**Rubric for Judging the Quality of Assessments**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Beginning** | **Developing** | **Effective** | **Exceptional** |
| **Aligned with Learning Outcomes** | Limited alignment between what was taught and assessments | Most content /skill areas are assessed, but some are not and disproportionate emphasis on areas with limited instructional emphasis. | Assessments flow naturally from course content with clear evidence that all major content & skill areas are assessed | Evidence of multiple assessments of essential areas of content & skills |
| **Questions/tasks are easily understood** | Directions are confusing or none are given | Directions are clear but perfunctory | Directions are clear and complete | Directions are especially insightful in guiding students |
| **Assesses Deep Understanding \*** | Tasks require simple remembering and assess mainly content | Cognitive levels remembering and understanding are assessed.  | Depending on course outcomes assesses content and skills for on new tasks. | Extends assessments to foster student ownership and creation of content and skills development |
| **Probes multiple competency levels** | Assessment tasks remain at a single level or at an inappropriate level. | Assesses competence at appropriate level but provides no documentation of underlying skills (lacks documentation of how Ss got results). | Depending on course outcomes assesses content and skills across multiple cognitive levels | Introduces elements of self-evaluation of work (metacognition)  |
| **Authentic assessment** | Response format has no relationship to application setting, e.g., MCQs for higher-level tasks. | Questions formats are generally appropriately to the level of the question, e.g., application, etc. | Some assessments tap content and skills in the context that students will apply them.  | Formats of assessment tasks are especially effective in requiring students to apply knowledge and skills |
| **Diagnostic potential of assessment** | Format for responding gives no indication to why Ss made errors | Student error patterns are diagnostic only through debriefing students. | Student errors patterns are identifiable for some questions. | Assessments are designed to enable instructor to identify errors in content and skill. |

\*Anderson and Krathwohl revision of Bloom’s Cognitive Taxonomy: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.