Understanding Your Assessment Rubric Result

This required course contains a “benchmark assignment.” It is identified by the green puzzle piece icon. When your assignment comes due, you will submit it by clicking on the link and following the instructions for submission via LiveText.

After your assignment has been submitted, your faculty member will assess it using an H-PU assessment rubric. Once it is complete, the assessment rubric score becomes visible to you. In order to understand the score, it is important for you to know the following:

1. All assessment rubrics have four levels of performance criteria (deficient, emergent, developed, and highly developed) that appear across the top of the rubric. Each rubric has specific content criteria that appear down the far left column of the rubric. The content criteria may differ slightly depending on the assignment.

<table>
<thead>
<tr>
<th>Content Development/O (20%)</th>
<th>Deficient (1,000 pts)</th>
<th>Emergent (2,000 pts)</th>
<th>Developed (3,000 pts)</th>
<th>Highly Developed (4,000 pts)</th>
<th>N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>CA-HPU-1LO.2</td>
<td>Uses content to develop simple ideas in some parts of the work.</td>
<td>Uses appropriate and relevant content to develop and explore ideas through most of the work.</td>
<td>Uses appropriate, relevant, and compelling content organized effectively to explore ideas within the context of the discipline and shape the whole work.</td>
<td>Uses appropriate, relevant, and compelling content organized effectively to illustrate mastery of the subject, conveying the writer’s understanding, and shaping the whole work.</td>
<td>N/A</td>
</tr>
<tr>
<td>CA-HPU-1LO.4</td>
<td>Demonstrates minimal attention to context, audience, purpose, and to the assigned task.</td>
<td>Demonstrates awareness of context, audience, purpose, and to the assigned task.</td>
<td>Demonstrates proficient consideration of context, audience, and purpose and a clear focus on the assigned task.</td>
<td>Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task and focuses all elements of the work.</td>
<td>N/A</td>
</tr>
<tr>
<td>CA-HPU-1LO.5</td>
<td>Uses language that often impedes meaning because of errors in usage.</td>
<td>Uses language that generally conveys meaning to readers, although writing may include some errors.</td>
<td>Uses straightforward language that generally conveys meaning to readers with clarity and contains few errors.</td>
<td>Uses graceful or sophisticated language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error free.</td>
<td>N/A</td>
</tr>
</tbody>
</table>

2. The assessment rubric score/outcome is not your grade on the assignment. Instead, it is a measure of how well you achieved the various core competencies, institutional learning outcomes, program learning outcomes, and course learning outcomes connected to the criteria for that assignment. The highlighted areas of the assessment rubric indicate where your faculty member scored your performance on specific criterion.

3. The “developed” level of performance equates to mastery. A score in the “developed” column means you have performed at the University standard for that criterion. Words like “proficient” and “satisfactory” define the mastery or “developed” performance criteria.

4. There is no right or wrong outcome on an assessment rubric. If you received scores in the “deficient” or “emergent” columns, you know these are areas to work on as you progress through your program. Please see definitions for all performance criteria listed below.
Deficient = The student has made minimal or no attempt to address the content criteria. What is presented is basically unacceptable per the guidelines of the assignment. It is not scored as “zero” because the assignment was received and an effort was made. But, a score of “deficient” means the student has not been successful on that content criterion.

Emergent = The student has shown some promise to address the content criteria even though their attempt needs more work. In other words, their skill on the content criterion is still forming and they should remember to address it on future assignments.

Developed (Mastery)= The student has submitted acceptable, satisfactory work that meets the content criterion standard for the assignment. The student has demonstrated acceptable performance on the content criterion. Words like “proficient” mean the student has met the expectation for the content criterion at a mastery level. “Developed” work is satisfactory, complete, and illustrates the mastery standard we strive for all students to meet.

Highly Developed = The student has far exceeded what would be considered standard or “developed”/mastery performance on the content criterion. Words like “sophisticated” and “articulate” define performance that is truly exceptional and well above the norm.

NOTE: Assessment rubrics are different from grading rubrics. Your faculty member may complete a grading rubric for your assignment on LiveText or in the Moodle course. The grading rubric outcomes do indicate your grade on the assignment. Your grade on the assignment is also reflected in the Moodle grade book.

Why does the University Conduct Assessments?

H-PU must engage in the assessment of student learning in order to determine how well the curriculum and instruction accomplishes its intention of preparing students. Assessment is a way of looking within and recognizing strengths and challenges. Based on the results, H-PU faculty and deans make changes to curricula and pedagogy, facilitating an ongoing process of course and program level improvement.

If you have any questions about the assessment of student learning at H-PU, please contact Dr. Barbara Burke, Dean of Academic Affairs, bburke@henley-putnam.edu.