

Rubrics - the bridge that connects evidence and explicit evaluative reasoning

Presented at the AES Conference

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Kinnect Group

Session will cover

Overview – recap - what are rubrics?

Using rubrics to support emergent strategy and innovation

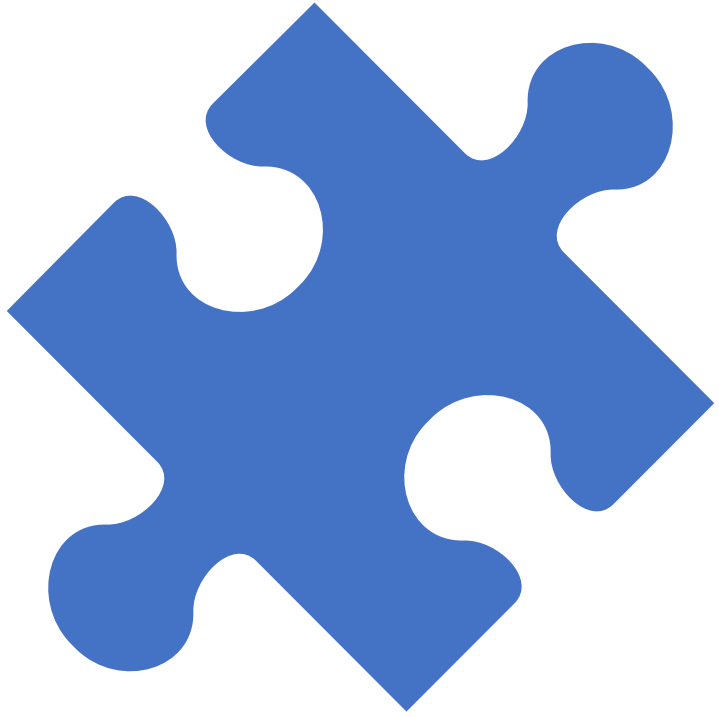
Rubrics that support synthesis of evidence and evaluative reasoning

Exploring how rubrics can be used in the communication of results

Show of hands...

- I have never heard of rubrics
- Heard of rubrics, haven't used
- Dabbled in rubrics, got bit stuck
- Used rubrics successfully
- I have a black belt in rubrics



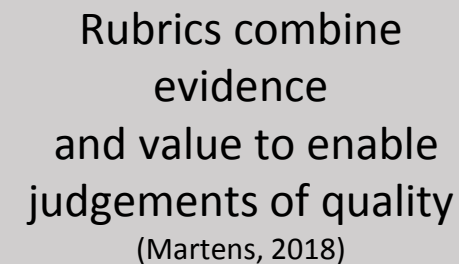


Recap: An
overview of
what rubrics
are

What are evaluative rubrics?

Rubrics are an approach for making explicit the judgements we make in evaluation

Rubrics clarify and set out the basis on which judgements of performance, quality, usefulness and effectiveness are made



Rubrics combine
evidence
and value to enable
judgements of quality
(Martens, 2018)

Why do we need rubrics?

- Whose values to use
- What counts as meeting targets
- Synthesizing mixed results
- Unintended consequences
- Whether the ends justify the means

Making judgements
is hard!

Where do rubrics come from?

- Generally thought of as a scoring guide used to evaluate the quality of a student's work" (Popham, 2012)
- Early versions were called standardized development ratings (SDRs)
- The term rubric first used in the eighties in relation to student assessment ratings

Education largely

What are the parts of a rubric?

Three core components:

- Key aspects of performance - criteria
- Levels of performance - standards
- Importance of each aspect – merit determination

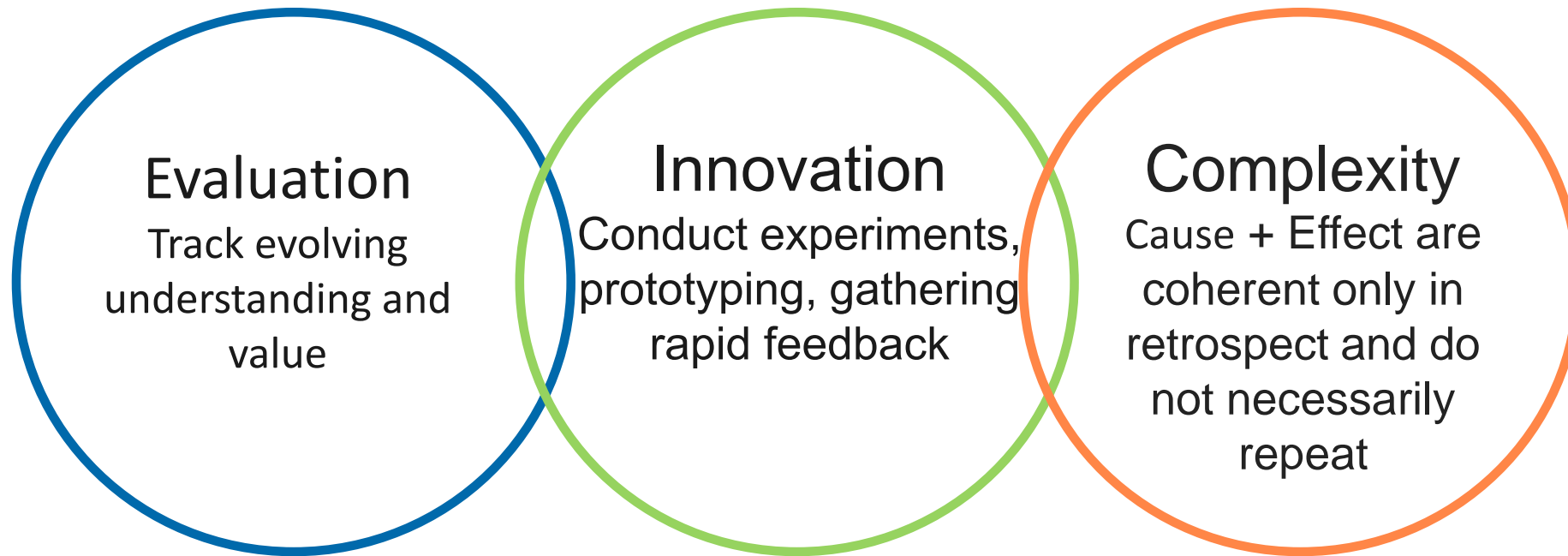




Using rubrics to support emergent strategy and innovation

Nan Wehipeihana and Kate McKegg

Evaluation and emergent strategy and innovation



*More commonly, we build
a hypothesis...*

Theory of Change

IF we do....



THEN it will result in....

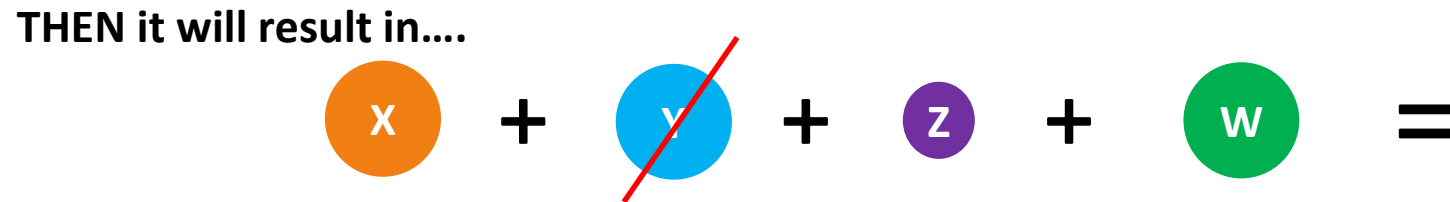
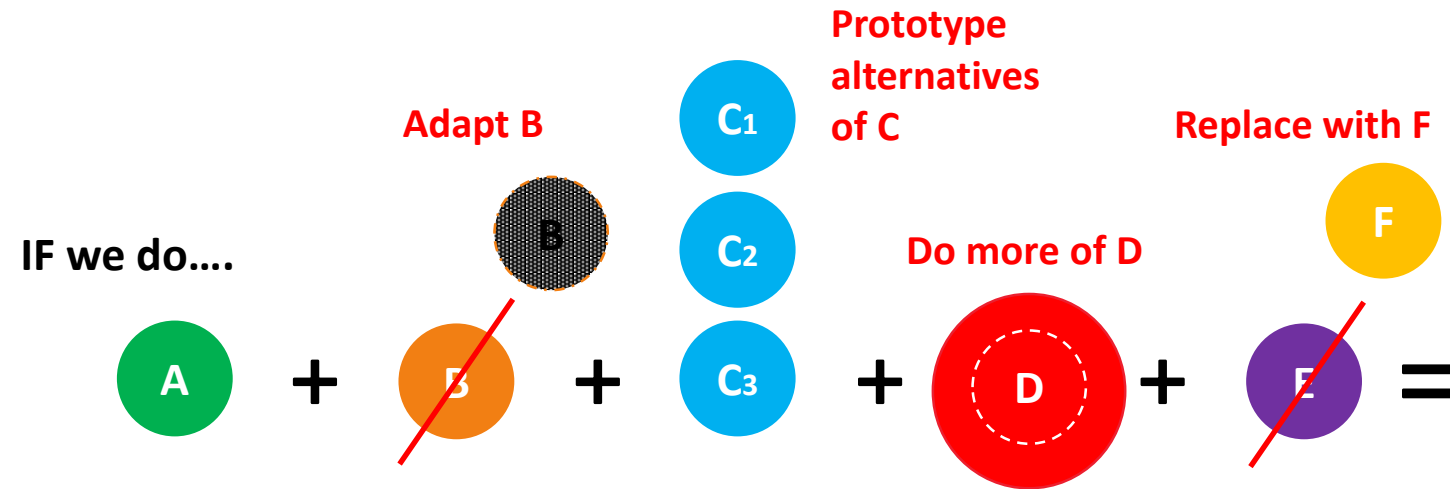


WHICH will ACHIEVE...



Acknowledgement to Jamie Gamble

***Emergent
strategy and
Innovation
challenges old
ways of making
assumptions***



Acknowledgement to Jamie Gamble

- When we know the general destination but not the direction – we have to remain open to possibilities
- It pays to hold onto a clear intention – but remain open to opportunities and change
- We have to be able to respond to the present, and create the future as we go

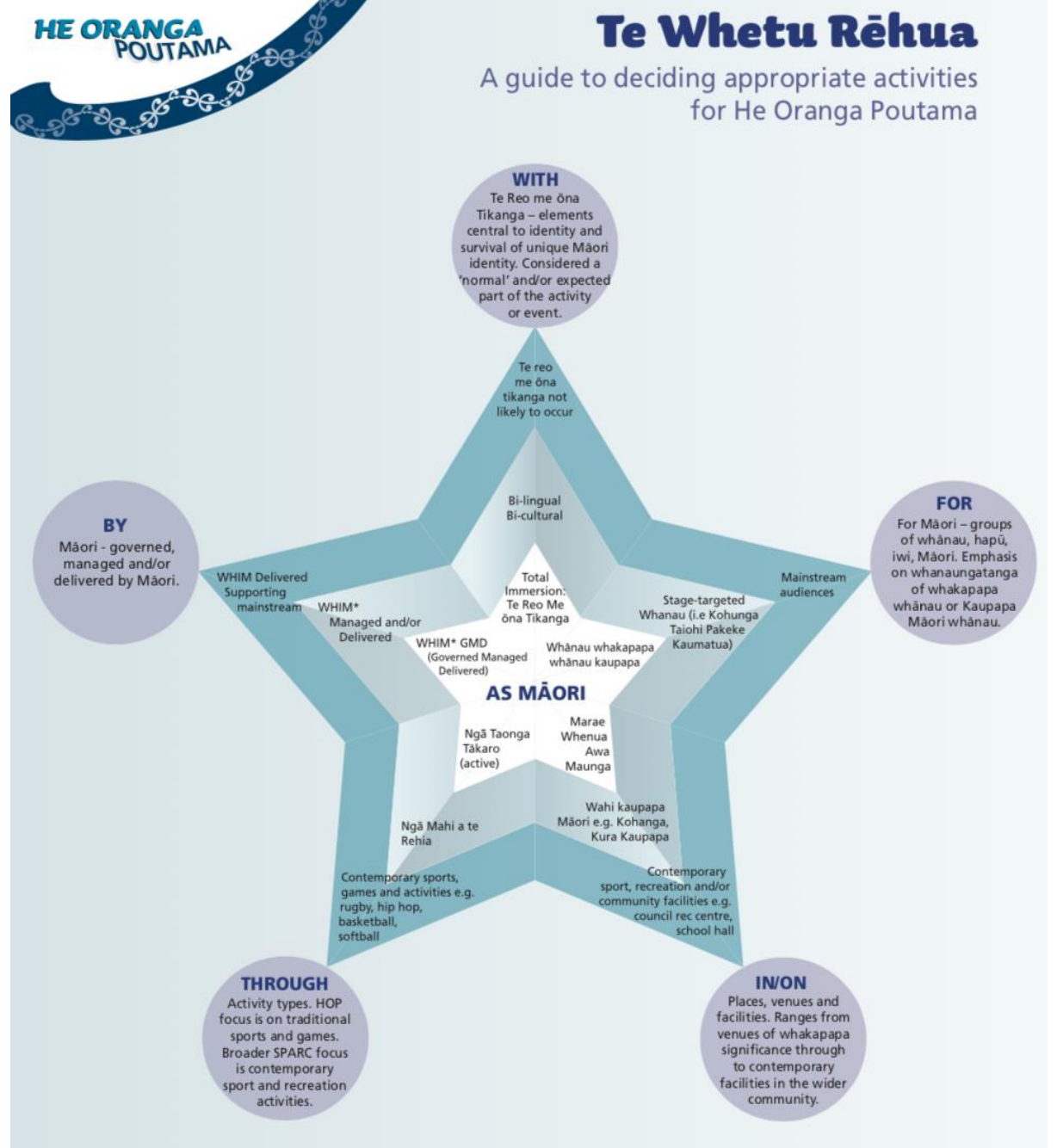


- Rubrics provide us with the architecture in uncertainty – connect values to context, action, interaction, performance and evidence
- Use of values and principles – a strong option that allows us to adapt coherently amidst change
- Values engaged
evaluative practice is not familiar to many of us



Values-led Rubrics examples

He Oranga Poutama



Different levels of performance for each principle
– comparing mainstream and traditional sport



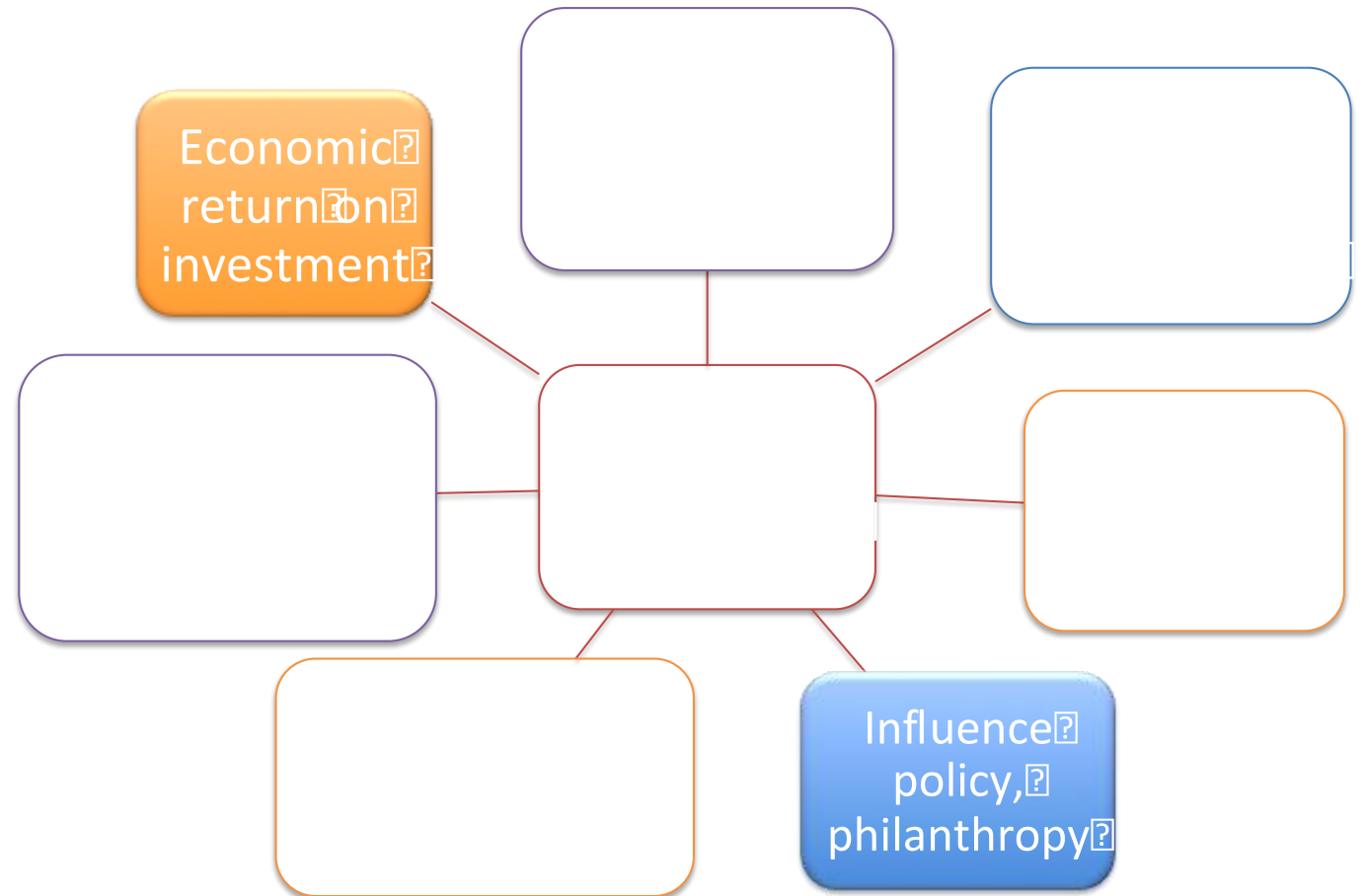
A traditional sport – Ki-o-rahi



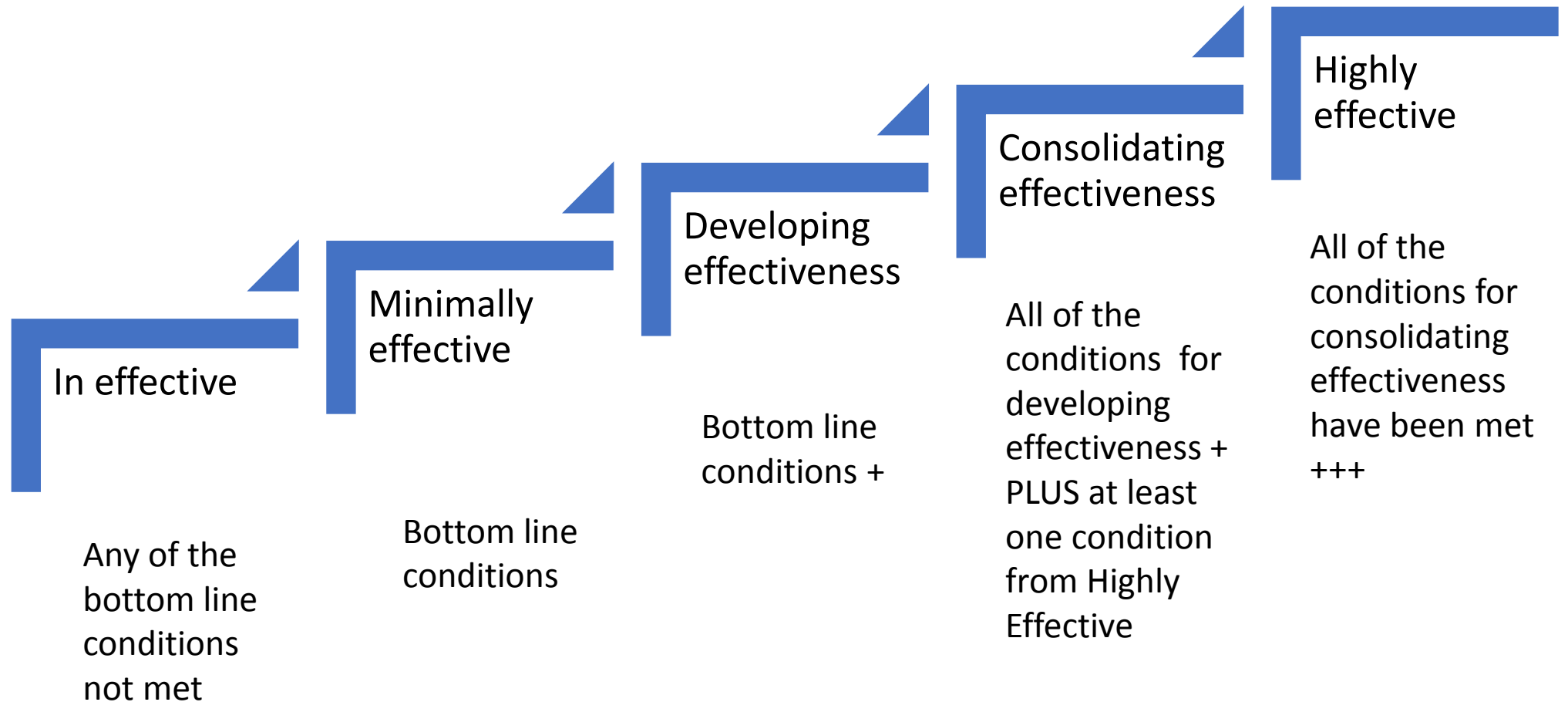
<https://sportnz.org.nz/managing-sport/search-for-a-resource/guides/te-whetu-rehua-the-guiding-star>

Māori and Pacific Education Initiative

7 overall principles / criteria



Overall performance rating – set the bar and the vision for the destination (5 years)



Some rubric detail

Highly effective

ALL of the conditions for 'Developing Effectiveness' are met and, in addition:

- The vast majority¹ of projects show **educational outcomes**² at least as positive as those achieved by pre-existing exemplar Māori/Pacific education programmes.³
- Virtually all projects **achieve outcomes that their families and communities widely value. Māori and Pacific communities endorse and celebrate the success of these models** for the contribution they make to realising their educational aspirations.
- There is **clear evidence about why and how the models work for their target populations**, including validation of the role of culture and the specific Māori/Pacific cultural elements that matter in this context.
- **The foundation is a recognised and respected leader, innovator and influencer of education policy and/or philanthropy.**
- **Government/communities (e.g., schools, iwi, and others) implement successful models** pioneered through the MPEI.
- **Other philanthropic organisations and/or Government(s) recognise the value of the high engagement approach**, and seek to learn from ASBCT.
- **The MPEI influences the focus of education** in New Zealand, e.g., how value and success in education are defined.

Consolidating effectiveness

ALL of the conditions for 'Developing Effectiveness' and ANY of the conditions for 'Highly Effective' are met.

Developing effectiveness

ALL of the conditions for 'Minimally Effective' are met and, in addition:

- Government (e.g., Ministers, Departments) or communities (e.g., schools, iwi, others) show an interest in the models OR the MPEI enables ASBCT to engage in other significant policy dialogue that otherwise would not have been possible.



In summing up

...it gave us the space to define the space that we work in for our people and it was negotiated (He Oranga Poutama provider).

...the process has allowed us to focus on our uniqueness, our Kaupapa Māori approach and we don't need to keep justifying it...(He Oranga Poutama provider)

Rubrics for Synthesis:

Judging Value for Money from diverse criteria and evidence

Judy Oakden & Julian King



Chapter in Tolich & Davidson
(2018)

Sustainable Farming Fund

\$122m, 906 projects, 14 years



Outcomes...



Environmental



Social



Cultural



Economic

Admin database

Online survey

Case studies →

Workshops →

Documents review

Break-even analysis



Value for
money?



Framing for data synthesis



Rubric of
progress
using
Bennett's
Hierarchy



Excellent VfM

Very good VfM

Good VfM

Adequate VfM

Poor VfM

VFM	Standards (Source: Oakden & King, 2018)
Excellent	<ul style="list-style-type: none"> Sufficient results from successful projects to provide clear evidence of positive return on investment from SFF investment overall AND Credible contribution to export opportunities and improved sector productivity; and increased environmentally sustainable practice AND Evidence of exemplary contributions to enhanced environmental, social and cultural outcomes including significant outcomes at Level 6 of the Bennett's Hierarchy and emergent outcomes at Level 7.
Vary good	<ul style="list-style-type: none"> Sufficient results from successful projects to demonstrate we have already broken even on the SFF investment overall AND Emerging contribution to export opportunities, improved sector productivity; and increased environmentally sustainable practice AND Evidence of significant contribution to enhanced environmental, social, or cultural outcomes including significant outcomes at Level 6 of the Bennett's Hierarchy.
Good	<ul style="list-style-type: none"> Sufficient results from successful projects to credibly forecast break-even on the SFF investment overall AND Credible contribution in encouraging primary sectors partnering, encouraging and co-investing in industry innovation and adoption, partnering innovative approaches to environmental challenges, and engaging with Māori AND Evidence of emerging contribution to enhanced environmental, social, OR cultural outcomes including significant outcomes at Level 5 of the Bennett's Hierarchy and emergent outcomes at Level 6.
Minimally acceptable	<ul style="list-style-type: none"> The SFF is sufficiently well-utilised on a range of sufficiently promising projects to have a credible prospect of breaking even overall AND Funds are being allocated and used in accordance with the intended purpose and strategic priorities of the SFF AND Emerging contribution in encouraging primary sectors partnering, encouraging and co-investing in industry innovation and adoption, partnering innovative approaches to environmental challenges, and engaging with Māori AND Evidence of emerging contribution to enhanced environmental, social or cultural outcomes – meets Levels 1–4 (Resourcing, activities, participation and reactions) on Bennetts Hierarchy and there are emerging examples from Level 5 (KASA – Knowledge, Attitudes, Skills and Actions).
Poor	<ul style="list-style-type: none"> Fund is not sufficiently well-utilised on a range of sufficiently promising projects and has no credible prospect of breaking even OR No evidence of contribution to enhanced environmental, social, or cultural outcomes at Bennetts Hierarchy Level 5 (KASA – Knowledge, Attitudes, Skills and Actions) or higher.

Synthesis: the mechanics of sense-making

Streams of evidence

Rubric

Evaluative judgement

Admin database



Online survey



Case studies



Workshops



Docs review



Break-even analysis

VFM	Standards (Source: Oakden & King, 2018)
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Excellent?

Very good?

Good?

Minimally acceptable?

Poor?

Synthesis: social dimension of sense-making

Need multiple perspectives

Two stages:

1 Evaluators

2 Stakeholders



Evaluators combine data, see patterns and make evaluative judgements

Combine data and assemble performance stories

Deal with conflicting evidence

Make judgements on aspects of performance



Stakeholders bring broader perspectives

Benefits:

Engagement

Immediacy

Transparency

Transfers learning



Rubrics help us

Define what good looks like
Organize & analyze evidence
Synthesize diverse values
Interpret as agreed

In order to...

Reach clear judgements supported by evidence and reasoning
Tell clear story of performance



References

Oakden, J., King, J. (2018). Evaluation, in M. Tolich & C. Davidson (Eds.). Social science research in New Zealand: An introduction (3rd ed; pp. 180-193). Auckland, New Zealand: Auckland University Press.

Oakden, J., King, J. & Allen, W. (2014). Evaluation of the Sustainable Farming Fund: Executive Summary, prepared for Ministry for Primary Industries. Wellington, New Zealand: Kinnect Group.