

Rubrics for Measuring What Matters

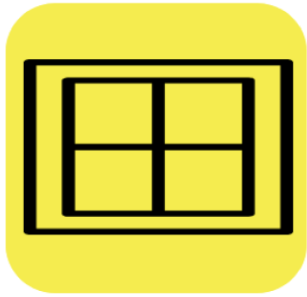
UNM Evaluation Lab Summer Institute

Sonia Bettez

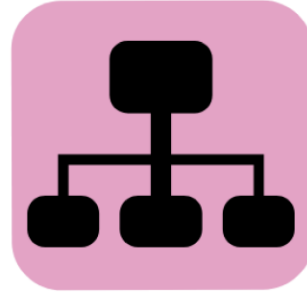
spbettez@unm.edu / evallab.unm.edu

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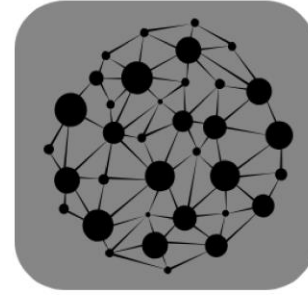




Rubrics



Logic Model



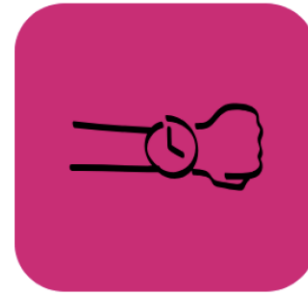
Theory of
Change



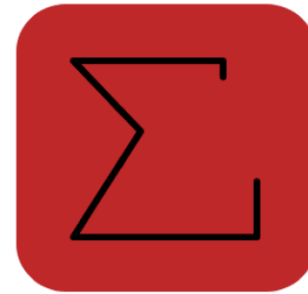
Participatory
Evaluation



Measuring
What Matters



Mission Time



Embedding
Evaluation

Learning Objectives

- **Understand** what a rubric is and how to use it to describe what success looks like
- **Develop** a rubric
- **Practice** developing rubrics

Developing Rubrics as Core Practice

- Rubrics provide **the step** between outcomes and measuring them.

As a core practice, rubric development focuses staff on verbalizing what success looks like.

Rubric: Definition

“A matrix that identifies criteria for success and describes levels of performance in relation to those criteria along a spectrum from poor to excellent.”

“Written descriptions of what success looks like”

**David Grant. 2015. The Social Profit Handbook: The Essential Guide to Setting Goals, Assessing Outcomes, and Achieving Success for Mission-Driven Organizations. White River Junction, VT: Chelsea Green Publishing: p.45.*

Step 1

- From your logic model **pick one outcome** from which to develop a rubric.
- Example:

Outcome: Youth use their own voice – Sharing important stories.

(From "Youth Blast," a New Day Program for youth in Albuquerque.)

Step 2

Name levels of achievement towards that outcome.

Level 1	Level 2	Level 3	Level 4
Emerging	Developing	Achieving	Extending
Novice	Apprentice	Master	Expert
Whack	Chill	Lit	Fire
Failed	Survived	Succeeded	Thrived
Dormant	Activated	Energized	Leader
Beginning	Acceptable	Accomplished	Stellar
Below standard	Developing	At standard	Above standard
Not happening at all	Happening a little	Happening pretty darn good	Awesomely happening
Weak	Decent	Strong	Exemplary

Step 3

Youth Use Their Own Voice - Sharing important Stories	Not Happening	Happening a Little	Happening Pretty Darn Good	Awesomely Happening
Voice in Programming	No Youth Voice in programming	Little say in programming	Controls most programming	Controls all programming-
Youth BLAST Control	100% Adult Controlled	75% Adult Controlled	50% Adult Controlled	0% Adult Controlled
Language	Barriers in being able to share (No Language Access)	Some English and Spanish offered (can be Inaccurate)	Accurate English and Spanish	Multiple language access
Youth Platforms for Sharing	Youth forced to share, no modes to share	Limited sharing opportunities, one mode	More than 1 mode to share	No Barriers to share, multiple modes

Who should build a rubric?

The more people involved, the better.

Everyone with a stake in the project's outcome.

Why Develop Rubrics With a Group?

1. More ideas, better rubric
2. Buy-in when staff feels included
3. Builds enthusiasm for evaluation
4. Builds commitment and passion for work of the organization

Best Practices for Developing a Rubric

1. Identify **program** to assess
2. Based on the Logic Model, **choose outcomes** for which to develop rubric.
3. Decide **who will participate** in developing the rubric.
4. Agree on a **regularly scheduled time** for staff to dedicate **MISSION TIME** for developing a rubric for each outcome.
5. Start by developing **names** and **criteria** for each level.

Rubrics take time, dedication and commitment.

Time spent developing a rubric increases commitment and ownership by staff.

Let's Practice!

Develop a rubric for **ONE** outcome from your organization.

- If time allows, develop another rubric
- [Share](#) your rubric(s) in the Learning Community

Share rubrics

THANK YOU!

Questions?

Comments?

And don't forget to check out Grant's book for lots of examples for rubrics!