AS&E Assessment Strategies During Times of COVID-19 and Beyond

Appendix B: Basic Rubric Template for Student Learning Assessment (converting “look-fors”)

**Focus of Assessment \* (e.g., assignment, test, project, overall grade):**

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Evaluation Criteria** | Associated language to combine with criteria or  “look-for” | **Excellent/A**  **3.7-4.0**  Highly/very able to...  Can, without assistance, ... | **Good/B**  **2.7-3.3**  Mostly able to...,  With minimal assistance, can... | **Fair/C**  **1.7-2.3**  Somewhat able to...,  With some assistance, can... | **Limited/D**  **1.0-1.3**  Hardly able to...,  With extensive assistance, can... | **Not proficient at any level** | **Other**  **(I, N, etc.)** | **Comments (if any)** |
| **% of grade** | **Satisfactory**  (Excellent, Good, Fair, Limited OR letter grade) | | | | **Unsatisfactory** |
| e.g., Content  “Look-fors”: comprehensiveness, use of sources, etc. | 40% |  | | | |  |  |  |
| e.g., Format  “Look-fors”:  complexity, quality, etc. | 25% |  | | | |  |  |  |
| e.g., Structure  “Look-fors”:  language use, organization, etc. | 35% |  | | | |  |  |  |
| **Total** | 100% | **\*Overall average grade based on assessments across all criteria (“S” or letter)** | | | |  |  |  |

*(\*Where available, assignment prompts or question sets can be included with the rubric for easier reference.) Josephine Seddon, UR, 2020*

Formative vs Summative Assessment? What’s the Difference?

**Formative assessments** are designed to inform teaching and/or learning. They are typically not included in final grade calculations unless they would benefit summative assessment of student achievement in a positive manner. Formative assessments may include diagnostic quizzes, pre-lecture questions, post-lecture or “exit” questions, initial drafts/attempts, discussion board posts, etc.

**Summative assessments** are designed to determine level of achievement and are typically included in the final grade. Summative assessments should be identified as such in advance so that students are aware of the purpose of the assessment. A variety of types of assessments can be, and really should be, used for summative assessment purposes. This will allow students with different learning and assessment strengths to excel and provide a more accurate measure of level of mastery achieved.

While both assessment strategies are typically used across courses in all semesters, they are especially during times of COVID-19 when teaching and assessment strategies previously planned may need to be modified. Ensuring lots of opportunity for students to demonstrate learning will help guide teaching, assessments and grading.