

Non Test-based Assessment/Evaluation

Checklist Design

- Use the “yes/no” or “pass/fail” format.
- Think about the details of quality to check.
- Maintain the “one item, one idea” attitude.
- Make the language clear.
- Make the language consistent in each item.
- Make the checklist related to objectives.

Checklist for Revising and Editing

English Objective 3a: Utilize, analyze, or evaluate the composing process.

Questions to Consider:	Yes	No
1) Does my essay respond to the specific prompt?		
2) Does my response and language show regard for audience? Did I use only formal language?		
3) Have I captured the reader's attention in the introductory paragraph with enough information that he/she can tell the assignment's purpose?		
4) Have I included my thesis?		
5) Have I used specific examples to support the thesis logically?		
6) Have I created topic sentences to support each main idea?		
7) Have I thoroughly developed each main idea by a sufficient number of well elaborated supporting details? Have I used details in the proper order to support each main idea logically?		

Rating Scale Design

- Define the highest score for the best quality.
- Use the format of a statement with the scale of quality.
- Think about the details of quality to check.
- Maintain the “one item, one idea” attitude.
- Make the language clear.
- Make the language consistent in each item.
- Make the items related to objectives.

Q4 How do you rate the following?

	<i>Very poor</i>	<i>Poor</i>	<i>OK</i>	<i>Good</i>	<i>Very good</i>
Q4a Service	<input type="checkbox"/>				
Q4b Cleanliness	<input type="checkbox"/>				
Q4c Parking	<input type="checkbox"/>				
Q4d Quality of Food	<input type="checkbox"/>				
Q4e Choice of Food	<input type="checkbox"/>				

Scoring Rubric Design

- Define a clear scale in a specific number.
- Make the scale easy to calculate and use.
- In case 0-3 or 1-4 and so on, define the highest score for the best quality and zero for having no ability to do anything.
- Make the criteria consistent to quality of a student's work, learning objectives or outcomes a student needs to achieve.
- Define the weight in accordance with the objectives.

Example: Analytic Rubric

Dimension	1 = Novice	2 = Intermediate	3 = Exemplary	Score
Research	Less than 3 reputable resources are cited	At least 3 reputable resources are cited	At least 5 reputable resources are cited	
Content	Content is incomplete and inaccurate	Content is accurate, but incomplete	Content is accurate and complete	
Mechanics	More than four spelling, grammar, or punctuation errors are included	Three or four spelling, grammar, or punctuation errors are included	Less than three spelling, grammar, or punctuation errors are included	
Organization	Events jump around, start and end are unclear	Events are somewhat jumpy	Events are logically ordered, sharp sense of beginning and end	
TOTAL				

Analytic Rubric for Graphic Display of Data

	1	2	3	Weight
Title	The title does not reflect what the data show or the title is missing.	The graph contains the title that generally tells what the data show	The graph contains a title that clearly tells what the data show	10%
Labels	Only some parts of the graph are correctly labeled or labels are missing	Some parts of the graph are inaccurately labeled	All parts of the graph are correctly labeled	20%
Accuracy	The data are inaccurately represented, contain major errors, or are missing	Data representation contains minor errors	All data are accurately represented on the graph	50%
Neatness	The graph is sloppy and difficult to read	The graph is generally neat and readable	The graph is very neat and easy to read	20%

Example: Holistic Rubric

Scale	Criteria
4	<ul style="list-style-type: none">• At least 4 accurate facts are displayed in the infographic• Selection, color, shape, size, and arrangement of graphics contribute meaning to the overall message• All 4 facts have sources identified on the infographic
3	<ul style="list-style-type: none">• At least 3 accurate facts are displayed in the infographic• Selection, color, shape, size, and arrangement are eye catching and contribute meaning to the overall message• 3 facts have sources identified on the infographic
2	<ul style="list-style-type: none">• At least 2 accurate facts are displayed in the infographic• Selection, color, shape, size, and arrangement of graphics are present but do not contribute to the meaning• 2 facts have sources identified on the infographic
1	<ul style="list-style-type: none">• At least 1 accurate fact is displayed in the infographic• Selection, color, shape, size, and arrangement of graphics are detracting or misleading• 1 fact or 0 facts have a source identified on the infographic

Writing	Speaking	Reading	Listening	Average ÷ 4	Overall Band
6.0	5.5	7.0	6.5	6.25	6.5

Writing	Speaking	Reading	Listening	Average ÷ 4	Overall Band
4.0	4.5	5.5	6.5	5.125	5.0

Writing	Speaking	Reading	Listening	Average ÷ 4	Overall Band
7.5	7.0	8.5	8.0	7.75	8.0

The IELTS 9-band scale

Each band corresponds to a level of English competence. All parts of the test and the Overall Band Score can be reported in whole and half bands, eg 6.5, 7.0, 7.5, 8.0.

Band 9: Expert user: has fully operational command of the language: appropriate, accurate and fluent with complete understanding.

Band 8: Very good user: has fully operational command of the language with only occasional unsystematic inaccuracies and inappropriacies. Misunderstandings may occur in unfamiliar situations. Handles complex detailed argumentation well.

Band 7: Good user: has operational command of the language, though with occasional inaccuracies, inappropriacies and misunderstandings in some situations. Generally handles complex language well and understands detailed reasoning.

Band 6: Competent user: has generally effective command of the language despite some inaccuracies, inappropriacies and misunderstandings. Can use and understand fairly complex language, particularly in familiar situations.

Band 5: Modest user: has partial command of the language, coping with overall meaning in most situations, though is likely to make many mistakes. Should be able to handle basic communication in own field.

Band 4: Limited user: basic competence is limited to familiar situations. Has frequent problems in understanding and expression. Is not able to use complex language.

Band 3: Extremely limited user: conveys and understands only general meaning in very familiar situations. Frequent breakdowns in communication occur.

Band 2: Intermittent user: no real communication is possible except for the most basic information using isolated words or short formulae in familiar situations and to meet immediate needs. Has great difficulty understanding spoken and written English.

Band 1: Non-user: essentially has no ability to use the language beyond possibly a few isolated words.

Band 0: Did not attempt the test: No assessable information provided.

Analytic Rubric

Rubrics with rating scales are very popular and effective for performance assessment. Rating scales are used when a simple Yes/No or Present/Absent is not adequate for measuring the performance or product. The scales can include terms (such as novice, intermediate, and proficient), and they might include specific point values.

Holistic Rubric

Holistic scales are used when one, overall score is more important than sub-scores for specific categories. Holistic scales are often used for performances, such as dance or music. Although holistic scales can be easier to create and easier to score, they do not provide the amount of feedback that is possible with a rating scale that includes multiple dimensions.

<http://fcit.usf.edu/assessment/performance/assessb.html>

References and Supplementary Texts

- Moskal, B. M. 2000. Scoring Rubrics: What, When and How?. Practical Assessment, Research, and Evaluation. 7 (7) : 1-5.
<https://scholarworks.umass.edu/pare/vol7/iss1/3>
- British Columbia Institute of Technology. 2010. Developing Checklists and Rating Scales. (online). Retrieved from <https://pdf4pro.com/cdn/developing-checklists-and-rating-scales-2305ab.pdf>.
- Office of Institutional Research and Assessment. 2017. Using Rubrics to Assess Student Learning Outcomes at the Program Level. (online). Retrieved from <https://oira.unc.edu/wp-content/uploads/sites/297/2017/07/Developing-and-Using-Rubrics.pdf>.