Quick Guide to Developing and Applying a Rubric for Assessment
(from OSU 2015 Campus-Wide Conference on Assessment)
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A) DEVELOPMENT

1) Faculty establish expected learning outcomes, and define rubric categories aligned to the ELOs. Other stakeholders may provide input.

2) Define standards for student achievement for each ELO (i.e., what performance is “high”, “intermediate”, “low”).

3) Decide on data to be collected (e.g., direct measures (pre- and post-tests; embedded questions; direct essay prompts; portfolio; capstone project) or indirect measures (surveys))

4) Set criteria for “success” (e.g., minimum % of students performing at level of “intermediate” or above).

5) Conduct norming, if necessary (e.g., if rubric will be applied by multiple instructors).

B) IMPLEMENTATION

1) Collect data

2) Evaluate data, using performance criteria from the rubric for each ELO

3) Report student performance data in rubric matrix (e.g., % of students meeting ELO 1 at “high” level, at “intermediate” level, and at “low” level”; % of students meeting ELO 2 at each level, etc.)

4) Use student performance data to identify areas for course/program improvement

5) Design and implement improvements

C) ADDITIONAL RESOURCES (continued on back)

1) University Center for the Advancement of Teaching (UCAT) – ucat.osu.edu

2) ASC Curriculum and Assessment Office, Operations Manual --

3) OSU 2015 Campus-Wide Conference on Assessment -- http://ucat.osu.edu/assessment-conference
4) Sources for rubrics examined in this session:

AAC&U VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics: http://www.aacu.org/value-rubrics

PULSE (Partnership for Undergraduate Life Sciences Education) Rubrics: http://www.pulsecommunity.org/page/v-c-certification

Rutgers University Rubrics for Core Learning Goals: http://sasoue.rutgers.edu/core/rubrics-for-core-goals

University of Maryland General Education Assessment Rubrics: http://www.gened.umd.edu/for-faculty/faculty-gened-assessment.php