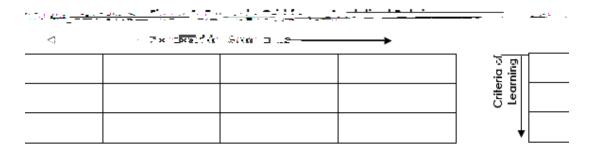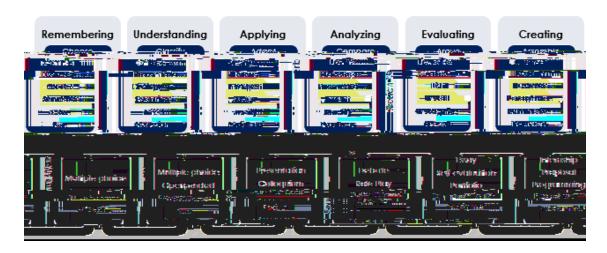Analytical rubrics disaggregate student performance by learning criteria, thus providing more diagnostic information that helps programs to determine where students may need additional support. They are typically formatted as a grid with the rows representing the criteria of learning and the columns representing the standards of performance. Each cell contains a description of the criterion at that level of performance. Resources for developing rubrics can be found in Appendix B.

When selecting a direct measure, it is important that it be aligned with the LO. As it is when

resource for ensuring a measure is aligned with the LO. Figure 1 provides examples of some action verbs and an appropriate student work product. A more comprehensive table can be found in Appendix C.
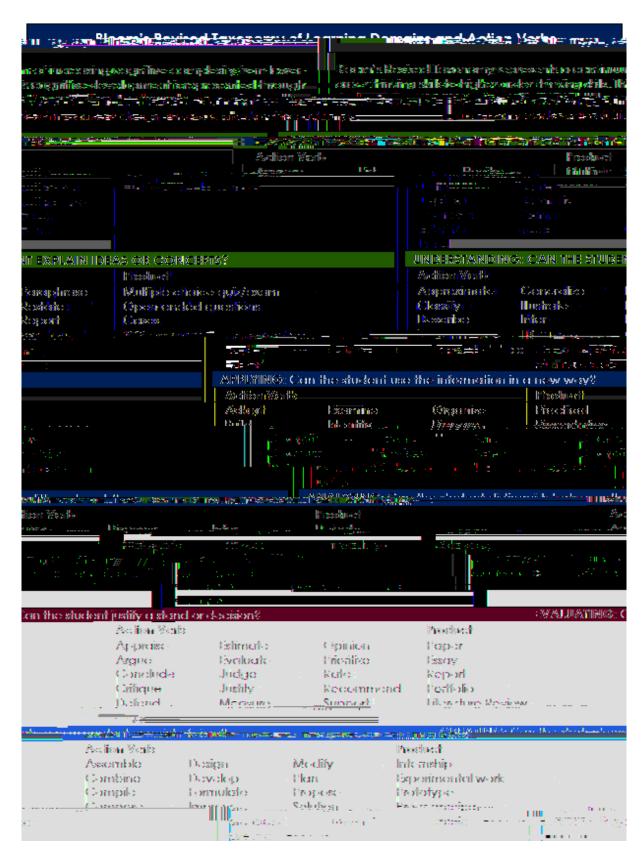

A Target

Once assessment data has been collected, faculty need a method for determining if a LO has been achieved or a *target*. A target is a statement identifying the minimum percentage of students that must achieve a minimum acceptable score or result for a specific outcome. Sometimes referred to as a criterion for success, a target provides faculty with a guideline for judging the degree to which students have acquired the necessary knowledge and skills to successfully complete a program of study.

Additional resources can be found on the Office of Institutional Effectiveness website at https://www.southalabama.edu/departments/institutionaleffectiveness/academic_program_assessment_reporting_resources.html. You can also contact us at assessment@southalabama.edu.

Understanding Rubrics

Ragupathi, K., Lee, A. (2020). [Beyond Fairness and Consistency in Grading: The Role of Rubrics in Higher Education](#). In: Sanger, C., Gleason, N. (eds) Diversity and Inclusion in Global Higher

...EXPLAIN IDEAS OR CONCEPTS?

Action Verbs		Product
Paraphrase		Multiple choice quiz/exam
Restate		Open-ended questions
Report		Cases

UNDERSTANDING: CAN THE STUDEN...

Action Verbs		
Approximate	Generalize	
Classify	Illustrate	
Describe	Infer	

APPLYING: Can the student use the information in a new way?

Action Verbs			Product
Adapt	Examine	Organize	Practical
Build	Identify		Documentation

...Can the student justify a stand or decision?

Action Verbs			Product
Appraise	Estimate	Opinion	Paper
Argue	Evaluate	Prioritize	Essay
Conclude	Judge	Rate	Report
Critique	Justify	Recommend	Portfolio
Defend	Measure	Support	Literature Review

EVALUATING...

Action Verbs			Product
Assemble	Design	Modify	Internship
Combine	Develop	Plan	Experimental work
Compile	Formulate	Propose	Prototype
		Solution	

Adapted from: Anderson, L. W., & Krathwohl, D. R. (2001). A taxonomy for learning, teaching, and assessing Abridged Edition. Boston, MA: Allyn and Bacon.