rubric methodology basics

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questions

evaluation is about well-reasoned answers to important (evaluative) questions
Was the program implemented as intended?

**How well** was the program implemented?

How many people were reached?
How was it done?

**How adequate** was project reach?
How much have outcomes shifted relative to targets?

How substantial & valuable are the outcomes?

the Rorschach inkblot

“You work it out”
I looked upon it and saw that it was good
how good is good?

Evaluative rubrics paint a picture of what the evidence should look like at different levels of performance.

example 4: living situation

<table>
<thead>
<tr>
<th>Crisis</th>
<th>At Risk</th>
<th>Stable / supported</th>
<th>Self-sufficient</th>
<th>Thriving</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am homeless, or about to be evicted: my personal safety is at risk and I am unsafe to remain at home. I am unable to continue living either on my own or with the people I live with. The situation is intolerable.</td>
<td>I am at risk of eviction, either because of my actions or because I can not afford the rent. I feel unsafe in my home. My house is in a state of disrepair. I lack some furnishings which I would like. I would like to change my living arrangements.</td>
<td>My housing is okay – it is warm, dry and affordable. I am safe in my home and have essential furnishings. Some of the time I am ok with who I live with but would like things to be different in the future.</td>
<td>I am happy with my housing. My home is comfortable, safe and affordable and furnished to my liking. I am happy with my living arrangements – I like living by myself, with family or with housemates.</td>
<td>I am settled and happy in the house of my choice, at this time. It is comfortable, safe and affordable and furnished to my liking. I really enjoy living by myself, with family or with housemates.</td>
</tr>
</tbody>
</table>
What’s So?

non-evaluative facts

(qualitative, quantitative, & mixed method evidence)

So What?

evaluative conclusions

(saying something explicit about quality, value)

definitions of “quality” & “value”

(also facts, evidence-based e.g. needs, potential, aspirations)

evaluative reasoning

define ‘quality’ & ‘value’

evidence (what to look at)

(evaluative interpretation funnel)

(evaluative conclusions)

(how to look at the evidence)
individual level
site level
program level
policy level

Why rubrics?
Why not just indicators?

- easy to measure
- precise
- narrow
- manipulable

- indicators + some harder to measure elements
- approximate
- broad-brush
- unmanipulable

rubric description

outcome domain

indicators
ESM books

Evaluation Thesaurus
Fourth Edition
Michael Scriven

EVALUATION
METHODOLOGY
BASICS

E JANE DAVIDSON

actionable evaluation basics

Getting succinct answers to the most important questions
E. Jane Davidson, Ph.D.

Real Evaluation
Actionable evaluation for the real world

develop
in-house capability
tools & systems
insight & ideas
actionable answers

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tips & guides
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seminars
e-learning

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real evaluation
Jane
contact

actionable answers to the most important questions

email updates
Email Address

or specify topics of interest when you sign up

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#evaluation
Outcomes and impacts are basically the same things, changes that happen to people or communities, or the

Expansive Region

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@RealEvaluation

The Friday Funny: World's First Plasmod Hospital
How NOT to evaluate proposals

genuine blog

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