

## EXAMPLES OF RUBRIC APPROACHES THAT WORK EFFECTIVELY WITH SA PROGRAMS & SERVICES

### Rating Scale Rubric

**Definition:** Checklist with a rating scale that shows the degree of learning that has taken place.

**Example:** This rubric was developed and used by SA professionals to assess what student leaders learned at a summer retreat sponsored by student affairs.

	Excellent	Good	Adequate	Unacceptable
Distributed a written agenda to all participants that clearly stated the goals of the meeting				
Clearly outlined the time allocated for the meeting and how the time would be used				
Followed the agenda and respected time limits				
Was well organized				
Was respectful of other members				
Contributed to but did not dominate the discussion				
Sensitive to the differences among club members				
Assisted club members to reach consensus				
Followed <i>Robert's Rules of Order</i> , when needed				
Delegated follow-up tasks, as appropriate				
Accomplished the goals outlined on the agenda				

## SAMPLE RUBRICS FOR SA PROGRAMS AND SERVICES

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### Sample A: Rubric to Assess Students' Ability to Locate, Evaluate and Apply Information (Services for Students w/Disabilities)

Outcome	Emerging	Developing	Proficient	Exemplary
Locate Information	Has a vague idea where the information is located, but cannot locate it without extensive assistance and coaching. Uses a trial and error approach.	Understands where the information is located, can develop a strategy to locate it, but requires several attempts and/or assistance to locate it.	Is able to locate information and navigate the Web site with minimal assistance	Is able to navigate Web sites and locate information quickly with no assistance.
Evaluate and Apply Information	Unable to clearly state the main points <i>if</i> able to access any information at all.	Can articulate some of the main points but has difficulty identifying key concepts and applying the information, as needed.	Can articulate all of the main points and apply most of the information, but has a problem with a few key issues or details.	Can articulate all of the main points, apply the information, and understand key issues and details.

### Sample B: A Diagnostic Learning Log to Assess Acceptance of Personal, Social, and Civic Responsibilities (Services for Students w/Disabilities) w/Rubrics

**Description:** Students with disabilities will keep a daily record of their participation in activities provided by ACCESS Services in order to demonstrate their growing sense of personal, civic, and social responsibility. Each week ACCESS students will review the log in order to:

- Evaluate what they have learned
- Assess their growth
- Identify the connection between their acceptance of personal, social, and civic responsibility and the learning taking place through ACCESS Services

**Evaluation:** Each semester, ACCESS staff members will review a random sample of logs and use a rubric to assess student growth as a result of participating in ACCESS sponsored programs, events, and services.

### **Rubric to Assess Daily Log Kept by Students with Disabilities (ACCESS)**

Outcome	Emerging	Developing	Proficient	Exemplary
Assess Personal Growth	Unable to provide any examples of meaningful changes in attitudes, values or behaviors. Focuses on	Talks about changes in attitudes and values in a generic way. Provides one or two vague examples of	Provides clear and concise examples of a few changes in attitudes, values and behaviors during the term	Provides clear, concise and consistent examples of ongoing changes in attitudes, values and behaviors during

	satisfaction with each event and/or how to improve the event.	changes in attitudes or values. Provides unclear examples of behavioral changes		the term
<b>Connect personal growth and involvement to activities provided by the ACCESS program</b>	Unable to see the relationship between activities offered and the opportunity for personal growth. Talks about events in the abstract. Does not indicate how specific activities had an impact on his/her attitudes, values or behaviors.	Connects changes in attitudes, values and behaviors in a vague, generic manner to the activities in which s/he participated. Demonstrates no awareness of the cumulative impact of the activities	Connects changes in attitudes, values and behaviors to specific activities in which s/he participated. Demonstrates some awareness of the cumulative impact of the activities	Clearly and concisely connects changes in attitudes, values and behaviors to specific activities in which s/he participated. Demonstrates a sophisticated awareness of the cumulative impact of the activities

**Sample C: A Rubric to Assess Students' Ability to Formulate Strategies to Locate, Evaluate, and Apply Information (Advisement Services, New Student Services)**

<b>Outcome</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
<b>Use Degree Audit</b>	Capable of accessing Degree Audit but has difficulty understanding the information it contains	Can access the Degree Audit and understand about 50% of the information it contains	Can access Degree Audit, understand 90% of the information it contains, and use the information <u>with assistance</u> to construct a basic IEP.	Can access the Degree Audit, understand and apply all of the information it contains, and build a sophisticated IEP.
<b>Use FACTS.org</b>	Locates but not able to navigate FACTS.org	Can find and navigate FACTS.org with some assistance	Can find and navigate FACTS.org and use the information <u>with assistance</u> to construct a basic IEP.	Can locate and navigate FACTS.org and use the information to build a sophisticated IEP.
<b>Develop an IEP that incorporates Degree Audit &amp; FACTS.org information</b>	Understands what an IEP is but cannot develop one	Develops a basic IEP that reflects only a minimal grasp of degree-audit or FACTS.org data	Develops an IEP <u>with assistance</u> that demonstrates the ability to incorporate degree audit and FACTS.org data	Able to develop an IEP without assistance that demonstrates a sophisticated ability to apply degree audit and FACTS.org data.

**Sample D: A Rubric to Assess the Ability of Students to Communicate Effectively (Career Services)**

<b>Outcome</b>	<b>Emerging</b>	<b>Developing</b>	<b>Proficient</b>	<b>Exemplary</b>
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Develop a resume that is effective, well written, and contains essential information	Resume is not well organized or clearly written, and is missing essential information.	Resume contains most essential elements but is not well organized and clearly written	Resume is organized, clearly written, and contains all essential information.	Resume is organized, clearly written, contains essential information, and is nearly flawless in terms of content, presentation, and mechanics.
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**Sample E: A Rubric to Assess Students' Ability to Locate, Evaluate, and Apply Information (Career Services)**

Outcome	Emerging	Developing	Proficient	Exemplary
Students who complete Career Exploration will demonstrate the ability to locate and navigate two career-related Web sites	Able to locate and log on to FACTS.org and CHOICES planner, but find it difficult to navigate (use) one or both	Able to locate, log on to, and navigate FACTS.org and CHOICES planner. Able to access some information but need assistance to understand and use the information.	Able to locate, log on to, and navigate FACTS.org and CHOICES planner. Able to access needed information without assistance. Need some assistance in processing the information.	Able to locate, log on to, and navigate FACTS.org and CHOICES planner. Able to access and process needed information, and then use it to make career decisions
Students who complete Career Exploration will demonstrate the ability to locate and evaluate information about their skills and abilities	Able to locate and log on to the sections of FACTS.org and CHOICES planner that assist students to assess their interests and abilities, but have difficulty using one or both.	Able to locate and log on to the sections of FACTS.org and CHOICES planner that assist students to assess their interests and abilities. Able to access and use some but not all of the needed information <u>with assistance</u>	Able to locate and log on to the sections of FACTS.org and CHOICES planner that assist students to assess their interests and abilities. Able to access and use needed information without assistance	Able to locate and log on to the sections of FACTS.org and CHOICES planner that assist students to assess their interests and abilities. Able to use the information to increase their understanding of their skills and abilities and develop a clearer, more accurate picture of themselves
Students who complete Career Exploration will demonstrate the ability to locate and evaluate information about careers that fit their interests, abilities, and skills	Able to locate and log on to the career information sections of FACTS.org and CHOICES planner, but has difficulty using one or both.	Able to locate and log on to the career information sections of FACTS.org and CHOICES planner. Able to access and use some but not all of the information <u>with assistance</u>	Able to locate and log on to the career information sections of FACTS.org and CHOICES planner. Able to access and use needed information without assistance	Able to locate and log on to the career information sections of FACTS.org and CHOICES. Able to use the information to develop a clear, accurate picture of themselves and their career options

**Sample F: A Rubric to Assess Knowledge of Diverse Cultures, Including Global and Historical Perspectives (International Student Services)**

Outcome	Emerging	Developing	Proficient	Exemplary
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<p><b>Students who attend International Education activities will demonstrate that their knowledge of cultures other than their own has increased as a direct result of their participation in these activities</b></p>	<p>Demonstrate minimal knowledge of cultures other than their own culture. Have not formulated a clear view of the impact of other cultures on this country and the world.</p>	<p>Recognize the existence of other cultures but are unable to formulate a clear view of their impact on/contributions to this country and the world</p>	<p>Recognize the existence of other cultures. Able to formulate a basic analysis of their impact on/contributions to this country and the world.</p>	<p>Recognize the existence of other cultures. Able to formulate a sophisticated analysis of their impact on/and contributions to this country and the world.</p>
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**Sample G: A Rubric to Assess the Ability of TRIO Students to Locate, Evaluate, and Apply Information Related to the Transfer Process and to Use Critical Thinking Skills to Identify and Solve Transfer-Related Problems**

Outcome	Emerging	Developing	Proficient	Exemplary
<p><b>Locate information related to the transfer process</b></p>	<p>Has a vague idea where to find college and transfer information, but requires extensive assistance to access it. Uses a trial and error approach.</p>	<p>Understands where to find college and transfer information, can develop a strategy to locate it, but requires several attempts and/or assistance to access the information.</p>	<p>Is able to locate information and navigate college and transfer Web sites with minimal assistance</p>	<p>Is able to navigate transfer Web sites and locate information quickly with no assistance.</p>
<p><b>Evaluate and apply information related to the transfer process</b></p>	<p>Unable to clearly state the main steps in the transfer process, the transfer timeline, and his or her responsibilities in the transfer process</p>	<p>Can articulate some of the main steps in the transfer process, but has difficulty identifying key concepts and applying the information, as needed.</p>	<p>Can articulate all of the steps in the transfer process, the transfer timeline, and his or her responsibilities. Is able to follow the steps and stay on track with minimal assistance.</p>	<p>Can articulate all of the steps in the transfer process, the transfer timeline, and his or her responsibilities. Is able to follow the steps and stay on track with no assistance</p>
<p><b>Use critical thinking skills to identify and solve transfer problems</b></p>	<p>Recognizes transfer challenges but becomes frustrated by them and unable to see how to approach these problems</p>	<p>Recognizes transfer challenges. <u>With the assistance of TRIO staff</u>, uses critical thinking skills to identify basic strategies for dealing with the challenges</p>	<p>Recognizes transfer challenges. <u>With minimal assistance from TRIO staff</u> uses critical thinking skills to design and implement a plan that effectively deals with the challenges</p>	<p>Recognizes transfer challenges. <u>With no assistance from TRIO staff</u> uses critical thinking skills to design and implement a plan that effectively deals with the challenges</p>

Rubric samples for SA programs