

Evaluation Rubrics

An evaluative rubric “paints a picture of what the evidence should look like at different levels of performance” (Davidson, 2013, p. 24). It is a set of descriptions, ideally created by key stakeholders working together, of what particular conditions will look like when a program is performing excellently, satisfactorily, or poorly. It is a tool for generating meaningful discussions about important dimensions of performance and how those dimensions interact. It is a tool for answering succinctly how well the program is performing by taking into account all of the evidence.

The work on rubrics is a response to the concern that in evaluation measurability was given more priority than answering the key value questions that provoked program design and implementation. It involves stepping back from providing detailed measurements for various aspects of the program to face the difficult real evaluative task of answering the question: “How good is this program, really?”

A rubric may have two levels of descriptions (e.g., acceptable and unacceptable), or five (e.g., very good, good, adequate, fair, and poor) or some other number. The key idea is that the description at a specific level covers the scope of evidence (not just measurable indicators). The description may include how different patterns of evidence can be regarded as the same level of performance (e.g., low values for some outcomes may be compensated for by high values for other outcomes).

The best way to understand rubrics is to examine different examples of them. Here is link to some that I have found helpful.

http://adventuresinevaluation.podbean.com/2013/12/08/evaluation-rubrics-with-e-jane-davidson/?goback=%2Egde_1493297_member_5815930480515624960#%21

Reference

Davidson, E. Jane. 2013. *Actionable Evaluation Basics: Getting Succinct Answers to the Most Important Questions*. Auckland, New Zealand: Real Evaluation Ltd.

Rubrics for a Transformational Development (TD) program

This section is an example of rubrics for an excellent, adequate and poor TD program. For an actual evaluation the key groups of stakeholders should participate in creating such rubrics before collecting any information. The essential elements and relative emphasis assigned to each will vary, particularly if the evaluator facilitates in-depth reflections on what really matters in transformational community development.

Excellent	All children attend school. Parents work together to have good teaching in the schools.
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	<p>All families have adequate nutrition.</p> <p>Communities of faith are healthy and respected. They cooperate to address major issues for community welfare. Members are actively engaged in ensuring all families have their basic needs met.</p> <p>Service agencies provide services fairly and competently at reasonable costs.</p> <p>There is very little crime. Police and court officials are honest.</p> <p>All families have adequate shelter.</p> <p>Community discussions acknowledge that spiritual health is an essential part of community health. Spiritual dimensions are considered as community activities and events are planned.</p> <p>Community members value each other, including those who offend others. Community members acknowledge the forms of evil in their community, and support each other in confronting it. Compassionate justice for all is a primary value.</p> <p>Individuals exhibit little selfish behavior.</p> <p>Individuals have a vision for living a meaningful life in their situation.</p> <p>Community members have a shared vision for the future of the community.</p> <p>The community understands the importance of protecting the environment. They seek ways to replace practices that damage the environment.</p> <p>The community has a sense of responsibility for enhancing the health of their nation and the world in general.</p> <p>Selfish economic activity is not condoned. There is appreciation for the harm that inequity in distribution of wealth causes.</p> <p>Age, gender, and class discrimination are vigorously challenged at local and higher levels.</p>
Adequate	<p>Most children attend school. Parents describe schooling as valuable, but they have do not understand good teaching and do not worry about it.</p> <p>Community members say everyone has enough to eat, but they have little knowledge about adequate nutrition.</p> <p>Communities of faith tolerate each other but have little interaction. They have little involvement in community affairs.</p>
Poor	<p>School attendance rates are low. Poor quality teaching. Parents are not involved.</p> <p>Children and adults are malnourished.</p> <p>Communities of faith are not involved in community life. They are antagonistic towards each other.</p>

	<p>Service agencies have incompetent personnel with little motivation to do well. They accept bribes.</p> <p>Police and court officials are corrupt. Community members do not feel safe from crime.</p> <p>There are families without shelter; there are no services for them.</p>
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