value

ACADEMY OF PROFESSIONAL DEVELOPMENT

# Tips and Tricks for Using AAC&U's VALUE Rubrics:

## *An Introduction to "Hacking" the Rubrics to Meet Your Needs*

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# Agenda

1. What's a rubric?
2. What's AAC&U's VALUE initiative?
3. Rubrics and alignment
4. Hacking the VALUE rubrics



# PART 1

## What's a rubric?

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ACTIVITY

How would you characterize your knowledge of and skills/abilities related to…

| Assessing student learning? |
| --- |
| Exceedingly Expert |
| Skilled Practitioner |
| Burgeoning Practitioner |
| Enthusiastic Novice |
| Completely Clueless |

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ACTIVITY

How would you characterize your knowledge of and skills/abilities related to…

| Assessing student learning using rubrics? |
| --- |
| Exceedingly Expert |
| Skilled Practitioner |
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| Enthusiastic Novice |
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ACTIVITY

How would you characterize your knowledge of and skills/abilities related to…

| Assessing student learning using AAC&U's VALUE rubrics? |
| --- |
| Exceedingly Expert |
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**Rubrics** articulate expectations of learning that guide our judgments of student work, what we do in the classroom, and how our students learn and grow.

## Analytic Rubric

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**CRITICAL THINKING VALUE RUBRIC**
*For more information, please contact value@aacu.org*

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*Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.*

| | Capstone 4 | Milestones 3 | Milestones 2 | Benchmark 1 |
|---|---|---|---|---|
| **Explanation of Issues** | Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. | Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Issue/problem to be considered critically is stated without clarification or description. |
| **Evidence** *Selecting and using information to investigate a point of view or conclusion* | Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly. | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question. |
| **Influence of Context and Assumptions** | Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |
| **Student's Position** (perspective, thesis/hypothesis) | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious. |
| **Conclusions and Related Outcomes** (implications and consequences) | Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. |

## Holistic Rubric

Breakfast in Bed Holistic Rubric

| Score | Description |
|---|---|
| 4 | All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal. |
| 3 | Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal. |
| 2 | Some food is cooked poorly, some aspects of presentation are sloppy or unclean, or the recipient is uncomfortable at times. |
| 1 | Most of the food is cooked poorly, the presentation is sloppy or unclean, and the recipient is uncomfortable most of the time. |

## Single-Point Rubric

| Concerns *Areas that Need Work* | Criteria *Standards for This Performance* | Advanced *Evidence of Exceeding Standards* |
|---|---|---|
| | **Criteria #1:** Description reflecting achievement of mastery level of performance | |
| | **Criteria #2:** Description reflecting achievement of mastery level of performance | |
| | **Criteria #3:** Description reflecting achievement of mastery level of performance | |
| | **Criteria #4:** Description reflecting achievement of mastery level of performance | |
| 0-80points | 80-95 points | 95-100 points |

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# HOLISTIC

## Breakfast in Bed: Holistic Rubric

| Score | Description |
|---|---|
| 4 | All food is perfectly cooked, presentation surpasses expectations, and recipient is kept exceptionally comfortable throughout the meal. |
| 3 | Food is cooked correctly, the meal is presented in a clean and well-organized manner, and the recipient is kept comfortable throughout the meal. |
| 2 | Some food is cooked poorly, some aspects of presentation are sloppy or unclean, or the recipient is uncomfortable at times. |
| 1 | Most of the food is cooked poorly, the presentation is sloppy or unclean, and the recipient is uncomfortable most of the time. |

http://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/

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# ANALYTIC

## Breakfast in Bed: Analytic Rubric

| | Beginning 1 | Developing 2 | Accomplished 3 | Exemplary 4 | Score |
|---|---|---|---|---|---|
| **Food** | Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked. | Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked. | All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference. | All food is perfectly cooked and seasoned to the eater's preference. Additional condiments are offered. | |
| **Presentation** | More than one item (tray, napkin, or silverware) are dirty or missing. | Tray, napkin or silverware may be dirty or missing. | Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present. | Food is served on a clean tray, with napkin and silverware. Several decorative touches are added. | |
| **Comfort** | Wake-up is abrupt, little to no help with seating, and the recipient is rushed and crowded during the meal. | Wake-up is somewhat abrupt, recipient may struggle with seat adjustment, or there may be some rushing or crowding during eating. | Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat. | Recipient is woken gently and lovingly, assisted until seating is just right, and given abundant time and space to eat. | |

http://www.cultofpedagogy.com/holistic-analytic-single-point-rubrics/

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# SINGLE-POINT

## Breakfast in Bed: Single-Point Ru

| Concerns<br>*Areas that Need Work* | Criteria<br>*Standards for This Performance* |
|---|---|
| | **Food:**<br>All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference. |
| | **Presentation:**<br>Food is served on a clean tray, with napkin and silverware. Some decorative additions may be present. |
| | **Comfort:**<br>Recipient is woken gently, assisted in seat adjustment, and given reasonable time and space to eat. |

## Breakfast in Bed: Analytic Rubric

| | Beginning<br>1 | Developing<br>2 | Accomplished<br>3 | Exemplary<br>4 | Score |
|---|---|---|---|---|---|
| **Food** | Most food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked. | Some food is colder or warmer than it should be, is under- or over-seasoned, or is under- or overcooked. | All food is at the correct temperature, adequately seasoned, and cooked to the eater's preference. | ll food is perfectly ooked and seasoned o the eater's reference. dditional ondiments are ffered. | |
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# PART 2

## What is the VALUE approach to assessment?

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# VALID ASSESSMENT OF LEARNING IN UNDERGRADUATE EDUCATION

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# Where and Why Did VALUE Begin?



## 1

AAC&U led teams of faculty to examine existing rubrics and review research on the Essential Learning Outcomes.



## 3

The rubrics were initially tested at about 150 institutions.



## 2

Based on their research, the teams established 5 to 6 dimensions for each learning outcome.



## 4

Feedback was incorporated through iterative refining and retesting of the rubrics.

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https://www.aacu.org/value/rubrics

# VALUE Rubric Download Statistics as of June 2025

**832,055** ↑
Individual VALUE rubric downloads

**2,955** ↑
Colleges and universities represented in downloads

**159** ↑
Countries represented in downloads

## Where in the world is AAC&U's VALUE?

Pan out on the map to see how widespread VALUE rubrics are across not just the United States, but the world. People from all of the countries displayed in this map have downloaded VALUE rubrics.

VIEW AS LIST



# Several Key Assumptions and Principles of VALUE



Student work completed as part of their curricula and/or co-curricula requirements is most likely to represent their best and most motivated work.



Good assessment practices go beyond using a single measure as a proxy for student learning.



Good assessment practices require multiple assessments over time.



The focus of the VALUE assessment approach should be on what students *can do*, not what students cannot do.



The expert judgement of faculty and other educators should be relied upon in the evaluation of student artifacts.

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RUBRICS

Learning Outcome

# CRITICAL THINKING VALUE RUBRIC

*For more information, please contact value@aacu.org*

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The VALUE rubrics were developed by teams of faculty experts representing colleges and universities across the United States through a process that examined many existing campus rubrics and related documents for each learning outcome and incorporated additional feedback from faculty. The rubrics articulate fundamental criteria for each learning outcome, with performance descriptors demonstrating progressively more sophisticated levels of attainment. Th or institutional-level use in evaluating and discussing student learning, not for grading. The core expectations articulated in all 16 of the VALUE rubrics ca ed into the language of individual campuses, disciplines, and even courses. The utility of the VALUE rubrics is to position learning at all undergra sic framework of expectations such that evidence of learning can by shared nationally through a common dialog and understanding of student success.

Definition

## Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

## Framing Language

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Further, research suggests that successful critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

This rubric is designed for use with many different types of assignments and the suggestions here are not an exhaustive list of possibilities demonstrated in assignments that require students to complete analyses of text, data, or issues. Assignments that cut across presentation lly useful in some fields. If insight into the process components of critical thinking (e.g., how information sources were evaluated regardless of whether e product) is important, assignments focused on student reflection might be especially illuminating.

Framing Language

## Glossary

*The definitions that follow were developed to clarify terms and concepts used in this rubric only.*

- **Ambiguity:** Information that may be interpreted in more than one way.
- **Assumptions:** Ideas, conditions, or beliefs (often implicit or unstated) that are "taken for granted or accepted as true without proof" (Dictionary.com, 2009, para. 1; www.dictionary.reference.com/browse/assumptions).
- **Context:** The historical, ethical. political, cultural, environmental, or circumstantial settings or conditions that influence and complicate the consideration of any issues, ideas, artifacts, and events.
- **Literal meaning:** Interpretation of information exactly as stated. For example, "she was green with envy" would be interpreted to mean that her skin was green.
- **Metaphor:** Information that is (intended to be) interpreted in a non-literal way. For example, "she was green with envy" is intended to convey an intensity of emotion, not a skin color.

Glossary

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# CRITICAL THINKING VALUE RUBRIC

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**Definition**

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Performance Levels

Levels (4, 3, 2, 1, 0)

| | Capstone | Milestones | | Benchmark |
|---|---|---|---|---|
| | 4 | 3 | 2 | 1 |
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Performance Descriptors

Dimensions

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**You may be thinking "I could have learned a lot of this stuff about rubrics from Google." So, let's dish the dirt…**

*What's the biggest issue with rubrics generally, or the VALUE rubrics specifically?*



“Many rubric problems are not (just) methodological, but **pedagogical**…”

(McConnell & Doolittle, 2017)

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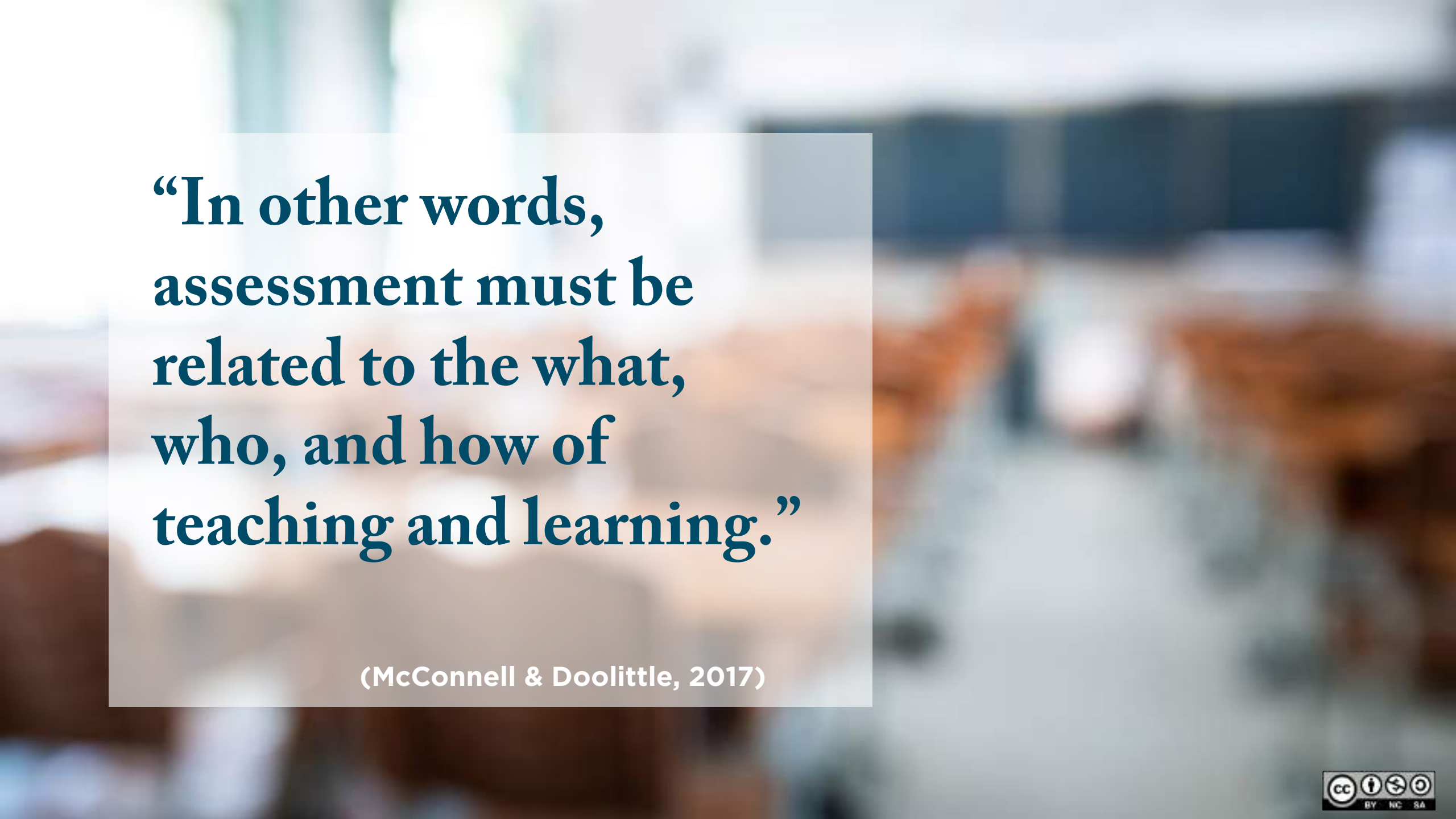
# Before data, there is design.

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"For classroom assessment to generate **meaningful information**, all aspects of the classroom experience must align pedagogically: course outcomes, course content, the learners themselves, the instructional and performance contexts, and the pedagogical strategies used."

(McConnell & Doolittle, 2017)

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“In other words, assessment must be related to the what, who, and how of teaching and learning.”
(McConnell & Doolittle, 2017)

# All about alignment



# Rubric ≠ Accountability Tool

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# Rubric = Pedagogical Innovation With Assessment Potential

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# For VALUE, a careful balancing act…

## METHODOLOGICAL

- Strict parameters to be included as a scorer
- More stringent assignment design rules

## PEDAGOGICAL / PHILISOPHICAL

- Faculty autonomy/ academic freedom
- Curricular alignment
- Developmental opportunities



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# Anticipation guide

Read the statement below and decide if you agree or disagree. Why?

**The VALUE Rubrics should be used in their original forms, without revisions or edits. They meet most institutional contexts as written.**

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# SECTION 4

## To “hack” or not to hack the VALUE Rubrics?

# The case for using the VALUE rubrics *as is*

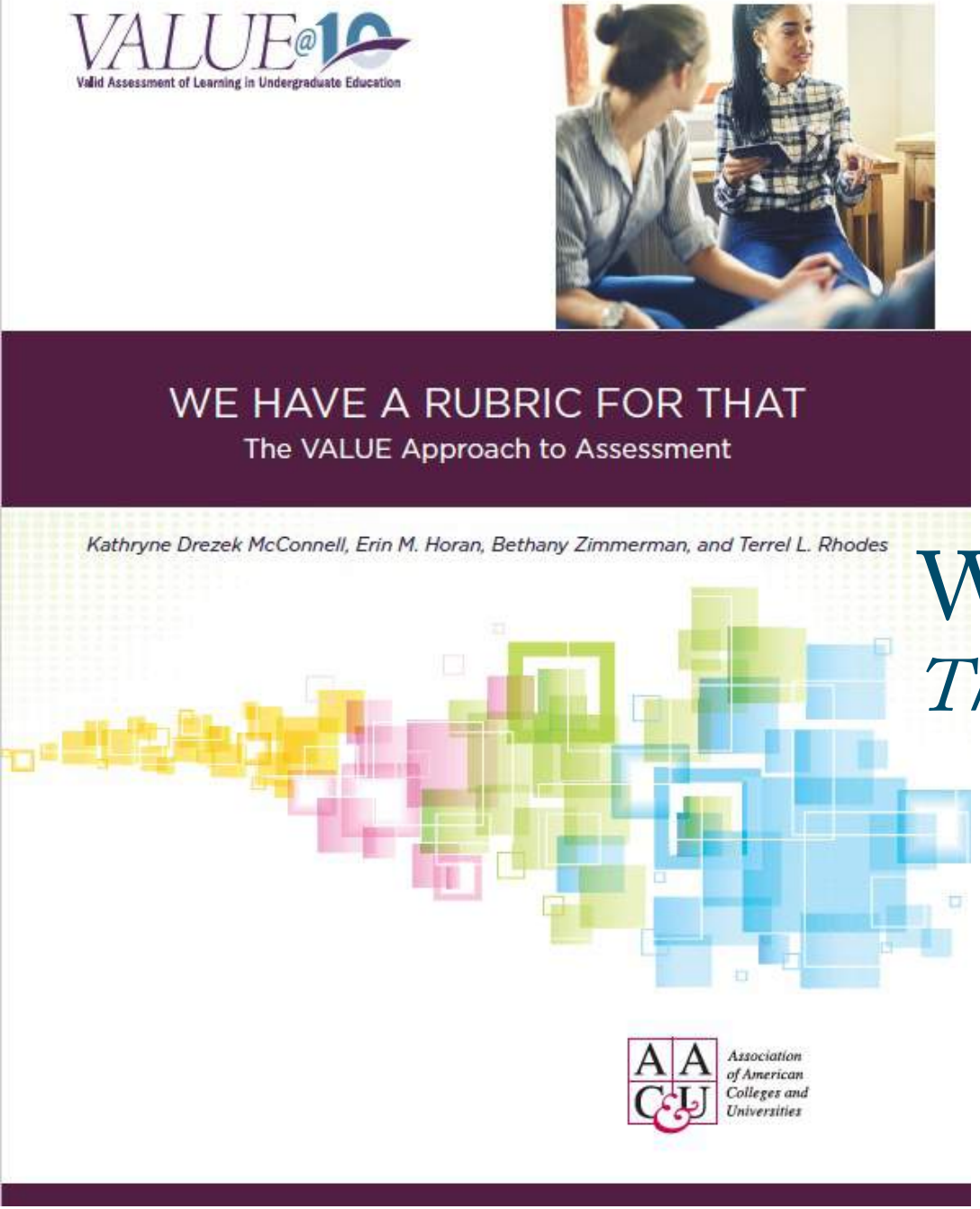
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# Validity and Reliability

Establishing the validity and reliability of the VALUE rubrics has been a key priority.



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# We Have a rubric for That:

## *The VALUE Approach to Assessment*

https://www.aacu.org/publications-research/publications/we-have-rubric-value-approach-assessment

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# Now, the case for *hacking* the VALUE rubrics…



# What, When, and How to Hack:

- Change language, collapse performance levels, reduce dimensions
- Translate for discipline-specific work
- Translate for your students
- Reformat to create a complementary grading rubric (e.g., holistic, single point)
- “Slice and Dice” to make a new rubric for an institutionally-relevant outcome

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# What, When, and How to Hack:

*Modifications should be based on context and will change as the context changes.*

- WHY are we using this rubric?
- WHEN will it be used?
- WHERE will the rubric be incorporated? (e.g., at the classroom level for grading, at the program or institutional level for larger assessment efforts)

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# Slice & Dice

# CRITICAL THINKING VALUE RUBRIC

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# Slice and Dice Example (+ editing text)

## RUBRIC: THEORY-TO-PRACTICE EXAMPLES – APPLICATION TO TEACHING

**Theory-to-Practice ePortfolio Assignment**
(adapted from several VALUE rubrics)

### Definitions of Standards

**Critical thinking** is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion. (8 points total)
**Integrative learning** is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus. (12 points total)
**Inquiry** is a systematic process of exploring issues, objects or works through the collection and analysis of evidence that results in informed conclusions or judgments. **Analysis** is the process of breaking complex topics or issues into parts to gain a better understanding of them. (4 points total)
**Written communication** is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum. (8 points total)

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Standard: **INTEGRATIVE LEARNING**

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| | Capstone<br>4 | Milestones<br>3 | <br>2 | Benchmark<br>1 |
|---|---|---|---|---|
| **Transfer**<br>*Adapts and applies skills and theories gained in one situation to new situations*<br>(INTEGRATIVE LEARNING)<br><br>30% | Adapts and applies, independently, skills or theories gained in one situation (3100 course material) to new situations to explore issues or solve problems in original ways (e.g., during 3300 practicum). | Adapts and applies skills or theories gained in one situation (3100 course material) to new situations to explore issues or solve problems (e.g., during 3300 practicum). | Uses skills or theories gained in one situation (3100 course material) in a new situation to contribute to understanding of issues or problems (e.g., during 3300 practicum). | Uses, in a basic way, skills or theories gained in one situation (3100 course material) in a new situation (e.g., during 3300 practicum). |
| **Connections to Discipline**<br>*Sees (makes) connections across theories and/or perspectives*<br>(INTEGRATIVE LEARNING)<br><br>10% | Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples and/or facts from more than one perspective within the theory or more than one studied theory. | Independently connects examples and/or facts from more than one perspective within the theory or more than one studied theory. | When prompted, connects examples and/or facts from more than one perspective within the theory or more than one studied theory. | When prompted, presents examples and/or facts from more than one perspective within the theory or more than one studied theory. |

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| | | | | |
|---|---|---|---|---|
| **Connections to Experience**<br>**Connects relevant experience and academic knowledge**<br>(INTEGRATIVE LEARNING)<br><br>25% | Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as practicum experiences) to deepen understanding and to broaden own points of view. | Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, work experience, practicum experiences), to illuminate concepts/theories/frameworks/content learned (in ELEM 3100 or other education courses) | Compares life experiences and academic knowledge from to infer differences, as well as similarities, and acknowledge perspectives other than own. | Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests. |

**Standard: WRITTEN COMMUNICATION**

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| | **Capstone**<br>4 | **Milestones**<br>3 | <br>2 | **Benchmark**<br>1 |
|---|---|---|---|---|
| **Content Development**<br>(WRITTEN COMMUNICATION)<br><br>25% | Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work when writing each teaching example. | Uses appropriate and relevant content to develop and explore ideas through most of the work when writing each teaching example. | Uses appropriate and relevant content to develop and explore ideas through some parts of the work when writing each teaching example. | Uses appropriate and relevant content to develop simple ideas in very few parts of the work when writing each teaching example. |
| **Control of Syntax and Mechanics**<br>(WRITTEN COMMUNICATION)<br><br>5% | Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free. | Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. | Uses language that generally conveys meaning to readers with clarity, although writing may include some errors. | Uses language that sometimes impedes meaning because of errors in usage. |
| **Academic Integrity**<br>(WRITTEN COMMUNICATION)<br><br>5% | Writes using one's own words. Any ideas taken from other sources are cited and quotation marks are used for direct quotes from others' work (as appropriate). Examples are written in a way that shows understanding of the course content, rather than simply rewording what was stated in class, in a book or other source, or by another student. | | | Teaching examples are written in one's own words and sources are cited; however, the examples do not show understanding of the course content. Rather, the examples appear to have only been reworded from other sources (i.e., phrases/terms in sentences are similar to those found in another source, but placed in a different order).<br>**SCORE OF ZERO:**<br>Uses language from another source without proper citation |

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|---|---|---|
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| 0-80points | 80-95 points | 95-100 points |

# CAL THINKING VALUE RUBRIC

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*any work sample or collection of work that does not meet benchmark (cell one) level performance.*

| | | Milestones | | Benchmark |
|---|---|---|---|---|
| | | 3 | 2 | 1 |
| | | Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions. | Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown. | Issue/problem to be considered critically is stated without clarification or description. |
| s)<br>tion<br>ned | | Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis.<br>Viewpoints of experts are subject to questioning. | Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis.<br>Viewpoints of experts are taken as mostly fact, with little questioning. | Information is taken from source(s) without any interpretation/evaluation.<br>Viewpoints of experts are taken as fact, without question. |
| xts | when presenting a position. | Identifies own and others' assumptions and several relevant contexts when presenting a position. | Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa). | Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position. |
| | **Student's Position** (perspective, thesis/hypothesis) | Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue.<br>Limits of position (perspective, thesis/ hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.<br>Others' points of view are acknowledged within position (perspective, thesis/hypothesis). | Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. | Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious. |
| ed | | Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order. | Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. | Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly. | Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified. |

**Reformat → Single-Point**

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(Sullivan & McConnell, 2018, p. 18)

# Consider Context When Modifying a VALUE Rubric

- Faculty intention? Answer Yes/No per dimension of the rubric.
- What's the assignment's weight on the syllabus?
- What's the "assignment difficulty level" or the overall purpose of the assignment?

## Assignment Difficulty Scale

| INTRODUCE | | PRACTICE | | REINFORCE | | MASTERY | |
|---|---|---|---|---|---|---|---|
| Assignment designed to introduce the outcome | | Assignment designed to afford student practice with the outcome | | Assignment designed to reinforce previously practices outcome | | Assignment designed for students to demonstrate level of mastery of the outcome | |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| Benchmark | | Milestones | | | | Capstone | |

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# So, can I use the VALUE rubrics for grading?

# YES…with adjustments

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Do not reproduce this slide. This rubric is owned by a specific institution.

**KEY:**
**LP**: Lesson Plan
**ABCD**: Audience, Behavior, Condition, Degree
**TI**: Teacher Input
**LO**: Lesson Objective
**IP**: Independent Practice
**GP**: Guided Practice

## Six Step Lesson Plan Rubric

***REVISIONS ARE REQUIRED FOR ANY SECTION OF LP THAT IS SCORED AT A LEVEL 1.***

| | Level 1 | Level 2 | Level 3 |
|---|---|---|---|
| ***NCSCOS***<br>1. Goal/Standards<br>2. Lesson objective | • Does not identify appropriate NCSCOS goals/strands and standards<br>• LO missing parts or has problems with parts of the ABCD format.<br>• LO does not match the NCSCOS and/or content<br>0-2 ☐ | • Identifies pertinent NCSCOS goals/strands and objectives<br>• Correct LO ABCD format<br>• LO matches content and NCSCOS<br>3-4 ☐ | • Lesson objective includes clear criteria (criteria, degree, rubrics, checklists) that can be used in the assessment process.<br>5 ☐ |
| ***Lesson Information***<br>1. Lesson Content<br>2. Materials<br>3. Visuals<br>4. Academic Vocabulary | • Undefined or limited lesson content and/or<br>• Materials not listed and/or<br>• Does not identify visuals to be used and/or<br>• Does not identify appropriate vocabulary<br>0-2 ☐ | • Solid, accurate lesson content that matches NCSCOS and LO<br>• Materials listed<br>• Identifies visuals to be used<br>• Identifies appropriate vocabulary/definitions<br>3-4 ☐ | • Thorough, accurate lesson content that matches NCSCOS and LO<br>• Materials are hands-on, engaging, and appropriate<br>• Visuals add value to the lesson and are engaging<br>• Vocabulary is comprehensive<br>5 ☐ |
| ***Assessment Strategy*** | • There is no plan for assessing student learning.<br>• Plan is not appropriate for LO<br>• Plan is vague or not associated with the content<br>0-1 ☐ | • The plan for assessing student learning is included and is appropriate for LO<br>• The criteria (rubrics/checklists/ answer keys) used to assess student learning are limited in nature.<br>2 ☐ | • The plan for assessing student learning is thorough<br>• The criteria used to assess student learning are clear and relevant.<br>• When applicable, provides thorough rubrics/checklists that are appropriate<br>3 ☐ |
| ***Differentiation*** | • Instructional modification(s) identified are vague or not evident.<br>0-3 ☐ | • Candidate identifies at least one strategy (content, process, product and/or learning environment) for meeting the different learning needs of students.<br>• Candidate attempts to appropriately modify instruction for intended students.<br>4 ☐ | • Instructional modifications are specific and comprehensive for intended students<br>5 ☐ |
| ***Step 1 :***<br>***Focus and Review*** | • Does not focus attention or link to prior academic learning or prerequisite skills<br>0-1 ☐ | • Focuses attention or links to prior academic learning and/or prerequisite skills<br>2 ☐ | • Hooks attention and links to prior academic learning and prerequisite skills<br>3 ☐ |

| | | | |
|---|---|---|---|
| ***Step 2:***<br>***Statement of Objective*** | • Learning objective is not evident.<br>• Does not tell students what they will be learning<br>0-1 ☐ | • Learning objective is evident in written form OR<br>• Tells students what they will be learning<br>2 ☐ | • Learning objective is evident in written form AND<br>• Tells students what they will be learning<br>3 ☐ |
| ***Step 3:***<br>***Teacher Input*** | • Presents limited or inaccurate content<br>• Does not integrate or support vocabulary development<br>• Passive learning during TI<br>• Does not include any questions<br>0-19 ☐ | • Presents accurate content<br>• Partially integrates and supports vocabulary development<br>• Includes 1-2 ways of effectively engaging students for highly engaging learning during TI; may include student use of examples, videos, visuals, graphics, organizers<br>• Includes some questions that require lower and higher level thinking.<br>20-31 ☐ | • Presents accurate lesson content in a clear and logical manner<br>• Comprehensively integrates and supports vocabulary development<br>• Includes at least 3 ways of effectively engaging students for highly engaging learning during TI; may include student use of examples, videos, visuals, graphics, organizers<br>• Asks questions that build on student responses to help students extend their understanding of the content.<br>32-36 ☐ |
| ***Step 4:***<br>***Guided Practice*** | • Provides ineffective modeling and practice<br>0-9 ☐ | • Provides modeling and practice with new content<br>10-13 ☐ | • Provides effective and engaging modeling and practice with new content and vocabulary<br>14-17 ☐ |
| ***Step 5:***<br>***Independent Practice*** | • Provides ineffective practice with new content independently in a different context, situation, or activity, OR not included<br>• IP does not match LO<br>• Sample materials not included<br>0-9 ☐ | • Provides practice that requires some demonstration of understanding of the content<br>• IP matches LO<br>• Sample materials are included<br>10-14 ☐ | • Provides effective and engaging practice that requires demonstration of understanding of the content and vocabulary<br>• IP matches LO<br>15-17 ☐ |
| ***Step 6: Closure*** | • Summarizes little/no lesson content<br>• Does not ask questions to check student understanding<br>• Does not wrap up lesson<br>0-1 ☐ | • Summarizes lesson content<br>• Checks for student understanding through some questions<br>• Wraps up lesson by having students describe what they learned<br>2 ☐ | • Summarizes lesson content in a clear and logical manner<br>• Checks for student understanding through some higher order questions<br>• Wraps up lesson by reinforcing major lesson points and conducting an informal assessment<br>3 ☐ |
| ***ISLES Strategies*** | • There was no incorporation of an ISLES strategy in the lesson<br>0 ☐ | • An attempt was made to incorporate at least one ISLES strategy in the lesson<br>1 ☐ | • At least one ISLES strategy was effectively incorporated into the lesson<br>2-3 ☐ |
| ***MY OVERALL SCORE*** ☐ | **90 – 100** ACCOMPLISHED<br>**80 - 89** PROFICIENT<br>**0 - 79** DEVELOPING – If your score falls in this category, you must revise. | | |

# YOUR RUBRIC IS A HOT MESS; HERE'S HOW TO FIX IT.

Jennifer Gonzalez | Assessment, Best of B or I, Featured | 51 Comments

| **Concerns** *Areas that Need Work* | **Criteria** *Standards for This Performance* | **Advanced** *Evidence of Exceeding Standards* |
|---|---|---|
| | **Criteria #1:** Description reflecting achievement of mastery level of performance | |
| | **Criteria #2:** Description reflecting achievement of mastery level of performance | |
| | **Criteria #3:** Description reflecting achievement of mastery level of performance | |
| | **Criteria #4:** Description reflecting achievement of mastery level of performance | |
| **0-80points** | **80-95 points** | **95-100 points** |

(Gonzalez, 2015)

# Let's (start to) hack a VALUE rubric

*Your institution has decided to use a VALUE rubric for assessment (you decide which one). You want to include aspects of the rubric in your feedback performance with students, but the full rubric is too complicated and out of scope for this purpose.*

**The Goal: Uncomplicate the VALUE rubric for a student audience**

1. Tailor it into a single-point rubric.
2. Decide on the context of the course and assignment
    - What course?
    - When are students completing the assignment during the semester?
    - What type of assignment is it?
    - Are there any dimensions that aren't necessary at this stage? Any that are missing?
    - What performance level is most appropriate for each dimension?



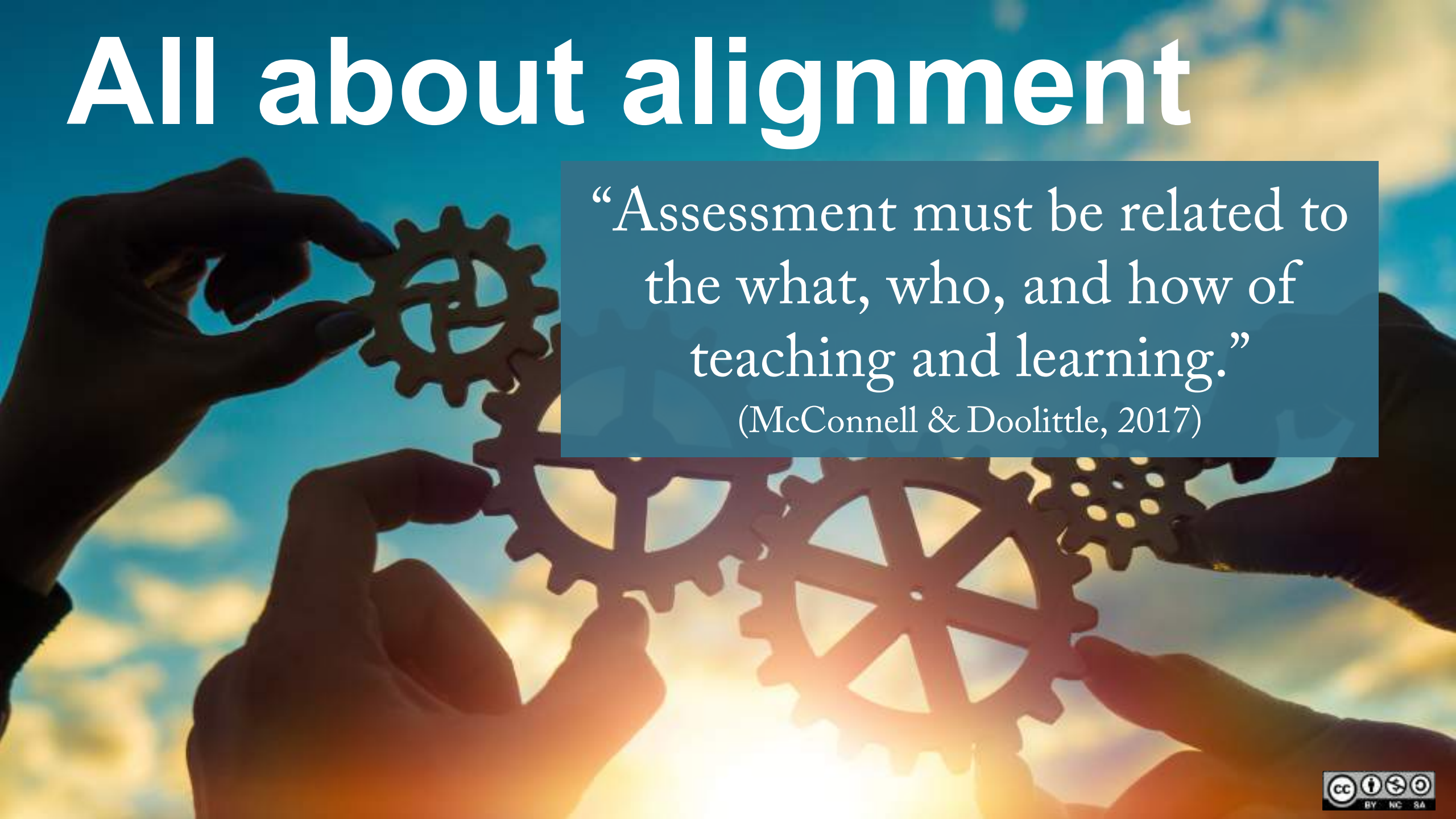
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# Instead of a singular focus on the rubric itself, shift attention to assignment design.

https://www.aacu.org/initiatives/value-initiative/assignment-design-and-diagnostic-tool

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# All about alignment



"Assessment must be related to the what, who, and how of teaching and learning."

(McConnell & Doolittle, 2017)



# ONE-MINUTE PAPER

*What's one thing you will take back to your team (or another colleague) and share?*



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# QUESTIONS?

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# Evaluation Approaches

## Grading

- **Goal:** evaluate individual students' learning/performance.
- Often incorporates criteria that are not direct measures of learning (e.g., attendance, participation, effort).
- Course-specific.
- Often focused on correctness and completion.
- Feedback is intended for the student.

## Assessment

- **Goal:** understand/improve student learning.
- Focus is on a cohort or specific group of students to determine whether learning goals are being achieved.
- Spans learning across multiple courses.
- Often focused on evidence of skills, knowledge, or behaviors.
- Feedback is intended for the assessment team, program, and institution.