the weaknesses; writer shows sound understanding of criteria	Strengths and weaknesses are about equal; writer shows awareness of criteria	Weaknesses outweigh strengths; writer shows limited understanding of criteria	Weaknesses far outweigh strengths; writer does not show understanding of criteria
<b>I.CONTENT</b>					
a.The paper fulfills the assignment and addresses its audience’s needs.					
b.Supporting evidence is developed and analyzed sufficiently.					
c.The thesis is clear.					
d.Sources are appropriately documented.					
<b>II.ORGANIZATION/ STRUCTURE</b>					
a.Introduction is fully developed and leads smoothly to thesis.					
b.Body paragraphs use topic sentences effectively.					
c.Paper is unified in relation to thesis.					

<b>Categories and Criteria</b>	5	4	3	2	1
	Few or no weak-nesses found; writer satisfied the criteria with distinction	Strengths outweigh the weaknesses; writer shows sound understanding of criteria	Strengths and weaknesses are about equal; writer shows awareness of criteria	Weaknesses outweigh strengths; writer shows limited understanding of criteria	Weaknesses far outweigh strengths; writer does not show understanding of criteria
d.Conclusion provides insightful closure					
<b>III. WRITING STYLE/ EXPRESSION</b>					
a.Vocabulary and tone are appropriate to the assignment.					
b.The meaning of the sentences is clear.					
c.Sentence structure is varied.					
d.Transitions create smooth flow of ideas.					
<b>IV.GRAMMAR/ MECHANICS</b>					
a.Sentences are grammatically correct.					
b.Punctuation is correct.					
c.Spelling is correct (e.g. homonyms used correctly).					
d.Paper format is correct.					

<b>Categories and Criteria</b>	5	4	3	2	1
	Few or no weak-nesses found; writer satisfied the criteria with distinction	Strengths outweigh the weaknesses; writer shows sound understanding of criteria	Strengths and weaknesses are about equal; writer shows awareness of criteria	Weaknesses outweigh strengths; writer shows limited understanding of criteria	Weaknesses far outweigh strengths; writer does not show understanding of criteria
COLUMN TOTAL					

**Procedure:**

Faculty committee developed the rubric.

Same committee, plus additional faculty, after a training session, scored a sample of student work.

Used rubric scores to address three questions:

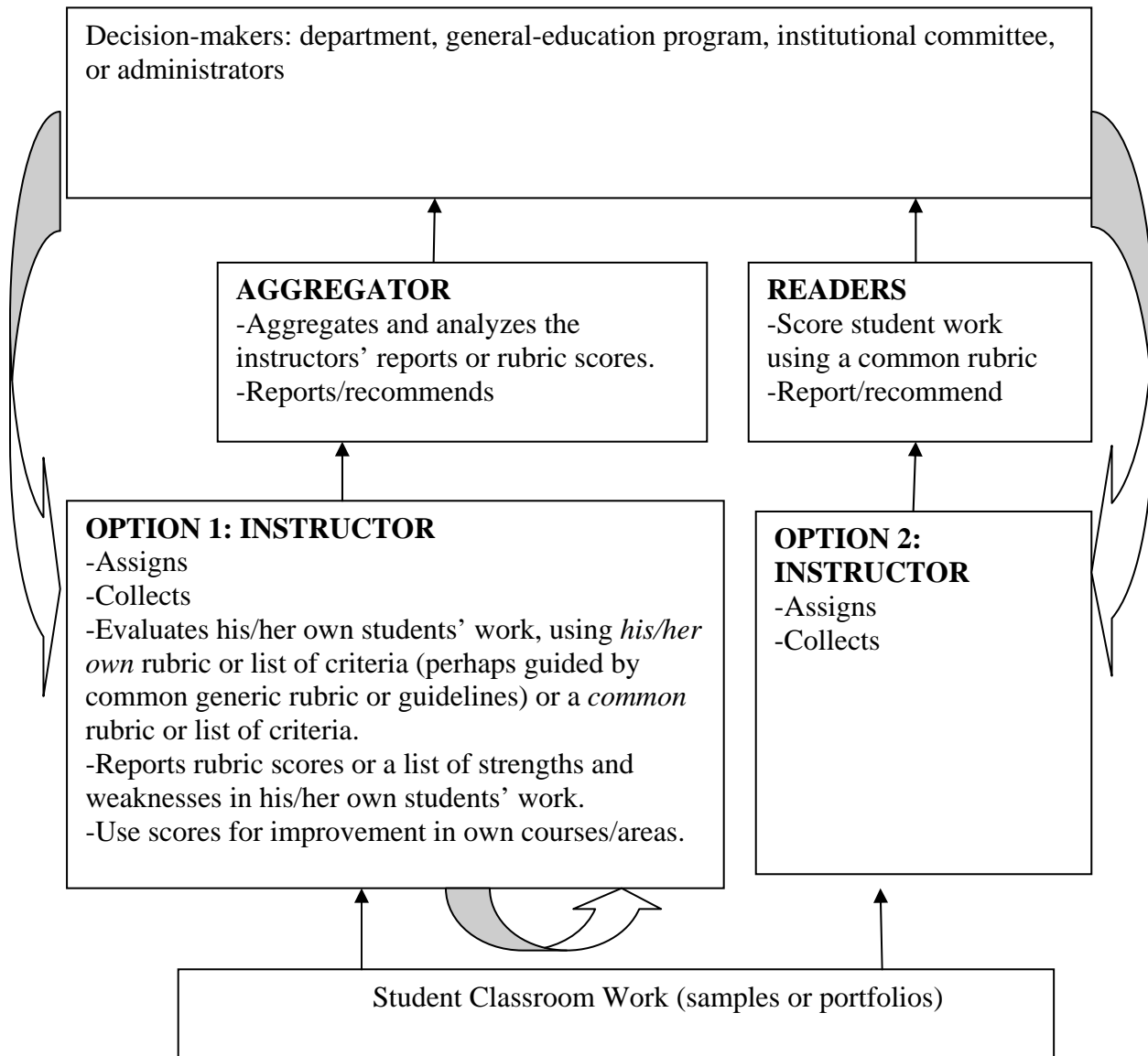
1. How well are our students doing?
  - a. Each rubric item was awarded points. Points for each paper were totaled.
  - b. Report showed the percentage of student work that received at least 70 points.
2. What factors make a difference in their writing competency?
  - a. Report showed that 65% of students who had taken gen ed comp and lit courses met the 70% benchmark, while only 40% of students who had not taken those courses met the benchmark.
3. What are strengths and weaknesses?
  - a. Items with lowest average scores were identified.

- b. Lowest scores were citing sources, avoiding plagiarism, integrating material from sources into their writing, and checking their work against instructor criteria.

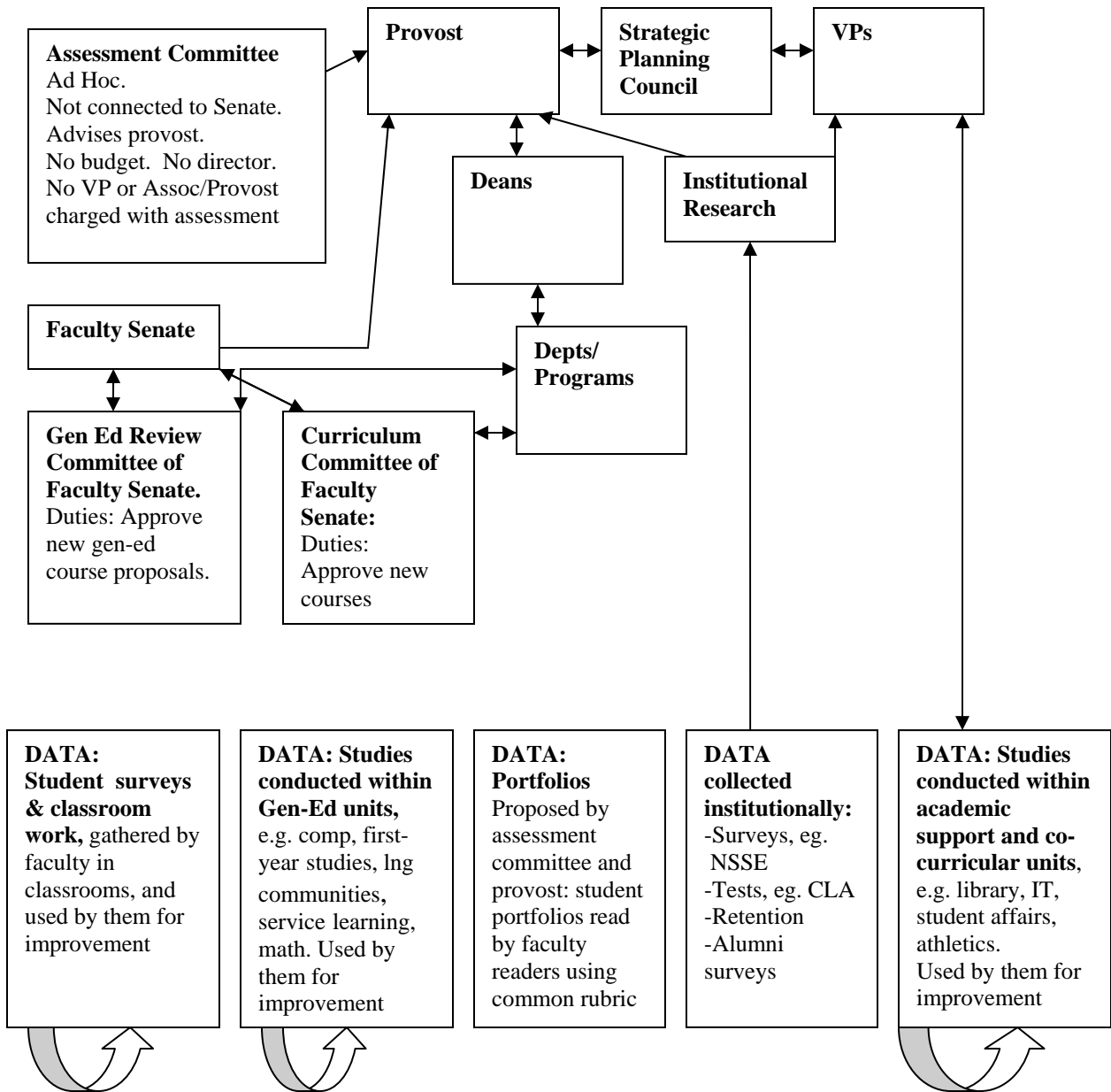
Source: Anne Arundel Community College Case Study in Walvoord and Anderson, *Effective Grading*, 2<sup>nd</sup> ed., Jossey-Bass, 2010, pp. 181-185.

***For Generic Rubrics*** developed within a national project by Association of American Colleges and Universities, see Value Program at [www.aacu.org](http://www.aacu.org).

## Where to Use Rubrics: Two Options



## Rubrics within Institution-Wide Assessment System. Example: A Problematic Assessment Process



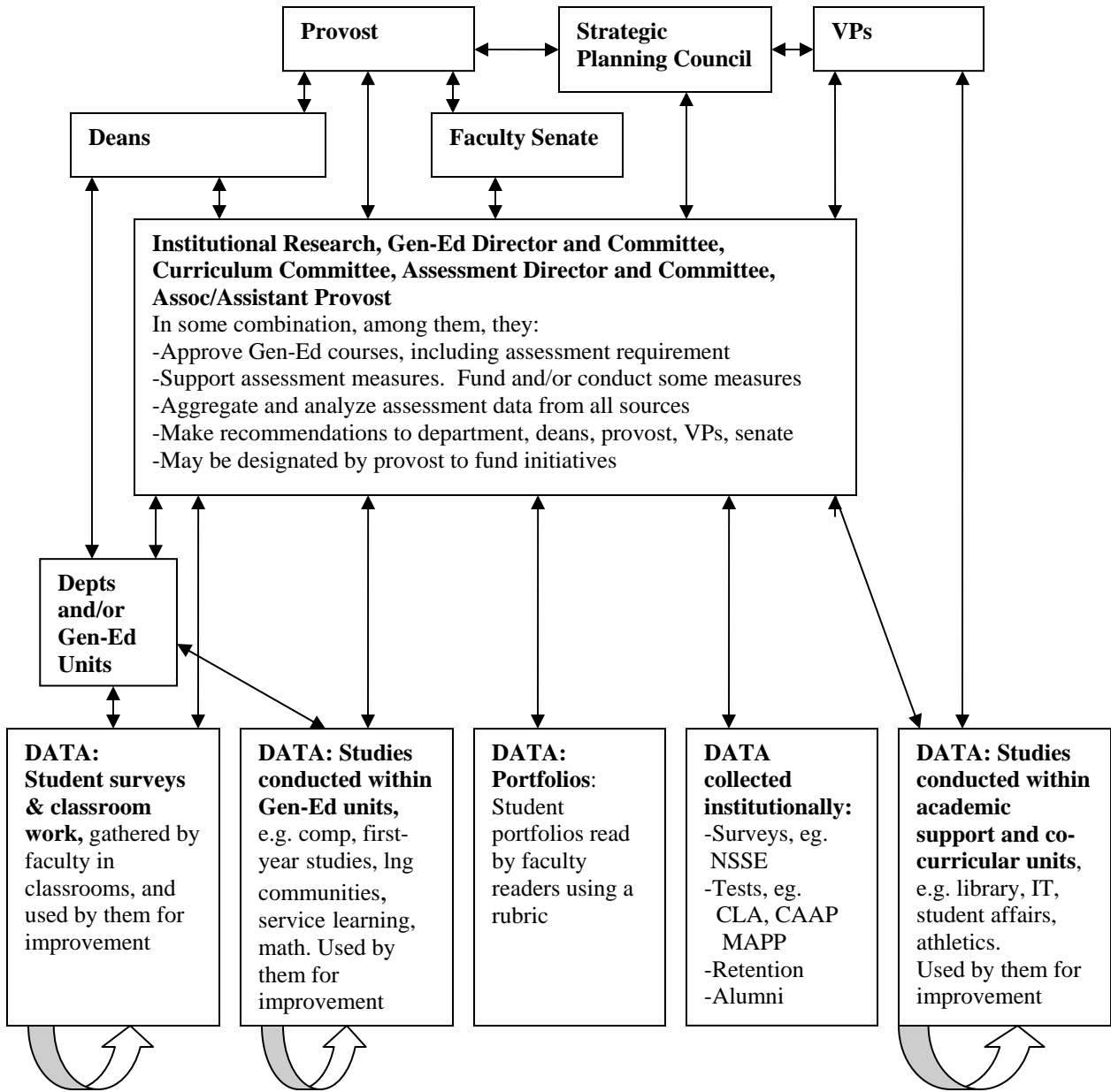
**Questions:** What are the problems with this system?

Where in this system could rubrics be helpful?

How could rubrics help departments and general-education units evaluate student work? What alternatives could serve the same purpose?

How are the proposed portfolios a good idea for this institution? What role would rubrics play? How developed?

## Providing for Aggregation, Analysis, and Use of Data



### Questions

Could this system be effective without rubrics?  
 What roles could rubrics play?

# Organizing Assessment Data for Discussion

for Economics Departmental Discussion.

## Measures

- Direct: **Analysis of the senior capstone research** projects (written papers plus oral presentations). Three faculty examined a sample of written papers and attended oral presentations for a sample of senior students. These faculty produced written analyses of the student work, using the learning goals as criteria. These analyses were submitted to the assistant chair.
- **Focus groups of current students**, who met for an hour with the assistant chair
- **Alumni Survey**, conducted by the department under the leadership of the assistant chair, asking alumni to
  - Rate how important each of the learning goals were to them in their careers. 5 = essential; 4 = very important; 3 = important; 2 = slightly important; 1 = not important
  - Rank how well they had achieved this goal during their major. 7<sup>th</sup> = highest; 1<sup>st</sup> = lowest.

## Goals, Assessment Methods, and Findings

**Goal:** Critical thinking (analytical) and communication skills, to enable undergraduate students to think and communicate like economists (in other words, to become skilled in the logic and rhetoric of economics)

Sub-Goals/ Objectives	Alumni Survey: Importance (5 = Essential; 1 = not important)	Alumni Survey: Achieve- ment (7 <sup>th</sup> = highest)	Analysis of Capstone Student Projects	Focus Groups Current Students
<b>A. Mathematical Methods:</b> The use of mathematical methods to represent economic concepts and to analyze economic issues	4.33 Very important	2 <sup>nd</sup> of 7 objectives. Low	None included math.	Amount of math varies among classes. Maybe calculus should be required.
<b>B. Theoretical Models:</b> To represent economic relationships in terms of theoretical models	4.33 Very important	3rd of 7 objectives. Low	Models used in papers and presentations with reasonable success.	Achievement is enhanced by having TA sessions. Theory course is good foundation if taken before other courses.

<b>Sub-Goals/ Objectives</b>	<b>Alumni Survey: Importance (5 = Essential; 1 = not important)</b>	<b>Alumni Survey: Achieve- ment (7<sup>th</sup> = highest)</b>	<b>Analysis of Capstone Student Projects</b>	<b>Focus Groups Current Students</b>
<b>C. Gather Data:</b> To gather economic data pertinent to economic theories in order to analyze economic questions	4.17 Very important.	5 <sup>th</sup> of 7 objectives. High	Students showed an ability to collect data but over-relied on the web	Library research used in a few classes only.
<b>D. Statistics:</b> To use statistical methods to analyze economic questions	3.83 Very important	6 <sup>th</sup> of 7 objectives. High	Little evidence of statistical methods	Limited exposure. Complaint about book used.
<b>E. Software.</b> To use statistical computer software to analyze economic issues	3.33 Important	7 <sup>th</sup> of 7 objectives. Highest	Little evidence of use	Concern that software used in career will be different
<b>F. Writing.</b> To express economic ideas succinctly and professionally in writing	4.17. Very important	4 <sup>th</sup> of 7 objectives. Medium	Writing skills of students generally acceptable, but not “very good” or “excellent”	Writing required more than speaking. In particular, research papers required in 588 and 575
<b>G. Oral.</b> To express economic ideas succinctly and professionally orally	4.5. Very important/ essential	1 <sup>st</sup> of 7 objectives. Lowest.	Presentations revealed a lack of training in how to present, as well as nervousness.	Most courses do not involve oral communication, although it would be useful after graduation in the workforce. One idea was a sequence of courses in communication as part of the Arts and Sciences college requirements. More discussion and presentations were advised.

## The Basic, No-Frills General-Education Assessment System

1. A set of gen-ed goals
2. Some way of examining student classroom work
  - a. Gather a sample of student work
    - i. Student work from a random sample of gen-ed courses at one point in time
    - ii. Student work from key gen-ed courses, e.g. composition, learning communities
    - iii. Portfolios: samples of students' work over time
  - b. Construct meaningful faculty groups to read and evaluate this work
    - i. Departments that offer gen-ed
    - ii. Groups within gen-ed, e.g. all writing-intensive courses or all courses that emphasize diversity goal
    - iii. Readers unconnected with the program produce a report for consideration by above groups
  - c. Construct criteria against which to evaluate the work
    - i. Single rubrics used for multiple courses/assignments
    - ii. Multiple rubrics, compiled by departments or individual instructors, for common goals
3. Some way of gathering students' evaluation of their learning and the factors that affect their learning
  - a. Survey administered in gen-ed classes
  - b. National survey administered to all (or a sample of) students, e.g. NSSE
4. A meaningful forum in which to discuss findings and identify actions
  - a. Departments offering gen-ed courses
  - b. Gen-ed groups, e.g. learning communities, or writing-intensive courses
  - c. Gen-Ed Committee or other relevant faculty committees
  - d. Other?
5. A meaningful way of integrating information about student learning into decision-making and budgeting at all levels
6. A way of documenting and reporting assessment activities to various audiences

# Reporting Assessment

## Majors in Biology

(Note: similar matrices would be produced for general-education and graduate programs in the department)

### Learning Goals for Majors

1. Describe and apply basic biological information and concepts
2. Conduct original biological research and report results orally and in writing to scientific audiences
3. Apply ethical principles of the discipline in regard to human and animal subjects, environmental protection, use of sources, and collaboration with colleagues

Website and/or other avenues by which these are readily available to students, prospective students, and faculty \_\_\_\_\_

<i>Measures</i>	<i>Goal 1</i>	<i>Goal 2</i>	<i>Goal 3</i>	<i>Use of the information</i>
Standardized test given to all seniors AND Final exams of three basic biology courses required of all majors	X			Data are reported to the department annually by the standardized exam committee and the instructors of the three basic courses. The department supports and encourages the instructors, takes any appropriate department-level actions, and reports meeting outcomes to dean or other body which has resources to address problems, and to those composing reports for accreditation or other external audiences.  All data are reviewed as part of program review every seven years.
In senior capstone course, students complete an original scientific experiment, write it up in scientific report format, and also make an oral report to the class. The instructor(s) use a rubric to evaluate student work.	X	X	X	Annually, the senior capstone instructor(s) share students' scores with the department. The department takes action as above.
Alumni survey asks		X	X	Data reviewed annually by department for

<i>Measures</i>	<i>Goal 1</i>	<i>Goal 2</i>	<i>Goal 3</i>	<i>Use of the information</i>
how well alums thought they learned to conduct and communicate scientific research				action, as above
Sample of regional employers gathered two years ago to reflect how well our majors are doing and give advice to dept.	X	X	X	Data reviewed annually by department for action, as above

**Examples of Changes Based on Assessment**

- Two years ago, our advisory council of regional employers recommended that our majors had a good level of biological knowledge but needed stronger skills in actually conducting biological research. Data from the alumni survey also mentioned this problem. We instituted the required capstone course, which requires students to conduct original scientific research, and we asked the instructor(s) annually to report to the department on student research and communication skills demonstrated by their capstone projects. In three years, when several cohorts of majors have passed through the capstone, we will again survey alumni and employers to see whether student skills have increased, and we will review data from all years of the capstone projects.
- The capstone instructor(s) last year reported low graphing skills in seniors; we arranged with the mathematics department for greater emphasis on graphing and better assessment of graphing, in the required math course. The capstone instructor(s) will report next year whether graphing skills are stronger. Prof. Brody is currently developing a rubric to assess graphing skills more systematically in the capstone.

**Recommendations for Improving Assessment Processes**

- Standardized national test is costly and time-consuming to administer, has low student motivation in its current format, and results are difficult to map to our curriculum. Committee should review usefulness of the national test.

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**Alternate Ending for Program Review, Budget Requests, Strategic Planning**

- Most recent findings
- Action plan

## Resources

### The Short List

- Banta, T. W., Jones, E. A., and Black, K. E. *Designing Effective Assessment: Principles and Profiles of Good Practice*. San Francisco: Jossey-Bass, 2009. Case studies combined with principles extracted from those studies, by preeminent experts in the field.
- Kuh, G. D., Kinzie, J., Buckley, J. A., Bridges, B. K., and Hayek, J. C. *Piecing Together the Student Success Puzzle: Research, Propositions, and Recommendations*. ASHE Higher Education Report: Volume 32, no. 5. San Francisco: Jossey-Bass, 2007. Sensible, useable, and well-informed summary of research on what really matters to student success.
- National Survey of Student Engagement (NSSE). *Using NSSE to Assess and Improve Undergraduate Education: Lessons from the Field 2009*. Bloomington, IN: National Survey of Student Engagement, 2009. How to use survey results (and by implication, other assessment data) for improvement of student learning.
- Suskie, L. *Assessing Student Learning: A Common Sense Guide*. (2nd ed.) San Francisco: Jossey-Bass, 2009. Twice as long as Walvoord's *Assessment Clear and Simple*. A sensible and comprehensive guide by an experienced leader in the field.
- Walvoord, B. E. and Anderson, V. J. *Effective Grading: A Tool for Learning and Assessment in College*. (2<sup>nd</sup> ed.) San Francisco: Jossey-Bass, 2010. A guide for the classroom instructor to grading and its contexts, including making assignments, communicating with students, and guiding the learning process. Final sections discuss how to use student classroom work for assessment in one's own classroom, in grant-funded projects, in departments, general education, and the institution.
- Stevens, D.D. and Levi, A.J. *Introduction to Rubrics*. Sterling, VA: Stylus, 2005.
- Walvoord, B.E. *Assessment Clear and Simple*. (2nd ed.) San Francisco: Jossey-Bass, 2010.
- Web pages and publications of your regional and professional accreditors, Association of American Colleges and Universities ([www.aacu.org](http://www.aacu.org)), Teagle Foundation ([www.teagle.org](http://www.teagle.org)), & Wabash Center for the Study of the Liberal Arts ([www.liberalarts.wabash.edu](http://www.liberalarts.wabash.edu)).

### Assessment in Departments

- Palomba, C. A., and Banta, T.W., eds. *Assessing Student Competence in Accredited Disciplines: Pioneering Approaches to Assessment in Higher Education*. Sterling, VA: Stylus Publishing, LLC, 2001. At 350 pages, it gives more extensive details on many of the subjects covered in this volume, and it is organized as a manual of advice to practitioners. The single most useful reference as an accompaniment to Walvoord's short guide.

### General Education Assessment

- Banta, T.W. (ed.). *Assessing Student Achievement in General Education: Assessment Update Collection*. San Francisco: Jossey-Bass, 2007. Banta's opening essay is very

helpful as an overview of gen-ed assessment and a sensible evaluation of possible approaches. The rest of the volume contains essays from the newsletter *Assessment Update*.

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