ALLAN HANCOCK COLLEGE

Rubrics and Measuring Tools

Rubrics

Learning Outcomes:

Participants will be able to identify rubric types needed for program assessment.

Participants will develop an analytic or holistic rubric for their program.

Holistic Rubric- PLOs without dimension
The holistic scale establishes one set of criteria for each PLO. This general type of rubric can easily be used when the measuring and PLO has less nuance involved.

PLOs	4- Exceeds standards	3- Meets standards	2- Below standards	1 Well below standards
PLO 1: Reading. Students will demonstrate an ability to read a variety of texts.	The student demonstrates an ability to read a variety of texts **at the highest level.**	The student **demonstrates an ability to read** a variety of texts.	The student can **only read and comprehend a limited amount** of text types.	The student **has difficulty reading a single type** of text.
PLO 2: Writing Process. Students will practice a deliberate writing process with emphasis on inquiry, audience, research, and revision.	The Student is able to **use the writing process with all of the following**: emphasis on inquiry, audience, research, and revision.	The students is able to **use the writing process with 3 of the following**: emphasis on inquiry, audience, research, and revision.	Students is able to use **the writing process with 2 of the following:** emphasis on inquiry, audience, research, and revision.	Students is able to use **the writing process with 1 or 0** of the following: emphasis on inquiry, audience, research, and revision.
PLO 3: Genre and Rhetorical Situation. Students will evaluate genres of writing and write in appropriate genres and modes for a variety of purposes and audiences	The student is able to **evaluate genres of writing and write in many genres and modes** for a variety of purposes and audiences.	The student is able to **evaluate genres of writing and write in 3 genres** and modes for a variety of purposes and audiences.	The student is able to **evaluate genres of writing and write in 2 genres** and modes for a variety of purposes and audiences.	The student is able to **evaluate genres of writing and write in 0 or 1 genres** and modes for a variety of purposes and audiences.
PLO 4: Technology. Students will demonstrate awareness and proficiency with technology used to conduct research.	The student **demonstrates expertise and professionalism** with technology used to conduct research.	The student **demonstrates awareness and proficiency** with technology used to conduct research.	The student **demonstrates awareness** of technology used to conduct research.	The student **demonstrates no knowledge** of technology used to conduct research.

Analytical- PLOs with dimensions

This rubric type examines a single Program Learning Outcome with great detail. The rubric identifies multiple criteria for a single outcome. This type of rubric is especially useful when PLO expresses multiple skills that are generalized into the single PLO. This style of rubric can be used with any scale. Below is an example.

Department: English

PLO 2: Writing Process. Students will practice a deliberate writing process with emphasis on inquiry, audience, research, and revision.

	4- Exceeds standards	3- Meets standards	2- Below standards	1.Well below standards
Inquiry	The student writing **explores the topic thoroughly, and leads the reader** innovative content with exceptional understanding of the content.	The student writing **explores the topic thoroughly**. There is a clear understanding of content.	The student writing **explores the topic, but falls short** of proper understanding of the content and it is clear that there are details left unexplored.	The **student does not explore** the topic at all.
Audience	The student **has a clear audience in mind for the topic, and utilizes writings techniques** to engage the specific audience.	The student **has a clear audience in mind** for the topic.	The student **has not clearly identified** an audience.	The student **does not address** an audience.
Research	The student **has explored innovative avenues of research** and uses nearly perfect citation.	The student **has used appropriate research** resources and citations.	The student **has not used appropriate research** throughout the assignment.	There student **did not research** the topic.
Revision	The student **addressed appropriate revisions and made additional** appropriate revisions.	The student **addressed appropriate suggested revisions.**	The student **made only a few revisions and clearly did not revise** in entirety.	The student **did not revise.**
TOTAL				
				___/16 → ___/4

Checklist- PLOs with dimensions

The checklist is used to establish scale on specific criteria within an outcome. There are several ways to do this, but below is an example of one way. When using the checklist, it may be easier to establish a meets or does not meet scale rather than the analytical tiered scale as shown in the example above.

Department: English

PLO 2: Writing Process. Students will practice a deliberate writing process with emphasis on inquiry, audience, research, and revision.

	Checklist	1.Does not meet 2.Meets standards	
Inquiry	•Content thoroughly explored	1	2
	•Topic/issue/question clearly established	1	2
	•Student understands topic/issue/question	1	2
	•Student leads reader through content clearly	1	2
Audience	•Student clearly understands audience	1	2
	•Student uses proper techniques to engage audience	1	2
Research	•Student uses proper in-text citations	1	2
	•Proper references attached	1	2
	•Student uses proper resources	1	2
	•Student has proper amount of sources/research	1	2
Revision	•Student makes suggested revisions	1	2
TOTAL		_____/22	

>11 meets

Measuring Tools

PLO	Course	Tool Description
PLO1: Reading. Students will demonstrate an ability to read a variety of texts.	214	**Reflection Portfolio**- The amount of poetry reflections a student completes over the term. By reading the various types of poems and earning satisfactory marks on the reflections.
	233	**Final essay –** in order to complete this essay, a student must have read and understood multiple sources of English Sources from Early England to contemporary American literature.
	311	**Final Exam**- The final exam is a comparison of multiple novels and how they have affected American culture.
PLO2: Writing Process. Students will practice a deliberate writing process with emphasis on inquiry, audience, research, and revision.	227	**Writing Portfolio-** Students will collect and reflect on the different pieces of writing they produced throughout the term.
	234	**Final Digital Project-** Students must submit a summary and script for whatever they produce on contemporary environmental literature.
	300	**Final Exam-** The last question of the final exam is an essay where students must answer a choice of prompts that require them to express understanding and knowledge of concepts studied in the course.