Rubric: Build an Assessment Tool

Description:

Assessments are one feedback mechanism used to measure progress in an online course. Assessment tools can include self-assessment activities, where students take a measure of their own progress and understanding, or formal, graded activities, used to demonstrate proficiency in the course content.

Alignment:

This rubric would provide guidance on the elements to include in an assessment tool as well as permit learners to self-assess or to have others assess their performance. In addition, the tool could be used by an instructor to provide feedback on the adequacy of the assessment tool.

Note: The tool designed may not meet every criterion in the rubric. For example, an assessment tool may use peer feedback, or it may not. Each tool does not need to meet every need, but through the run of a course, a variety of tools should meet all the assessment needs.

Criterion	Exemplary	Effective	Baseline
Alignment	Tool aligns with level of learning indicated (Bloom's Taxonomy); engages learners and encourages them to spend 'time on task'	Tool aligns with course *and* module learning objectives	Tool aligns with course objectives.
Rubric Descriptors	Descriptors are written in clear and concise terms that completely describe the expectations and scope of the criterion.	Descriptors are written in clear terms and describe expectations.	Descriptors are vague and difficult to understand; open to too much student interpretation
Content	Content of the rubric provides a detailed account of the assessment at each level. The specific content or learning objective can be inferred or is stated explicitly.	Content of the rubric provides an overview of the assessment. General and specific criteria about the content or learning objective can be inferred by reading the rubric.	Content of the rubric provides a partial view of the assessment. The content or learning objective can be inferred by reading the rubric.
Levels	Descriptor levels provide a scaffold of clear, logical, and evenly graduated steps toward progression.	Descriptor levels progress in even steps.	Differences between the descriptor levels are unequal or indistinct.

Feedback	1. Clarifies what good performance is 2. Facilitates reflection and self-assessment in learning 3. Delivers high-quality feedback information that helps learners self-correct 4. Encourages teacher-learner and peer dialogue 5. Encourages positive motivational beliefs and self-esteem 6. Provides opportunities to act on feedback 7. Uses feedback from learners to improve teaching[1]	Feedback avoids blame or judgment;shares ideas & alternatives; offers challenge and affirmation; feedback is given regularly and uses specific language to point out strengths, alternatives, or shortcomings.	Feedback leads to development and stimulates dialogue; feedback is given occasionally in short, non-specific comments ("good", "OK", "needs work")
Self-assessment	Provides learner with means of determining content application, analysis, and/or synthesis; provides learner with 'big picture' of current state of progress relative to the course and learning objectives; stimulates and encourages further exploration	Provides learner with means of determining content comprehension, progress, and areas for further development.	Provides learner with simple means of determining content retention (i.e. multiple choice, automatically graded by technology)
Instructions	Model or example of acceptable work provided; rubric included and used as a guide to completion (see rubric criteria above);	Use of qualifiers, descriptions, and examples to clearly identify task, i.e. "briefly describe in 3-5 sentences" instead of just "briefly describe"; style guide specified for citations and bibliography (if applicable);	Instructions for completing the assignment or using the assessment tool are provided

1   JISC. (2010). Effective assessment in a digital age.(Report). Bristol, UK: Higher Education Funding Council for England. Retrieved from http://www.jisc.ac.uk/whatwedo/programmes/elearning/assessment/digiassess.aspx.