

Ruple: Teaching Health Careers Education
Evaluation Rubrics

Rubric 1

Generic Performance Rubric Template

(Describe here the task or performance that this rubric is designed to evaluate.)

	Beginning 1	Developing 2	Accomplished 3	Exemplary 4	Score
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance	Description of identifiable performance characteristics reflecting mastery of performance	Description of identifiable performance characteristics reflecting the highest level of performance	
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance	Description of identifiable performance characteristics reflecting mastery of performance	Description of identifiable performance characteristics reflecting the highest level of performance	
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance	Description of identifiable performance characteristics reflecting mastery of performance	Description of identifiable performance characteristics reflecting the highest level of performance	
Stated Objective or Performance	Description of identifiable performance	Description of identifiable performance	Description of identifiable performance	Description of identifiable performance	

Performance	characteristics reflecting a beginning level of performance	characteristics reflecting development and movement toward mastery of performance	characteristics reflecting mastery of performance	characteristics reflecting the highest level of performance	
Stated Objective or Performance	Description of identifiable performance characteristics reflecting a beginning level of performance	Description of identifiable performance characteristics reflecting development and movement toward mastery of performance	Description of identifiable performance characteristics reflecting mastery of performance	Description of identifiable performance characteristics reflecting the highest level of performance	

San Diego State University College of Education (n.d). Rubric template. Retrieved January 12, 2008 from http://edweb.sdsu.edu/triton/july/rubrics/Rubric_Template.html

Rubric 2

Evaluation Rubric for Higher Order Thinking

	Level One	Level Two	Level Three
KNOWLEDGE	Limited amount of information is recalled; answer is incomplete.	Sufficient amount of facts are recalled; answer is complete and acceptable.	Numerous facts and details are recalled; answer is thorough.
COMPREHENSION	Brief explanation of content; little or no evidence to support.	Overall understanding of content; implied content/issues not addressed.	An interrelated, holistic interpretation of literal and implied content given; uses examples and illustrations to support.
APPLICATION	Solution has none or a limited number of elements to support; solution is not workable.	Workable solution is supported by an adequate number of generalizations and principles.	Solution has a "new slant"; supports solution with an abundant amount of facts and details.
ANALYSIS	Solution shows minimal	Solution demonstrates the	Solution classifies elements, their

	classification of elements; no relation among elements and their relation and structure to one another.	relation and structure among elements; recognizes patterns; rationally supported.	relationship to each other, while identifying the arrangement and structure connecting them in a rational and persuasive way.
SYNTHESIS	Solution lacks self-expression; some important elements excluded; solution not workable; not clearly communicated.	Workable solution is new and includes essential elements; adequately communicated solution to appropriate audience; demonstrates self-expression.	Workable solution that is new and includes all parts; demonstrates unique self-expression; communication is directed to a specific audience in a unique and highly effective manner.
EVALUATION	Judgments have little or no support.	Judgments are on both cognitive and effective levels; based on given criteria or selected remembered criteria.	Judgments are based on a variety of facets at both the cognitive and effective levels.

Kansas State Department of Education (n.d.) Effective practices for gifted education in Kansas manual. Retrieved October, 2008 from www.kansped.org.

Rubric 3

Evaluation Rubric for the Affective Domain

Please rate the student according to your observations only. The categories identify professional behaviors described as desirable attributes of healthcare professionals. The descriptions within each category represent the behaviors generally expected for the individual.

Each category will receive a score of 1 to 5. **A score of 3 is considered average and represents the expected acceptable level of conduct for that category.** If asked, you should be able to provide verification for any score other than a 3. If the individual you are evaluating is performing as an entry-level healthcare provider, he or she should obtain a score of 3 in most categories.

Student Name: _____

Affective Domain Evaluation: _____ Date: _____

1. Integrity

Your Recommended Score: _____		Required attributes to obtain the recommended score
	1	Major infraction of 1 (or more) areas of #3 or many minor infractions in most areas of #3.
	2	Minor infractions of 1 area of #3 but otherwise compliant with all aspects described in #3.
	3	Consistent honesty; being able to be trusted with property and confidential information, complete and accurate documentation of patient care and learning activities.
	4	Consistent honesty; assists other classmates in understanding confidential issues and in developing their documentation skills.
	5	Always honest; leads by example and models exemplary behaviors regarding integrity. Consistently turns in paperwork that is complete and accurate prior to due date.

2. Empathy

Your Recommended Score: _____		Required attributes to obtain the recommended score
	1	Being deliberately disrespectful of others, making fun of others, being condescending or sarcastic to others, clearly uncomfortable dealing with emotions of patients.
	2	Lacking compassion for others or responding inappropriately to emotional responses. Being uncomfortable emotional displays. Not acting as a patient advocate.
	3	Showing compassion to others, responding appropriately to emotional responses by others, demonstrating respect to others, being supportive and reassuring.
	4	Able to show compassion and respond appropriately while maintaining professional demeanor, demonstrating a strong desire to advocate for the patient, can direct patients and their families to available community resources.

	5	Seeks out opportunities to serve in the community, when the situation arises can provide contact information on assistance agencies, has the ability to set troubled patients at ease and actively listens to their problems and concerns.
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3. Self-Motivation

Your Recommended Score: _____		Required attributes to obtain the recommended score
	1	Consistently failing to meet established deadlines, unable to demonstrate intrinsic motivating factors. Requires extrinsic motivation from instructors, failing to improve even after corrective feedback has been provided by faculty, requiring constant supervision to complete tasks or being asked to repeat a task that is incorrectly performed.
	2	Failing to meet 1–3 tasks as described in #3 but obviously making attempts to attain acceptable standards.
	3	Taking initiative to complete assignments, taking initiative to improve or correct behavior, taking on and following through on tasks without constant supervision, showing enthusiasm for learning and improvement, consistently striving for improvement in all aspects of patient care and professional activities, accepting constructive criticism in a positive manner, taking advantage of learning opportunities.
	4	Occasionally completing and turning in assignments before the scheduled deadline, consistently striving for excellence in all aspects of patient care and professional activities, seeking out a mentor or faculty member to provide constructive criticism, informing faculty of learning opportunities.
	5	Never missing a deadline and often completing assignments well ahead of deadlines, reminding other students of deadlines, supporting faculty in upholding the rules and regulations of the program, taking seriously opportunities to provide feedback to fellow students, seeking opportunities to obtain feedback, assisting faculty in arranging and coordinating activities.

4. Appearance and Personal Hygiene

Your Recommended Score: _____		Required attributes to obtain the recommended score
	1	Inappropriate clothing worn to class or clinical settings. Poor hygiene or grooming.
	2	Appropriate clothing is selected for a majority of the time, but the uniform may be unkempt (wrinkled), mildly soiled, or in need of minor repairs; appropriate personal hygiene is common, but occasionally the individual is unkempt or disheveled.
	3	Clothing is appropriate, neat, clean and well-maintained; good personal hygiene and grooming.
	4	Clothing. Grooming and hygiene are good or above average.
	5	Clothing is always appropriate. Grooming and hygiene are impeccable. Hair is worn in an appropriate manner for the environment, and student is free of excessive jewelry. Makeup and perfume or cologne usage is discrete and tasteful.

5. Self-Confidence

Your Recommended Score: _____		Required attributes to obtain the recommended score
	1	Does not trust personal judgment, is unaware of strengths or weaknesses, and frequently exercises poor personal judgment.
	2	Needs encouragement to trust personal judgment, is aware of strengths but does not readily recognize weaknesses, sometimes makes poor personal choices.
	3	Demonstrating the ability to trust personal judgment, demonstrating an awareness of strengths and limitations, exercises good personal judgment.
	4	Stands by his/her choices when challenged by an authority figure, aware of strengths and weaknesses and seeks to improve, exercises good personal judgment and often serves as a mentor for classmates.

	5	Stands by and can defend personal choices when challenged by an authority figure, actively seeks to improve on weaknesses, seeks out opportunities to assist other classmates in developing their self-confidence.
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6. Communications

Your Recommended Score: _____		Required attributes to obtain the recommended score
	1	Unable to speak or write clearly and is unable to correct their behavior despite intervention by instructors, does not actively listen (requires instructions to be repeated or appears unable to follow directions,) resistant to learning new communications strategies.
	2	Needs work to speak or write clearly, knows how to actively listen although sometimes is unable to model good listening skills, able to identify alternative communication strategies needed in various situations but is still developing the skill to perform alternative strategies.
	3	Speaking clearly, writing legibly, listening actively, adjusting communications strategies to various situations.
	4	Working on improving speaking and writing abilities, models active listening skills, able to modify communication strategies easily in various situations and able to effectively communicate a message in these various settings.
	5	Working on self and assisting classmates in improving speaking and writing abilities, models and is able to demonstrate active listening techniques to other students, is comfortable utilizing a variety of communication styles, may have proficiency in another language, including sign language.

7. Time Management

Your Recommended Score: _____		Required attributes to obtain the recommended score
	1	Often late to class or clinical sites, frequently late in turning in assignments, requires constant reminders about due dates and will blame others if a due date is missed.

	2	Occasionally late in arriving to class or clinical sites, occasionally late in turning in assignments or requires reminding about deadlines.
	3	Consistent punctuality, completing tasks and assignments on time.
	4	Seldom late to class or clinical, generally ready to begin class or clinical prior to the actual start time, completes tasks and assignments by due date (and occasionally in advance of due date) with minimal need for reminders of due dates.
	5	Punctual (or early) nearly 100% of the time, completes tasks and assignments prior to the due date, seldom requires reminding about deadlines or due dates, may assist instructor in reminding classmates about due dates.

8. Teamwork and Diplomacy

Your Recommended Score: _____		Required attributes to obtain the recommended score
	1	Manipulating the team or acting with disregard to the team, being disrespectful of team members, being resistant to change or refusing to cooperate in attempts to work out solutions.
	2	Sometimes acting for personal interest at the expense of the team, acting independent of the team or appearing nonsupportive, being somewhat resistant to change or occasionally unwilling to work out a solution.
	3	Placing the success of the team above self interest, not undermining the team, helping and supporting other team members, showing respect for all team members, remaining flexible and open to change, communicating with others to resolve problems.
	4	Placing success of the team above self-interest, supporting and holding up the team by shouldering additional responsibilities, actively seeking to include all members of the team in decision-making processes were appropriate, welcoming change and remaining flexible, helping to open the lines of communication.

	5	Placing success of the team above self-interest (even if that means a negative outcome to self), taking a leadership role and using good management skills while leading, involving all appropriate team members in the decision making process, suggesting and implementing changes to benefit the team, seeking ways to keep communications and dialogue going.
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9. Respect

Your Recommended Score: _____		Required attributes to obtain the recommended score
	1	Disrespect of authority, being argumentative, using inappropriate words, or outbursts of anger, deliberately undermining authority in words or actions or trying to provoke others, frequently unable to act in a professional manner.
	2	Being polite when required, occasionally overheard using demeaning or derogatory language but confining it to situations other than in patient care settings, occasionally acting unprofessional on the job.
	3	Being polite to others, not using derogatory or demeaning terms, and behaving in a manner that brings credit to the profession.
	4	Being polite even when a situation is not going in his/her favor, always using respectful language when describing situations even when not in public areas, modeling good professional behaviors.
	5	Serving as a "peacemaker" in volatile situations, able to take abusive language or disrespect from patients without reacting negatively toward the individual, modeling good professional behaviors even when outside of the classroom or off of the job.

10. Patient Advocacy

Your Recommended Score: _____		Required attributes to obtain the recommended score
	1	Unable to deal with patients because of personal biases, actively demeaning or degrading patients with words or deeds, unconcerned about patient rights, feelings or considerations, frequently takes shortcuts during care of patients because it is "easier" or "faster."

	2	Occasionally has difficulty dealing with patients because of personal bias or feelings, not always able to place the needs of the patient first.
	3	Not allowing personal bias or feelings to interfere with patient care, placing the needs of patients above self-interest, protecting and respecting patient confidentiality and dignity.
	4	Not allowing personal bias or feelings to interfere with patient care despite strong negative feelings or biases toward a patient or situation, actively advocating for patient rights, protecting confidentiality.
	5	Models patient advocacy and able to defend the need to advocate for patient rights, seeks out opportunities to help fellow classmates learn the principles of patient advocacy, when the opportunity presents itself can be called upon to follow through on an advocacy issue even if it means it on their off time.

11. Careful Delivery of Services

Your Recommended Score: _____		Required attributes to obtain the recommended score
	1	Unable to perform skills at entry level or requiring constant monitoring or reinforcement to perform skills, required to recheck tasks because of omissions or inaccuracies in performance or documentation, unwilling to learn policies, procedures or protocols, deliberate unwillingness to follow the letter or spirit of rules or regulations.
	2	Occasionally performing skills below the entry-level, requiring monitoring to ensure completeness and accuracy in completing tasks, occasional minor breaches in policies, procedures, or protocols attributed to lack of knowledge of it but willing to learn, may follow the letter, but not always the spirit, of rules and regulations.
	3	Performing skills at an entry-level capacity a majority of the time, performing complete equipment and supply checks, demonstrating careful and safe ambulance operations, following policies and procedures and protocols, following orders.

	4	Can be trusted to function independent of all but minor supervision, does not need to be reminded to perform routine maintenance checks, follows the letter and spirit of all rules, regulations, policies, and procedures.
	5	Functions independently and able to correct mistakes by self-reflection; able to assist in the development of rules, regulations, policies, and procedures; will assist in monitoring fellow students in the completion of tasks and may be able to assist fellow students identify weaknesses and strengths.

General Comments:

Signature of Person Completing Form Date

Printed Name Title

Student Signature

Student should sign form only if conference is held following evaluation. Student agreement of ratings is not required for form to be completed, and forms may be completed anonymously.

National Highway Traffic Safety Administration (2002). National Guidelines for Education EMS Instructors. Retrieved on February 25, 2009 from <http://www.nhtsa.gov/people/injury/ems/Instructor/TableofContents.htm>