

rubric methodology basics



Presentation at the meeting of the
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questions

evaluation is about
well-reasoned answers
to **important
(evaluative)
questions**



non-evaluative

→ **evaluative**

Was the program implemented as intended?

How well was the program implemented?



non-evaluative

→ **evaluative**

How many people were reached?
How was it done?

How adequate was project reach?



non-evaluative

→ **evaluative**

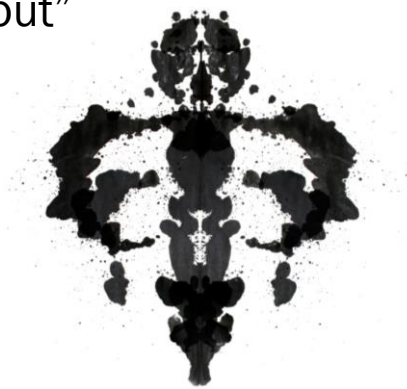
How much have outcomes shifted relative to targets?

How substantial & valuable are the outcomes?



the Rorschach inkblot

“You work it out”





divine judgment

I looked upon it and saw that it was good

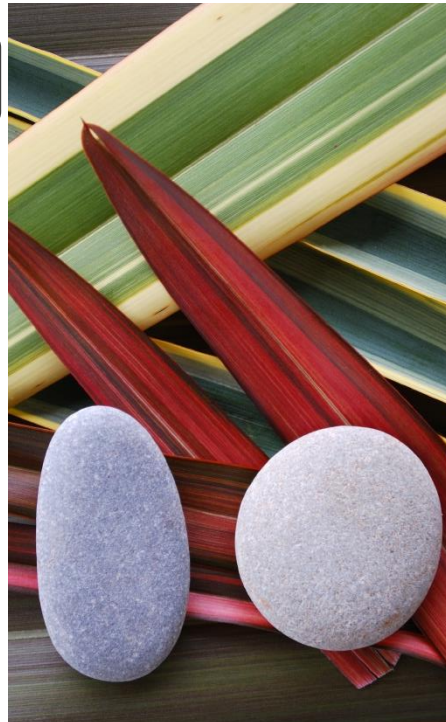


systematic & transparent



how good is good?

Evaluative rubrics paint a picture of what the evidence should look like at different levels of performance.



example 4: living situation

Crisis	At Risk	Stable / supported	Self-sufficient	Thriving
I am homeless, or about to be evicted: my personal safety is at risk and I am unsafe to remain at home. I am unable to continue living either on my own or with the people I live with. The situation is intolerable	I am at risk of eviction, either because of my actions or because I can not afford the rent. I feel unsafe in my home. My house is in a state of disrepair. I lack some furnishings which I would like. I would like to change my living arrangements.	My housing is okay – it is warm, dry and affordable. I am safe in my home and have essential furnishings. Some of the time I am ok with who I live with but would like things to be different in the future	I am happy with my housing. My home is comfortable, safe and affordable and furnished to my liking. I am happy with my living arrangements – I like living by myself, with family or housemates.	I am settled and happy in the house of my choice, at this time. It is comfortable, safe and affordable and furnished to my liking. I really enjoy living by myself, with family or with housemates.

What's So?

non-evaluative facts

(qualitative, quantitative, & mixed method evidence)

+

definitions of "quality" & "value"

(also facts, evidence-based e.g. needs, potential, aspirations)

→

So What?

evaluative conclusions

(saying something explicit about quality, value)



evaluative reasoning

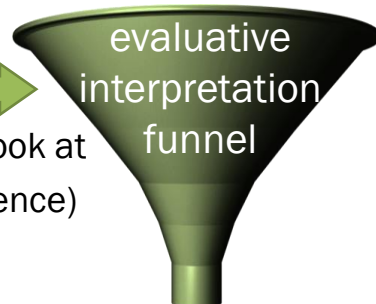
define 'quality' & 'value'



evidence (what to look at)



(how to look at the evidence)



evaluative conclusions

individual level

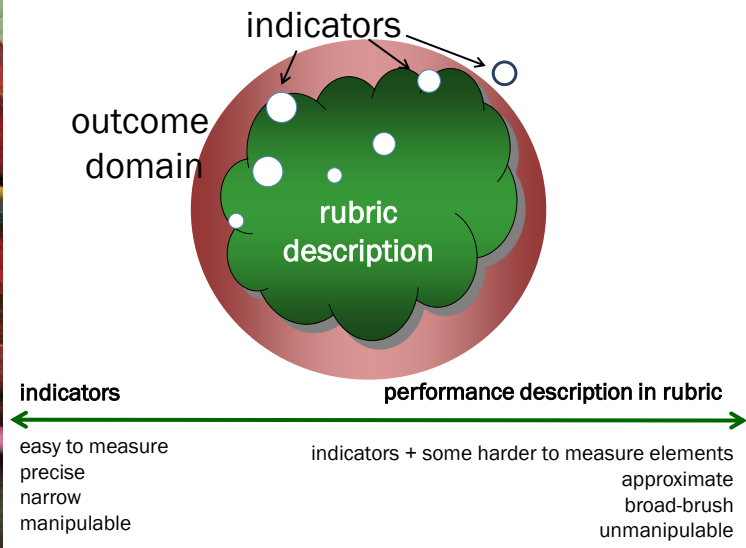
site level

program level


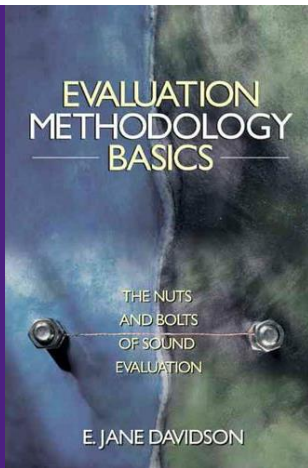
policy level




Why rubrics?
Why not just indicators?



ESM books

		<p>actionable evaluation basics</p> <p>Getting succinct answers to the most important questions</p> <p>E. Jane Davidson, Ph.D.</p>
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actionable answers to the most important questions

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