



HOT TIPS FOR RUBRIC DESIGN

Powerful depths under the methodological hood

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THE USUAL RUBRICS FAQs

1. **When** should rubrics be developed? Is it ever **too late**?
2. **Who** should be involved, why, and in what ways?
3. When should we opt for a broad, **generic** rubric vs. a more **criterion-specific**, detailed one?
4. How many **levels** should a rubric have?
5. When is a rubric better broken out into a **matrix**?
6. How can rubrics incorporate **goals and targets**?
7. How do you **validate** rubrics?
8. What are some **dataviz** options for rubric ratings?

WHEN?

When should rubrics be developed?

Is it ever **too late**?



WHO?

Who should be involved, why, and in what ways?



GENERIC OR SPECIFIC?

When should we opt for a broad, **generic** rubric vs. a more **criterion-specific**, detailed one?



LEVELS?

How many **levels** should a rubric have?



MATRIX?

When is a rubric better broken out into a **matrix**?



GOALS & TARGETS?

How can rubrics incorporate **goals and targets**?



VALIDATION?

How do you
validate
rubrics?



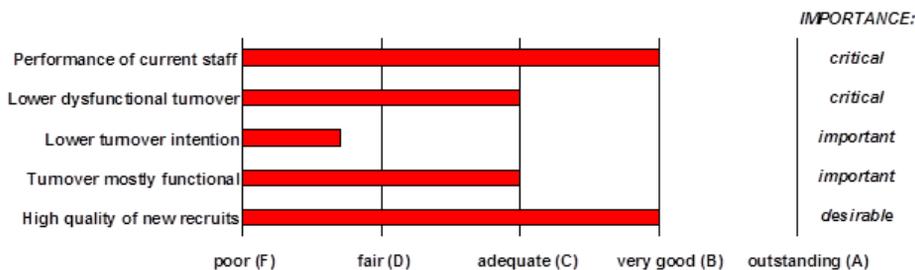
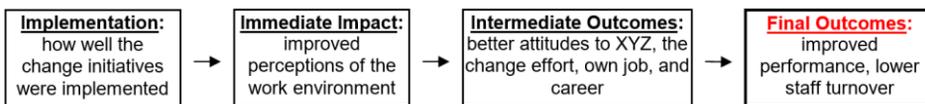
DATAVIZ?

What are some
dataviz options
for rubric ratings?

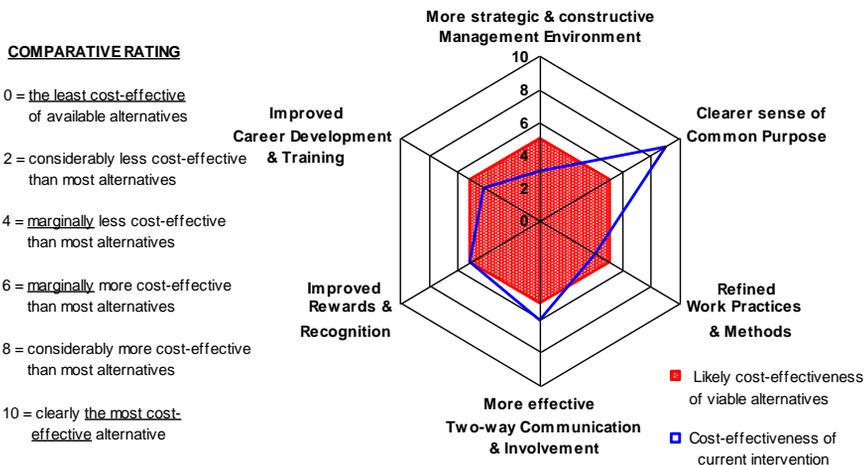
- (a) for one-time snapshots
- (b) for shifts over time

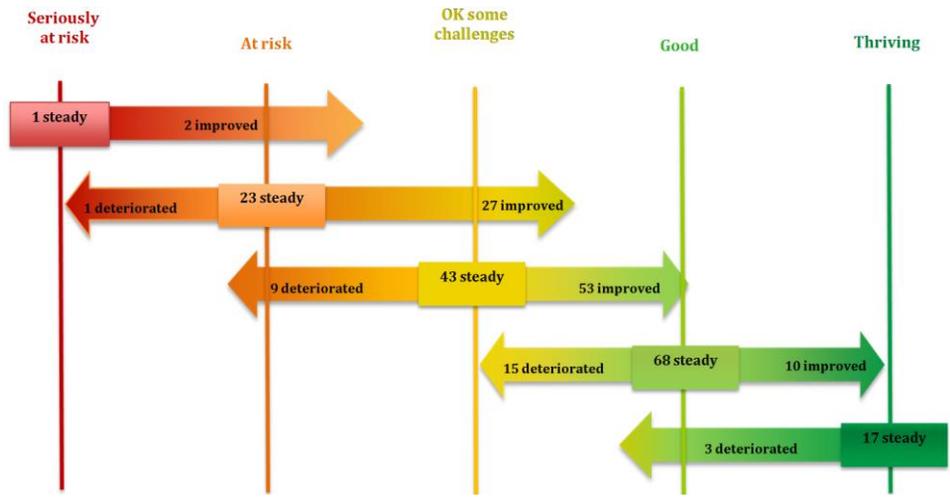
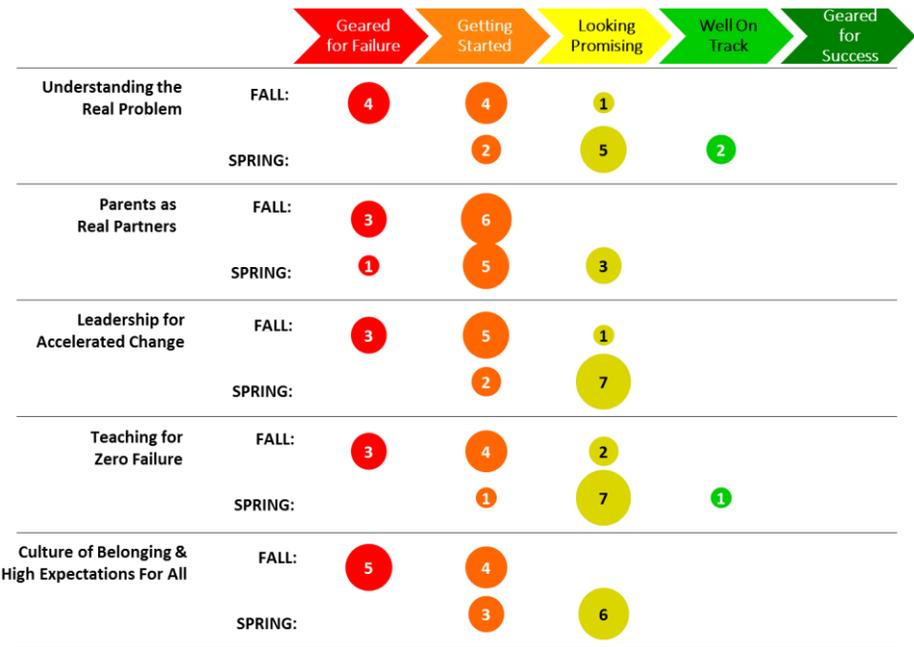


HOW GOOD ARE OUTCOMES OF ORGANIZATIONAL CHANGE?



COMPARATIVE COST-EFFECTIVENESS OF CHANGES

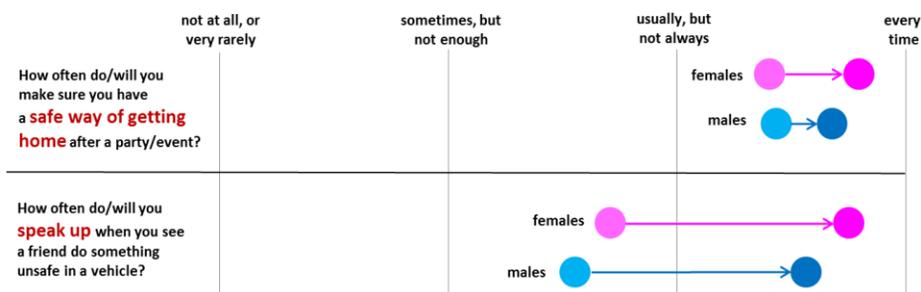




How well did the Expo provide teens with the knowledge and skills needed to make safer choices, and influence their attitudes, beliefs and intentions about safe and legal travel in cars?



Teens were **much more inclined to speak up** to stop unsafe behaviour after seeing the Expo



Did you learn anything at the Expo to help you speak up or resist peer pressure? If so, what?

Yes

Yes. I learnt to speak up to my friend or my friend won't be here any longer

Yep, just that it could be the best decision I've ever made and I can save lives

That a good brave friend can effect your friend in a positive way

Speaking up can be the thing that can change a horrible situation to a good one

Speak what you think. It can change everything



Key Outcomes for Students:

Intended behaviours	Making sure they have a safe way of getting home	Dark Green
	Speaking up when someone does something unsafe	Dark Green
	Abiding by their license restrictions re: passengers	Green
Beliefs	"A car crash really could happen to me or one of my mates"	Dark Green
	"... but there's a lot I can do to make sure it doesn't"	Dark Green
Knowledge	The zero alcohol limit for teen drivers (not a key focus)	Green
	Knowledge of risk factors (not a key focus)	Orange and Green

THE RUBRIC HOLY GRAIL

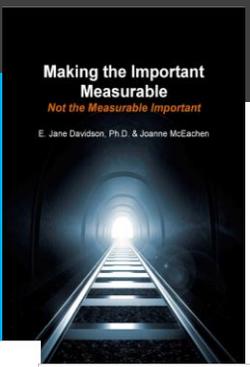
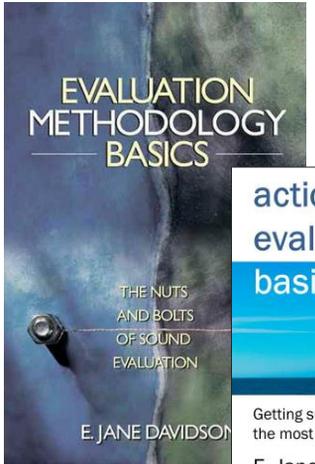
Truth

Beauty

Justice



RESOURCES



**actionable
evaluation
basics**

Getting succinct answers to the most important questions

E. Jane Davidson, Ph.D.

**principios
básicos de la
evaluación
para la
acción**

Obteniendo respuestas sucintas a las preguntas más importantes

E. Jane Davidson, Ph.D.
(traducido por Pablo Rodríguez-Bilella, Ph.D.)

**les essentiels
de l'évaluation
tournée
vers
l'action**

Obtenir des réponses succintes aux questions les plus importantes

E. Jane Davidson, Ph.D.
(traduit par Ghislain Arbour, Ph.D.)

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