

Assessment Rubrics

Creating Effective Rubrics for Student Outcomes

Consistently assessing and sharing student progress on course outcomes ensures our curriculum is guided by what is actually happening in the classroom.

	Proficient 3	Adequate 2	Developing 1	None
Integration/synthesis of concepts and principles	Responds to instructor discussion question with substantive supporting comments. Uses supporting evidence or examples and communicated clearly.	Responds to instructor discussion question with some supporting comments. Uses supporting evidence or examples and communicated clearly.	Responds to instructor discussion question with minimal supporting evidence or examples.	Does not directly respond to instructor discussion question. Ideas are offered with some minimal evidence or examples.
Application of concepts with professional and personal examples	Arguments reflect understanding of course concepts and are well supported from evidence, literature or personal experience.	Arguments reflect understanding of course concepts and are somewhat supported from evidence, literature or personal experience.	Arguments are minimal with some supporting evidence, literature or personal experience.	Arguments are minimal with little supporting evidence, literature or personal experience.

Analytic Rubric

Each criterion is evaluated separately

Holistic Rubric

Each criterion evaluated simultaneously

Criteria	Points and comments
Integration/synthesis of concepts and principles with professional and personal examples	4/5 Findings reflect thorough preparation of the readings and discussion topic. Responds to instructor discussion question with substantive supporting comments. Ideas are offered with supporting evidence or examples and communicated clearly. Use of supporting evidence of others and utilizes academic language. Freely uses good grammar, punctuation and correct spelling.
Response to peers (include of collaboration/engagement)	2/5 Responds to minimum required posts with substantive comments. Responds to others and insights. Thoughts are offered in supporting evidence and communicated clearly. Use of examples is respectful of others. Responds with preparation and understanding of the topic. Freely uses good grammar, punctuation and correct spelling.

COMPONENTS



CRITERIA- Outcomes/Student learning being assessed



STANDARDS- Rating scale to be used such as Excellent Good Developing or A, B, C, D



DESCRIPTORS- The qualities/details of achievement of standards

<https://www.uow.edu.au/curriculum-transformation/aqc/components/index.html>
<https://www.aacu.org/value-rubrics>