Syracuse University

Roadmap for Creating Program-Level Rubrics

June 2024

Institutional Effectiveness
effectiveness.syr.edu
assessment@syr.edu

What is a rubric?

A rubric is a matrix that maps out learning outcomes (called rubric "dimensions") across different stages of learning (called "performance levels") by articulating what observable evidence of student work looks like at each level (called "performance descriptions").

DIMENSIONS	PERFORMANCE LEVELS		PERFORMANCE DESCRIPTIONS	
	4	3	2	1
Cultural Awareness Diversity Interconnectivity	Connects and extends knowledge from one's own personal experiences and studies to diverse issues and contexts across cultures and/or time periods	Analyzes knowledge from one's own personal experiences and studies to make relevant connections to multiple issues and contexts across cultures and/or time periods	Begins to connect knowledge from one's own personal experiences and studies to different issues and contexts across cultures and/or time periods	Begins to identify relevant knowledge from one's own personal experience and studies but is not yet connecting it to different issues and contexts across cultures and/or time periods
Civic Engagement Collaboration Activism	Demonstrates commitment to working collaboratively across and within community contexts and structures to achieve a civic aim	Demonstrates commitment to actively working within community contexts and structures to achieve a civic aim	Identifies intentional ways to participate in community contexts and structures to achieve a civic aim	Experiments with civic contexts and structures but show limited commitment to civic action

What is the difference between a program-level rubric and a course-level rubric?

Program-level rubrics should be tailored to apply to a variety of courses and assessments across the program, while course-level rubrics break down the specific components of an assignment to provide students with feedback.

Program-level rubrics and the language used for performance descriptions across all performance levels should be characterized by the same qualities as the student learning outcomes (SLOs) they are designed to assess:

- Student-centered: focus on what students will know, do, or value by the end of the academic program.
- Observable: use action verbs from Bloom's Taxonomy, Fink's Taxonomy, The Medicine Wheel, or other taxonomies.
- Output-focused: describe student behavior rather than teacher behavior.
- Specific: isolate individual skills or learning outcomes for each row of the rubric.
- Measurable: quantifiable for evidence-based, objective assessment.
- Achievable: challenging yet attainable for students with proper instruction.
- Relevant: clearly align with the Shared Competencies, Syracuse University's learning goals for undergraduate students, to facilitate consistent measurement of student learning at each level of achievement.
- Discipline-specific: articulate disciplinary values using the language of the field.
- Descriptive: describe performance levels of student learning to gauge achievement of core learning outcomes for a particular program.
- Versatile: apply to a variety of assignments and activities that might be administered in courses across the program.

What are the benefits of rubrics?

Rubrics are beneficial for students and faculty since their use adds curricular transparency to student learning.

For students, rubrics:

- Clarify the program's overall expectations,
- Provide criteria for achieving program-level learning outcomes, and
- Can be used as a guide when selecting a program.

For faculty, rubrics:

- Communicate program learning outcomes and expectations to students and the public,
- Establish shared expectations and assessment practices, especially when faculty members collaborate to
- develop them,
- Can be used to evaluate student work consistently,
- Make it more efficient to assess multifaceted examples of student work or performance, and
- Can be used to assess any criteria or behavior and determine whether programs expectations were met.

For discussions after the student work is scored, rubrics:

- Serve as documentation of the scoring process should student questions arise,
- Reduce ambiguity about how an outcome was assessed,
- Show students the level at which they performed, and
- Help target areas for student and instructional improvement

What are the different types of rubrics?

Analytic Rubrics

Analytic rubrics include succinct, explicit descriptions of each performance level for each dimension for the targeted program-level SLOs. Rows identify component skills and knowledge, and faculty and/or other professionals score student work on each row.

Advantages

- Provide detailed evaluation of specific skills and knowledge, indicating areas of strength and weakness for each of the targeted program-level SLOs.
- May be useful when many faculty and/or other professionals will be rating student work, as descriptors can support consistency.

Limitations

- Can be time-consuming to develop and refine.
- Can be time-consuming for raters to use (especially for new raters).
- May be difficult to compare overall performance on multiple program-level SLOs (depending on the rubric, weighting of criteria, approach to data analysis, etc.).

Examples of Analytic Rubrics

Example 1: Writing and Critical Thinking Skills Rubric

	Advanced	Proficient	Developing	Beginning	Absent
Program SLO #1- Students will be able to develop and express ideas in writing.					
Context of and Purpose for Writing	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Does not demonstrate attention to context, audience, purpose, or to the assigned tasks(s).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Does not use appropriate and relevant content to develop ideas in the work.
Control of Syntax and Mechanics	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 with 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.	Uses language that frequently impedes meaning because of errors in usage.
Program SLO #2 – Students will be able to explore issues, ideas, artifacts, and events before accepting or formulating opinions or conclusions.					
Student's Position	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue.	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated but is simplistic and obvious.	Specific position (perspective, thesis/hypothesis) is not stated.
Influence of Assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions.	Identifies own and others' assumptions.	Questions some assumptions. 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).	Does not show an awareness of assumptions.
Conclusion	Conclusion is logical and reflects an informed evaluation and ability to place evidence and perspectives in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion).	Conclusion is inconsistently tied to some of the information discussed.	Conclusion is not tied to the information

WSU Office of Assessment of Curricular Effectiveness

Example 2: Project Research and Design Rubric

Component	Sophisticated	Competent	Not yet Competent
Research & Design Identifies project objectives based on general description and client requirements	All important major and minor objectives are identified and appropriately prioritized.	All major objectives are identified but one or two minor ones are missing or priorities are not established.	Many major objectives are not identified.
Identifies relevant & valid information to support decision-making.	All relevant information is obtained and information sources are valid. Design recommendations are well supported by the information.	Sufficient information is obtained and most sources are valid. Design recommendations are mostly supported recommendations are not supported by by the information.	Insufficient information is obtained and/or sources lack validity. Design information collected.
Generation and analysis of alternatives.	Three or more alternatives are considered. Each alternative is thoroughly analyzed.	At least three alternatives are considered. Appropriate analyses are selected but analyses include some minor procedural errors	Only one or two alternatives are considered. Inappropriate analyses are selected and/or major procedural and conceptual errors are made.
Identifies relevant constraints (economic, environmental/ safety sustainability, etc)	All relevant constraints are identified and accurately analyzed.	Most constraints are identified; some are not adequately addressed or accurately analyzed.	Few or no constraints are identified or some constraints are identified but not accurately analyzed.
Generates valid conclusions/decisions	Recommended solution is based on stated criteria, analysis and constraints.	Solution/decision is reasonable; further analysis of some of the alternatives/constraints may have led to different recommendation.	Only one solution is considered or other solutions were ignored or incompletely analyzed. Many constraints and criteria were ignored.

Eberly Center at Carnegie Mellon University, adapted from Department of Civil Engineering, University of Pittsburgh

Holistic Rubrics

Holistic rubrics include short descriptions of each performance level for each program-level SLO, enabling faculty to make an overall judgment about the quality of work. While the short descriptions typically include information about component traits/criteria, faculty and/or other professionals provide evaluation by assigning a single overall score for each learning outcome based on the performance-level description that best fits the work.

Advantages

- Provide overall evaluation of performance on program-level SLOs, and may indicate relative strength and weakness between program-level SLOs if multiple SLOs are evaluated.
- Are fairly short and relatively easy to develop and to use.
- Can save time by minimizing the number of decisions raters must make, and may be useful when evaluating a high volume of student work or complex student work (e.g., a portfolio).

Limitations

- Do not provide information on strengths and weaknesses (or where improvement is needed) within a single program-level SLO, since different component skills or characteristics are grouped together into a single score.
- Can be difficult for raters to use consistently, as few pieces of student work will meet any one performance level description precisely.

Examples of Holistic Rubrics

Example 1: Writing and Critical Thinking Skills Rubric

PSLO	Advanced	Proficient	Developing	Beginning	Absent
Program SLO #1 – Students will be able to develop and express ideas in writing	• Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work. • Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. • Uses graceful language that skillfully communicates meaning to readers with clarity and fluency and is virtually error-free.	• Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context). • Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work. • Uses straightforward language that generally conveys meaning to readers with few errors.	• Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions). • Uses appropriate and relevant content to develop and explore ideas through most of the work. • Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	• Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience). • Uses appropriate and relevant content to develop simple ideas in some parts of the work. • Uses language that sometimes impedes meaning because of errors in usage.	• Does not demonstrate attention to context, audience, purpose, or to the assigned tasks(s). • Does not use appropriate and relevant content to develop ideas in the work. • Uses language that frequently impedes meaning because of errors in usage.
Program SLO #2 – Students will be able to explore issues, ideas, artifacts and events before accepting or formulating opinions or conclusions	• Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. • Thoroughly (systematically and methodically) analyzes own and others' assumptions. • Conclusion is logical and reflects an informed evaluation and ability to place evidence and perspectives in priority order.	• Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. • Identifies own and others' assumptions. • Conclusion is logically tied to a range of information, including opposing viewpoints.	• Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue. • Questions some assumptions. May be more aware of others' assumptions than one's own (or vice versa). • Conclusion is logically tied to information (because information is chosen to fit the desired conclusion).	• Specific position (perspective, thesis/ hypothesis) is stated but is simplistic and obvious. • Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). • Conclusion is inconsistently tied to some of the information discussed.	• Specific position (perspective, thesis/hypothesis) is not stated. • Does not show an awareness of assumptions. • Conclusion is not tied to the information discussed.

WSU Office of Assessment for Curricular Effectiveness

Example 2: Cultural Awareness Rubric

	4	3	2	1
	Artifact exhibits sophisticated and substantial cognitive, affective, and behavioral skills and characteristics that support effective and appropriate understanding and interaction in a variety of cultural contexts.	Artifact exhibits developing and consistent cognitive, affective, and behavioral skills and characteristics that support effective and appropriate understanding and interaction in a variety of cultural contexts	Artifact exhibits emerging and inconsistent cognitive, affective, and behavioral skills and characteristics that support effective and appropriate understanding and interaction in a variety of cultural contexts	Artifact exhibits minimal and surface-level cognitive, affective, and behavioral skills and characteristics that support effective and appropriate understanding and interaction in a variety of cultural contexts.
LO #1 – Awareness of History's Impact and Present	Demonstrates sophisticated understanding of the complexity of elements important to members of another culture in relation to its history, politics, economy or beliefs and practices.	Demonstrates adequate understanding of the complexity of elements important to members of another culture in relation to its history, politics, economy or beliefs and practices.	Demonstrates partial understanding of the complexity of elements important to members of another culture in relation to its history, politics, economy or beliefs and practices.	Demonstrates surface understanding of the complexity of elements important to members of another culture in relation to its history, politics, economy or beliefs and practices.
LO #2 – Ability to recognize and question assumptions related to culture	Thoroughly analyzes own and others' assumptions regarding culture and carefully evaluates the relevance of contexts when presenting a position.	Demonstrates identification of own and others' assumptions regarding culture and several relevant contexts when presenting a position.	Questions some assumptions regarding culture. May be more aware of others' assumptions than one's own (or vice versa).	Shows a minimal awareness of present assumptions regarding culture. Begins to identify some superficial contexts when presenting a position.
LO #3 – Consciousness of "Self" and "Other" (cultural self-awareness)	Articulates insights into own cultural rules and biases (e.g. aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-perception.	Recognizes multiple perspectives about own cultural rules and biases (e.g. not looking for sameness, comfortable with the complexities that multiple perspectives offer)	Identifies own cultural rules and biases (albeit with a strong preference for those rules shared with own cultural group and seeks the same in others).	Show minimal awareness of own cultural rules and biases (even those shared with own cultural groups, e.g. uncomfortable with identifying possible cultural difference with others).

University of Wisconsin-Madison

Single Point Rubrics

Single point rubrics describe one critical level of performance on the performance level (generally meets expectations), focusing evaluation relative to that performance level. Single point rubrics also include space for raters to provide qualitative comments when the student work falls at other performance levels on the rating scale. These rubrics can be more or less detailed, collecting one overall score for each targeted program-level SLO (similar to a holistic rubric) or separate scores for component skills and knowledge (similar to an analytic rubric).

Advantages

- Emphasize a critical performance level.
- Can be designed to provide overall evaluation of performance on targeted program-level SLOs or more detailed evaluation of specific component skills and knowledge.
- Offer raters more flexibility in evaluation, including space to provide qualitative comments with concrete detail about student's strengths and weaknesses on specific program-level SLOs.
- Are fairly short and relatively easy to develop and to use.
- Minimize the amount of rubric text that raters must navigate, and may be useful when evaluating a high volume of student work or complex student work (e.g., a portfolio).

Limitations

- Can be difficult for raters to score consistently, especially on scale levels where performance is not described.
- Can be time-consuming for raters to provide comments, depending on the desired level of detail.
- Compiling and interpreting qualitative comments may be difficult and time-consuming.

Examples of Single Point Rubrics

Example 1: Writing and Critical Thinking Skills Rubric

Program SLO #1 – Students will be able to develop and express ideas in writing					
Context of and Purpose for Writing	Advanced	Proficient	Developing	Beginning	Absent
	Comments where performance exceeds expectations:	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Comments where performance is below expectations:		
Content Development	Advanced	Proficient	Developing	Beginning	Absent
	Comments where performance exceeds expectations:	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Comments where performance is below expectations:		
Control of Syntax and Mechanics	Advanced	Proficient	Developing	Beginning	Absent
	Comments where performance exceeds expectations:	Uses straightforward language that generally conveys meaning to readers with few errors.	Comments where performance is below expectations:		
Program SLO #2 – Students will be able to explore issues, ideas, artifacts, and events before accepting or formulating opinions or conclusions					
Student's Position	Advanced	Proficient	Developing	Beginning	Absent
	Comments where performance exceeds expectations:	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue.	Comments where performance is below expectations:		
Influence of Assumptions	Advanced	Proficient	Developing	Beginning	Absent
	Comments where performance exceeds expectations:	Identifies own and others' assumptions.	Comments where performance is below expectations:		
Conclusion	Advanced	Proficient	Developing	Beginning	Absent
	Comments where performance exceeds expectations:	Conclusion is logically tied to a range of information, including opposing viewpoints.	Comments where performance is below expectations:		

WSU Office of Assessment for Curricular Effectiveness

Example 2: Problem-Solving Skills Rubric

Program SLO #1 – The student will be able to identify, formulate, and solve engineering problems				
Advanced	Proficient	Developing	Beginning	Absent
Comments where performance exceeds expectations:	- Demonstrates solution with integration of diverse concepts or derivation of useful relationships involving ideas covered in course concepts; however, no alternative solutions are generated - Connects theoretical concepts to practical problem-solving when prompted - Occasionally predicts and defends problem outcomes - Uses limited resources to solve problems - Must be assisted in integrating previous knowledge and new information - Is missing some of the pieces of the whole problem - Has some strategies for problem-solving, but does not apply them consistently - The answer is nearly correct, but properly labeled (within reasonable and logical range of the correct answer—it's in the "ballpark") - The solution is correct, but not checked in other ways	Comments where performance is below expectations:		

Auburn University

Developmental Rubrics

Developmental rubrics evaluate and document student progress towards achieving specific program-level SLOs over time. These rubrics describe progressive performance levels, from novice to advanced, with detailed descriptions of what student performance looks like at each stage.

Advantages

- Provides a comprehensive view of student development in relation to program-level SLOs, aiding in program evaluation.
- Provide detailed descriptions of performance at each developmental stage, clarifying expectations and guiding learners on how to advance.
- Offer targeted transparent feedback that helps learners understand their current level.
- Enable faculty to tailor the program to meet learners' needs based on their developmental stage.
- Can be used to assess both overall development and specific skills or components.

Limitations

- Can be time-consuming and complex to create detailed descriptions for each developmental stage.
- Can introduce subjectivity when evaluating performance across multiple developmental stages, potentially leading to inconsistent scoring.
- Providing detailed, stage-specific feedback requires significant time and effort from educators.
- Might overwhelm learners by the detailed criteria and the steps required to progress to higher levels.
- Requires regular monitoring and updating to reflect learners' progress accurately.

Examples of Developmental Rubrics

Example 1: Communications Design Evaluation Rubric

This assessment form is an indication of your present level of accomplishment in areas vital to your success in the Communications Design Program. A rating in any category below 5.0 indicates an area requiring special attention if you want to succeed in the program. A cumulative rating below 4.0 indicates that, for whatever reason, you probably do not possess the competencies and proficiencies to succeed in the program.

Process: Problem definition, generation of ideas through thumbnails, roughs and final comprehensives.

Type indication: Skillful representation of letterforms by hand or by computer.

Accuracy and neatness: Meticulous and consistent attention to detail, quality, and craftsmanship.

Use of materials: Use of most appropriate materials, tools, and processes for task.

Image creation: Depiction and rendering quality of pictorial subject matter by hand or by computer.

Clarity of concepts: Clear intentions and well-defined messages, free of ambiguities. Directed to proper audiences.

Originality: Is work new and unusual, or familiar and competent? Is the result surprising or predictable?

Layouts: Unity, continuity, and composition of all visual elements according to their order of importance.

Typography: Varied, appropriate and tasteful use of type.

Art direction: Effective conceptual and aesthetic use of imagery, photography, illustration, or other.

Professionalism: Enthusiasm, work ethic, response to criticism, attendance, classroom participation, presentation of work and meeting deadlines.

Skills

	1	2	3	4	5	6	7	8	9	10
Process										
Type indication										
Accuracy and neatness										
Use of materials										
Image creation										

Design

	1	2	3	4	5	6	7	8	9	10
Clarity of concepts										
Originality										
Layouts										
Typography										
Art direction										

Professionalism

	1	2	3	4	5	6	7	8	9	10
Professionalism										

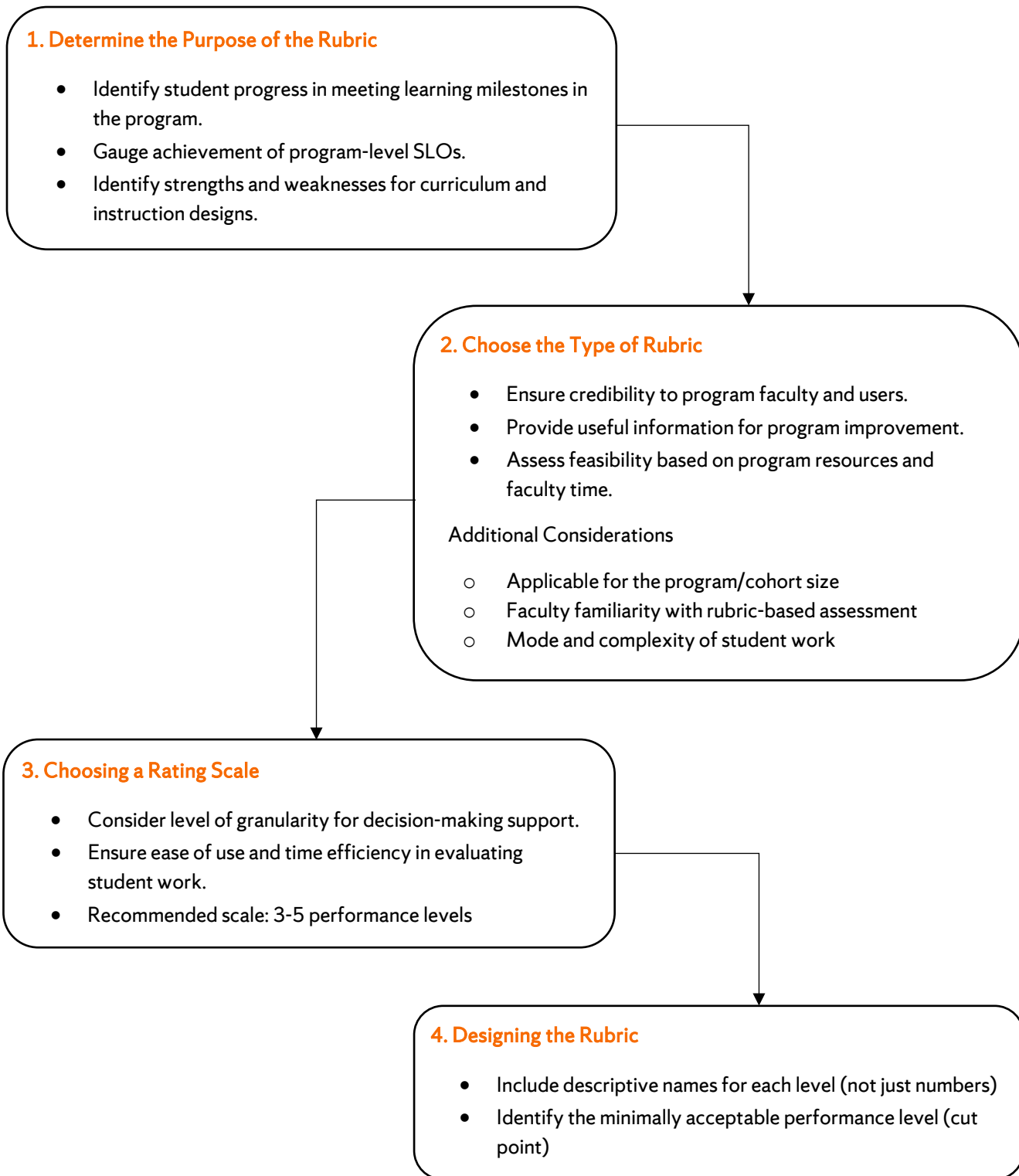Communications Design, School of Design, Syracuse University

Example 2: Conceptual Skills Rubric

Dimensions	Capstone 4 points	Milestone 3 points	Milestone 2 points	Benchmark or Novice 1 point
Acquiring Competencies	Reflect: Evaluates creative process and product using domain-appropriate criteria.	Create: Creates an entirely new object, solution or idea that is appropriate to the domain.	Adapt: Successfully adapts an appropriate exemplar to his/her own specifications.	Model: Successfully reproduces an appropriate exemplar.
Analysis	Organizes and synthesizes evidence to reveal insightful patterns, differences, or similarities related to focus.	Organizes evidence to reveal important patterns, differences, or similarities related to focus.	Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	Lists evidence, but it is not organized and/or is unrelated to focus.
Design Process	All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Critical elements of the methodology or theoretical framework are appropriately developed; however, more subtle elements are ignored or unaccounted for.	Critical elements of the methodology or theoretical framework are missing, incorrectly developed, or unfocused.	Inquiry design demonstrates a misunderstanding of the methodology or theoretical framework.
Solving Problems	Not only develops a logical, consistent plan to solve problem, but recognizes consequences of solution and can articulate reason for choosing solution.	Having selected from among alternatives, develops a logical, consistent plan to solve the problem.	Considers and rejects less acceptable approaches to solving problem.	Only a single approach is considered and is used to solve the problem.
Innovative Thinking	Extends a novel or unique idea, question, format, or product to create new knowledge or knowledge that crosses boundaries.	Creates a novel or unique idea, question, format, or product.	Experiments with creating a novel or unique idea, question, format, or product.	Reformulates a collection of available ideas.

Syracuse University Film Program, College of Visual and Performing Arts, Syracuse University

16

What are the steps to develop a rubric?

This decision tree helps programs determine the processes within each stage of developing a rubric.

1. Determine the Purpose of the Rubric

- Identify student progress in meeting learning milestones in the program.
- Gauge achievement of program-level SLOs.
- Identify strengths and weaknesses for curriculum and instruction designs.

2. Choose the Type of Rubric

- Ensure credibility to program faculty and users.
- Provide useful information for program improvement.
- Assess feasibility based on program resources and faculty time.

Additional Considerations

- Applicable for the program/cohort size
- Faculty familiarity with rubric-based assessment
- Mode and complexity of student work

3. Choosing a Rating Scale

- Consider level of granularity for decision-making support.
- Ensure ease of use and time efficiency in evaluating student work.
- Recommended scale: 3-5 performance levels

4. Designing the Rubric

- Include descriptive names for each level (not just numbers)
- Identify the minimally acceptable performance level (cut point)

What kinds of scales can I use?

Three-Level Rubric Scale Examples

3	2	1
Advanced	Intermediate	Beginner
Exceeds Expectations	Meets Expectations	Working toward Expectations
Exemplary	Accomplished	Developing
Exemplary	Competent	Developing
Exemplary	Competent	Needs Work
Exemplary	Intermediate	Novice
High	Intermediate	Beginning
High Mastery	Average Mastery	Low Mastery
Proficient	Intermediate	Beginning
Proficient	Intermediate	Novice

Four-Level Rubric Scale Examples

4	3	2	1
Accomplished	Average	Developing	Beginning
Accomplished	Good	Satisfactory	Needs Improvement
Advanced	Proficient	Basic	Beginning
Exceeding	Meeting	Developing	Beginning
Exceeds Expectations	Meets Expectations	Near Expectations	Starting toward Expectations
Excellent	Very	Good	Good
Excellent Work	Standard Work	Work in Progress	Getting Started
Exceptional	Excellent	Acceptable	Needs Improvement
Exemplary	Acceptable	Developing	Emerging

Five-Level Rubric Scale Examples

5	4	3	2	1
Excellent	Above Average	Sufficient	Minimal	Beginning
Excellent	Very Good	Good	Fair	Needs Work
Exemplary	Accomplished	Acceptable	Minimally Acceptable	Emerging
Exemplary	Very Good	Competent	Marginal	Not Proficient
Innovating	Applying	Developing	Beginning	Not Using
Master	Distinguished	Proficient	Intermediate	Novice

How effective is the rubric?

Rubric Part	Evaluation Criteria	Yes	No
Dimensions	Does each dimension explicitly align with the program-level student learning outcomes? Are the dimensions clear? Are the dimensions distinctly different from each other?		
Descriptions	Do the descriptions match the dimensions? Are the descriptions clear and different from each other? If you used points, is there a clear basis for assigning points for each dimension? If using a three- to five-level rubric, are the descriptions appropriately and equally weighted across levels?		
Scale	Do the descriptors under each level truly represent that level of performance? Are the scale labels (e.g., exemplary, competent, beginning) encouraging and informative without being negative and discouraging?		
Overall Rubric	Does the rubric clearly connect to the outcomes that it is designed to measure? Can the rubric be understood by external audiences (avoids jargon and technical language)? Is the rubric appropriate for the conditions under which the program was completed? Does the rubric address the student's performance as a developmental task? Does the rubric inform the student about the evaluation procedures when his or her work is scored? Does the rubric emphasize the appraisal of individual or group performance and indicate ways to improve?		
Fairness and Sensibility	Does it look like the rubric will be fair to all students and free of bias? Does it look like it will be useful to students as feedback? Is the rubric practical given the kind of program? Does the rubric make sense to the reader?		

Adapted for program-level use. Reprinted with permission from Stevens, D. D., & Levi, A. J. (2013). Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning (2nd ed.). Sterling, VA: Stylus Publishing.

References and Resources

Carnegie Mellon University. (n.d.). *Rubrics: Tools for making learning goals and evaluation criteria explicit for both teachers and learners*. Retrieved from https://www.cmu.edu/teaching/designteach/teach/rubrics.html

Communications Design, School of Design, Syracuse University. (2024). *Communications Design Assessment Form*

Film Program, College of Visual and Performing Arts, Syracuse University. (2024). *Conceptual Skills Rubric*

Northern Arizona University. (2019). *Metarubric for examining performance assessment rubrics*. Retrieved from https://nau.edu/wp-content/uploads/sites/105/MetarubricforExaminingPerformanceAssessmentRubrics-_2019.pdf

Placek, T. (n.d.). *Scoring rubric for program outcomes*. Auburn University. Retrieved from https://www.eng.auburn.edu/~tplacek/courses/3600/Scoring%20Rubric%20for%20Program%20Outcome.pdf

Stevens, D. D., & Levi, A. J. (2013). *Introduction to rubrics: An assessment tool to save grading time, convey effective feedback, and promote student learning* (2nd ed.). Sterling, VA: Stylus Publishing.

Syracuse University. (2019). *Rubric roadmap: A guide to creating and using rubrics*. Retrieved from https://effectiveness.syr.edu/wp-content/uploads/2019/07/FOTL-Rubric-Roadmap.pdf

University of North Carolina at Chapel Hill. (2022). *Developing and using rubrics*. Retrieved from https://assessment.unc.edu/wp-content/uploads/sites/1284/2022/07/Developing-and-Using-Rubrics.pdf

University of Wisconsin-Madison. (2017). *Assessing essential learning in ethnic studies courses*. Retrieved from https://assessment.wisc.edu/wpcontentuploads/sites/92/2017/02/Assessing_Essential_Learning_in_Ethnic_Studies_Courses.pdf

Washington State University. (2022). *Quick guide: Program rubrics*. Retrieved from https://ace.wsu.edu/documents/2022/08/quick-guide-program-rubrics.pdf