Rubrics for Measuring What Matters

Eval Lab Institute

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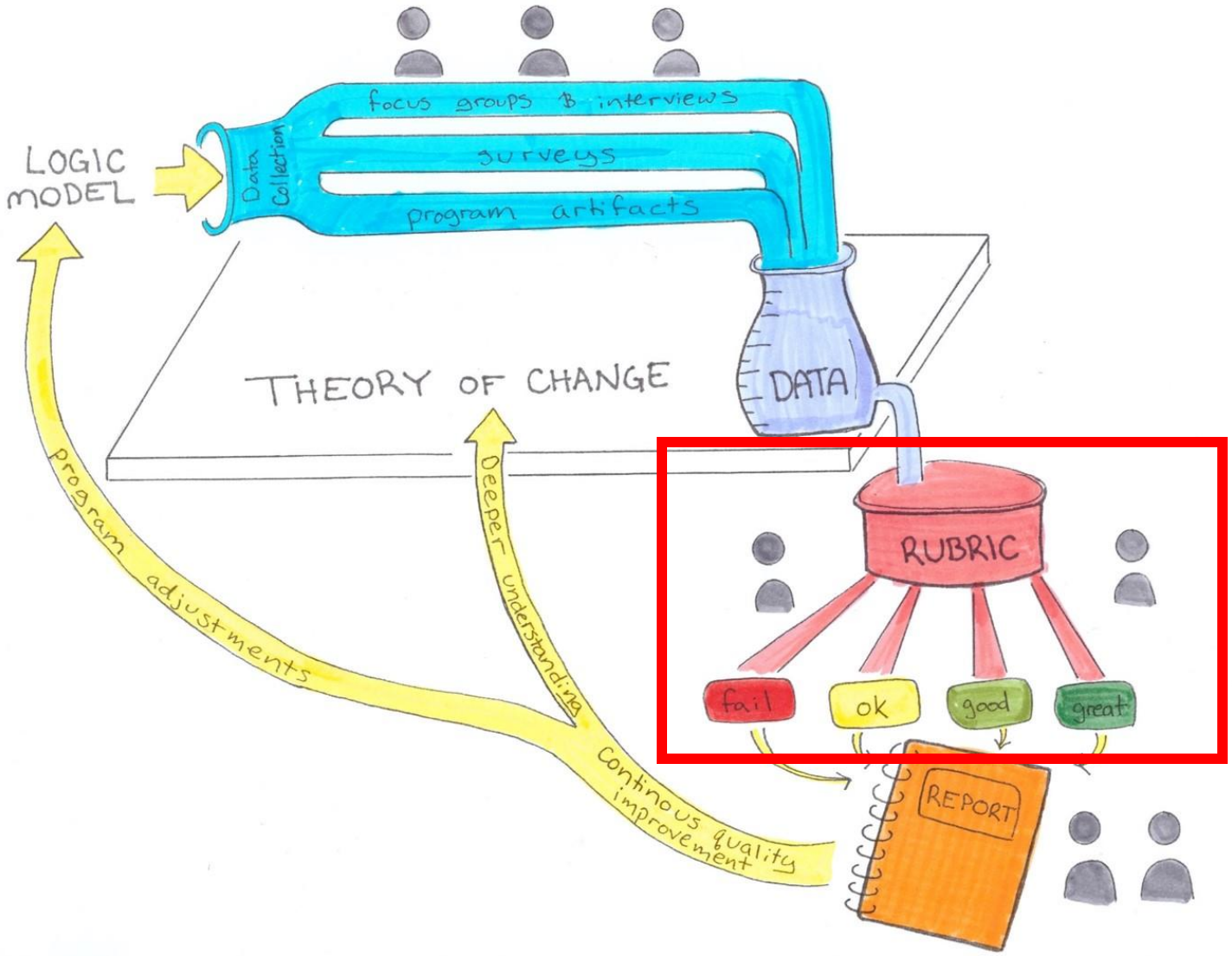
LOGIC MODEL
Data Collection
focus groups & interviews
surveys
program artifacts
DATA
THEORY OF CHANGE
RUBRIC
fail
ok
good
great
REPORT
program adjustments
Deeper understanding
Continous quality improvement

Learning Objectives

- Participants **understand** the meaning and use of rubrics for program evaluation
- Participants **differentiate** the elements and dimensions of a rubric
- Participants **develop** a rubric

Developing Rubrics as Core Practice

- Rubrics provide **a useful, qualitative, simple** tool to measure outputs and outcomes.

*As a **core practice** rubric development focuses staff on understanding and verbalizing levels of success.*

Definition of a Rubric

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

- "Ways to identify what effective service delivery looks like (p.viii) and to measure whether you are getting close to accomplish your vision of success. Asking what success looks like and how to know that you are getting there" (pp.138-139)

*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.

Pick an outcome

- 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.)

Name levels of achievement

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

Define the Levels and dimensions

Youth Use Their Own Voice - Sharing important Stories	Not Happening	Happening a Little	Happening Pretty Darn Good	Awesomely Happening
Voice in Programming				
Youth BLAST Control				
Language				
Youth Platforms for Sharing				

Describe each level

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

Advantages of Developing Rubrics With a Group

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

Mission Time

" Inviolate time scheduled by the organization to accomplish important, nonurgent activities such as achieving thoughtful clarity about who we are, what we are going to do and not going to do, what we do best, and how we will go about it"

*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.41.

Develop a rubric for ONE outcome from your organization.

1:15-1:45pm Rubrics (orgs)

1:45-2:00pm BREAK

2:00-2:30pm Share work (small groups with facilitator)

2:30-3:00pm Rubrics (orgs)

3:00-3:15pm BREAK

3:15-3:30pm Share work (small groups with facilitator)

3:30-3:50pm Debrief rubrics

3:50-4:05pm BREAK

4:05-4:50pm Panel: Measuring the Seemingly Intangible

4:50-5:00pm Debrief / Close / Survey

Share your rubric for measuring one outcome

THANK YOU

- Questions?
- Comments?
- And don’t forget to check out Grant’s book for lots of examples for rubrics!