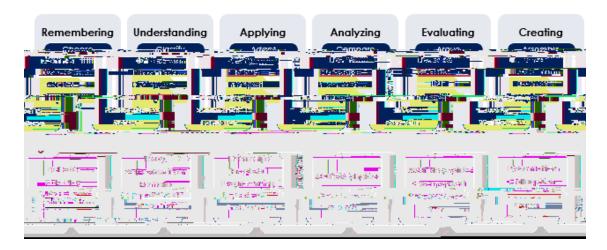
Analytical rubrics disaggregate student performance by learning criteria, thus providing more diagnostic information that helps programs to determine where students may need additional support. They are typically formatted as a grid with the rows representing the criteria of learning and the columns 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 <a href="https://www.southalabama.edu/departments/institutionaleffectiveness/academic program assessment reporting resources.html">https://www.southalabama.edu/departments/institutionaleffectiveness/academic program assessment reporting resources.html</a>. You can also contact us at <a href="mailto:assessment@southalabama.edu">assessment@southalabama.edu</a>.

## **Understanding Rubrics**

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