

Using the Rubric

The General Education Assessment Rubrics present the standards for student performance in the General Education courses and:

- Provide information to instructors who wish to develop courses to meet General Education requirements.
- Reveal to students and others the goals and expectations of General Education courses.
- Function as a tool for faculty to explore how well their courses meet the selected General Education learning outcomes by using the rubric to assess student work.

The Assessment Rubric identifies the performance levels for each of the learning outcomes for the CU educational goals. This rubric will allow faculty completing authentic assessment activities in their courses to report their students' learning and/or performance related to the CU Education Goals. The rubric performance levels for each Learning Outcome are defined at the following levels:

3 points = Distinguished – demonstrates excellent quality at a General Education course level

2 points = Proficient – demonstrates good quality at a General Education course level

1 points = Satisfactory – demonstrates consistently adequate quality at a General Education course level (Benchmark)

0 points = Unsatisfactory – demonstrates inadequate quality at a General Education course level; or the assignment guidelines have not been followed; or there is evidence of plagiarism

The process for general education assessment was developed with the input of faculty. These rubrics distinguish levels of performance when evaluating how well students are achieving the learning objective at course level. The purpose is to ensure that all raters apply the criteria in the same way so that each student's product would receive the same score, regardless of rater.

Faculty can reflect on results for each outcome and decide if they are acceptable or disappointing. If results do not meet faculty standards, faculty (and others, such as student affairs personnel, librarians, and tutors) can determine what changes should be made, e.g., in pedagogy, curriculum, student support, or faculty supports.

The Rubrics are used for both formative assessment (in-process feedback to be used for improvement) and summative assessment (evaluation of student learning at the conclusion of an assignment or project).

Rubrics promote good practice in:

Communication: A rubric creates a common framework and clear expectations

Consistency and Fairness: Same criteria and standards across students and reviewers/graders

Transparency: Progress is clear, reduces mystery

Faster Assessment: Assessment and evaluation can be done more efficiently

Identifying Strengths and Weaknesses: Shows where students are doing well and where they need more support

Objective Criteria: Rubrics are criterion-referenced, rather than norm-referenced. Raters ask, "Did the student meet the criteria for level 5 of the rubric?" rather than "How well did this student do compared to other students?"