Are We Making a Difference? Evaluating Community-Based Programs

Christine Maidl Pribbenow
Wisconsin Center for Education Research
cmpribbenow@wisc.edu
(608) 263-4256

August 11, 2009

Definitions

Activities—The processes, techniques, tools, events, technology, and actions of the planned program. These may included products—promotional materials and educational curricula; services—education and training, counseling, or health screening; and infrastructure—structure, relationships, and capacity used to bring about the desired results. (Kellogg, 2004)

Audiences—Consumers of the evaluation; those who will or should read or hear of the evaluation, either during or at the end of the evaluation process. (NSF, 2002)

Baseline—Facts about the condition or performance of subjects prior to treatment or interventions. (NSF, 2002)

Coding—To translate a given set of data or items into descriptive or analytical categories to be used for data labeling and retrieval. (NSF, 2002)

Community—Target populations that may be defined by: geography; race; ethnicity; gender; sexual orientation; disability, illness, or other health condition; or to groups that have a common interest or cause, such as health or service agencies and organizations, health care or public health practitioners or providers, policy makers, or lay public groups with public health concerns.
http://www.uwictr.wisc.edu/CommunityResearch

Community-based organizations—Organizations that may be involved in the research process as members or representatives of the community. Possible community partners include, but are not limited to, Tribal governments and colleges, state or local governments, independent living centers, other educational institutions such as junior colleges, advocacy organizations, health delivery organizations (e.g., clinics, hospitals, and networks), health professional associations, non-governmental organizations, and Federally-qualified health centers. [*As defined in the NIH Program Announcement # PA-08-077*]
http://www.uwictr.wisc.edu/CommunityResearch

Effectiveness—Refers to the worth of a project in achieving formative or summative objectives. "Success" is its rough equivalent. (NSF, 2002)

External evaluation—Evaluation conducted by an evaluator outside the organization within which the project is housed. (NSF, 2002)

Formative evaluation—Evaluation designed and used to improve an intervention, especially when it is still being developed. (NSF, 2002)

Impact evaluation—An evaluation focused on outcomes or payoff of a project. (NSF, 2002)

Impacts—Organizational, community, and /or system level changes expected to result from program activities, which might include improved conditions, increased capacity, and/or changes in the policy arena. (Kellogg, 2004)

Implementation evaluation—Assessing program delivery. (NSF, 2002)

Instrument—An assessment device (test, questionnaire, protocol, etc.) adapted, adopted, or constructed for the purpose of the evaluation. (NSF, 2002)

Internal evaluator—A staff member or unit from the organization within which the project is housed. (NSF, 2002)

Intervention—Project feature or innovation subject to evaluation. (NSF, 2002)

Logic Model—A systematic and visual way to present and share your understanding of the relationships among the resources you have to operate your program, the activities you plan, and the changes or results you hope to achieve. (Kellogg, 2004)

Mixed-method evaluation—an evaluation for which the design includes the use of both quantitative and qualitative methods for data collection and analysis. (NSF, 2002)

Nonparticipant observer—A person whose role is clearly defined to project participants and project personnel as an outside observer or onlooker. (NSF, 2002)

Objective—A specific description of an intended outcome. (NSF, 2002)

Outcome—Post-treatment or post-intervention effects. (NSF, 2002)
Outcomes—Specific changes in attitude, behaviors, knowledge, skills, status, or level of functioning expected to result from program activities and which are most often expressed at an individual level. (Kellogg, 2004)

Outputs—are the direct results of program activities. They are usually described in terms of the size and/or scope of the services and products delivered or produced by the program. (Kellogg, 2004)

Purposive sampling—Creating samples by selecting information-rich cases from which one can learn a great deal about issues of central important to the purpose of the evaluation. (NSF, 2002)

Qualitative evaluation—The approach to evaluation that is primarily descriptive and interpretive. (NSF, 2002)

Quantitative evaluation—The approach to evaluation involving the use of numerical measurement and data analysis based on statistical methods. (NSF, 2002)

Stakeholder—One who has credibility, power, or other capital invested in a project and thus can be held to be to some degree at risk with it. (NSF, 2002)

Summative evaluation—Evaluation designed to present conclusions about the merit or worth if an intervention and recommendations about whether it should be retained, altered, or eliminated. (NSF, 2002)

Triangulation—In an evaluation, an attempt to get corroboration on a phenomenon or measurement by approaching it be several (three or more) independent routes. This effort provides confirmatory measurement. (NSF, 2002)

Validity—the soundness of the inferences made from a data-gathering process. (NSF, 2002)

Principles of Good Community-Campus Partnerships

The purpose of the Principles of Good Community-Campus Partnerships is to help clarify terms of engagement and expectations between partners. These principles are not intended to be prescriptive or to be adopted verbatim, but instead to provide a starting point or framework for discussion when forming or periodically reflecting on the progress of our partnerships. We believe the process of discussing the principles of a partnership is at least as important as the adoption of principle themselves. Partnerships are at different stages of development and thus the principles provide guidance along the road towards ideal, authentic relationships. The authenticity of a partnership is likely best determined by the consensus of the members of the partnership itself.

- Partnerships form to serve a specific purpose and may take on new goals over time.
- Partners have agreed upon mission, values, goals, measurable outcomes and accountability for the partnership.
- The relationship between partners is characterized by mutual trust, respect, genuineness, and commitment.
- The partnership builds upon identified strengths and assets, but also works to address needs and increase capacity of all partners.
- The partnership balances power among partners and enables resources among partners to be shared.
- Partners make clear and open communication an ongoing priority by striving to understand each other's needs and self-interests, and developing a common language.
- Principles and processes for the partnership are established with the input and agreement of all partners, especially for decision-making and conflict resolution.
- There is feedback among all stakeholders in the partnership, with the goal of continuously improving the partnership and its outcomes.
- Partners share the benefits of the partnership's accomplishments.
- Partnerships can dissolve and need to plan a process for closure.

The revised CCPH Principles of Good Community-Campus Partnerships below were adopted by the CCPH board in October 2006.

Logic Model: Activity #1

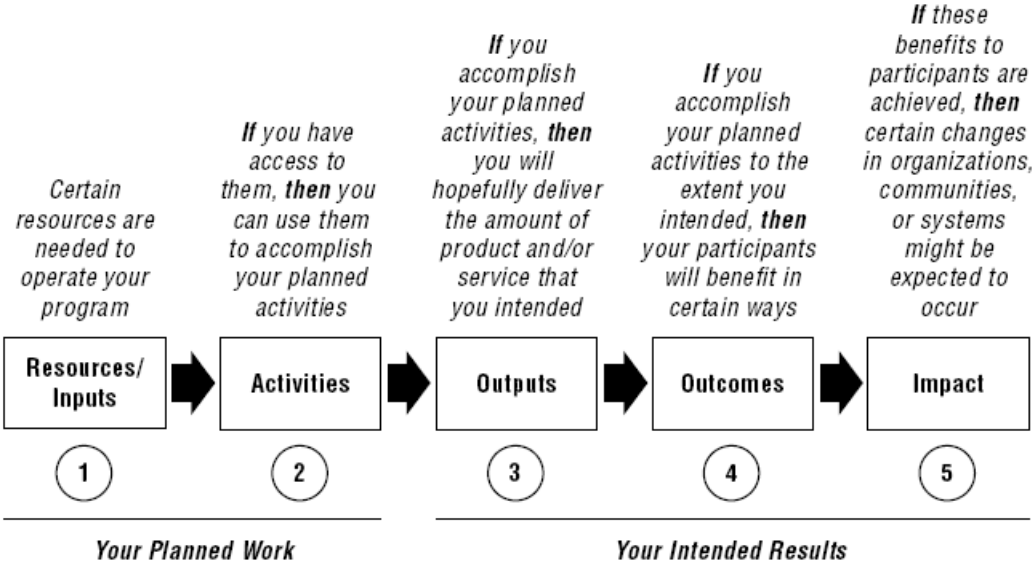
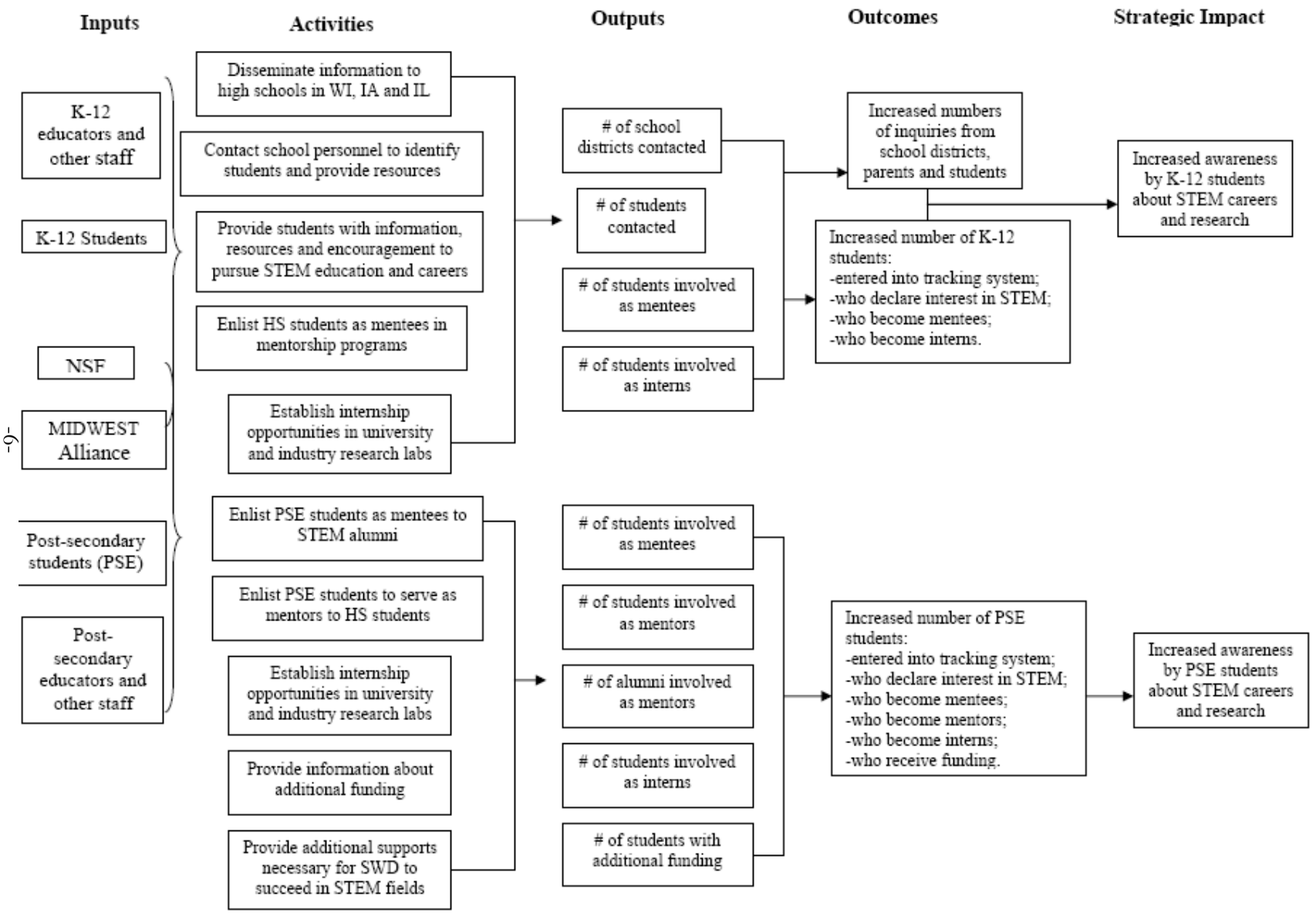


Figure 2. How to Read a Logic Model.

Resources	Activities	Outputs	Short- and Long-term Outcomes	Impact
In order to accomplish our set of activities, we will need the following:	*In order to address our problem, we will accomplish the following activities:*	*We expect that once accomplished, these activities will produce the following evidence of service delivery:*	*We expect that if accomplished, these activities will lead to the following changes in less than 3 years and then 4-6 years:*	*We expect that if accomplished, these activities will lead to the following changes in 7-10 years:*


Inputs
Activities
Outputs
Outcomes
Strategic Impact
K-12 educators and other staff
K-12 Students
NSF
MIDWEST Alliance
Post-secondary students (PSE)
Post-secondary educators and other staff
Disseminate information to high schools in WI, IA and IL
Contact school personnel to identify students and provide resources
Provide students with information, resources and encouragement to pursue STEM education and careers
Enlist HS students as mentees in mentorship programs
Establish internship opportunities in university and industry research labs
Enlist PSE students as mentees to STEM alumni
Enlist PSE students to serve as mentors to HS students
Establish internship opportunities in university and industry research labs
Provide information about additional funding
Provide additional supports necessary for SWD to succeed in STEM fields
# of school districts contacted
# of students contacted
# of students involved as mentees
# of students involved as interns
# of students involved as mentees
# of students involved as mentors
# of alumni involved as mentors
# of students involved as interns
# of students with additional funding
Increased numbers of inquiries from school districts, parents and students
Increased number of K-12 students:
-entered into tracking system;
-who declare interest in STEM;
-who become mentees;
-who become interns.
Increased number of PSE students:
-entered into tracking system;
-who declare interest in STEM;
-who become mentees;
-who become mentors;
-who become interns;
-who receive funding.
Increased awareness by K-12 students about STEM careers and research
Increased awareness by PSE students about STEM careers and research

Levels of Evaluation: Activity #2

- Participation
- Satisfaction
- Learning
- Application
- Overall Impact

What do I want to know?	At which level am I evaluating the program?

Methods of Data Collection

Data Collection Method	Data Analysis	Benefits	Limitations
Surveys -Web-based -Hard copy distribution	Descriptive: -Means, frequencies of closed-ended, potential statistics -Identify themes from open-ended questions	-Can request input from large numbers -Can cover a wide range of topics -Higher-level analysis on data can be performed -Standard surveys available or can develop your own	-Potential low response rate, uneven response rate -Are you measuring that you hope to measure? -General picture, but lacks depth -Distribution and collection difficult -Intensive analysis and reporting—lengthy turn-around time -Concerns with confidentiality
Focus Groups	Identify themes from responses to questions	-Can delve deeper into issues or topic, rich data -Provides local data—specific to context -Can clarify responses	-Time intensive -Suffers from sample issues—are the participants representative? -Data analysis intensive -Issues with confidentiality, anonymity
Interviews	Identify themes from responses to questions	-Can delve deeper into issues or topic, rich data -Provides local data—specific to context -Gets at individual stories; multiple realities -Can clarify responses	-Time intensive -Suffers from sample issues—are the participants representative? -Data analysis intensive -Issues with confidentiality, anonymity -Inconsistencies across interviews leads to issues of "reliability"
Observations	-"Thick description" of environment -Identification of themes	-Provides direct information about behavior and experiences -Evaluator understands context -Natural, unstructured	-Time intensive -May affect behavior of participants -Selective perception of observer may distort data
Data Already in Existence or Collected	Varies depending on form of data, but usually quantitative	-You don't have to compile it yourself -May be longitudinal so you can observe change over time	-Access may be challenging do to confidentiality issues -Data might be presented in way that's difficult to access or analyze
Scoring Rubrics	Can be created to be either qualitative or quantitative	-Useful to assess or evaluate complex concepts (e.g., critical thinking or problem solving ability) -Powerful when done well -Allow you to be somewhat objective with concepts that are very subjective	-Challenging to create -Time consuming -In general, may lack reliability and validity

Survey Design Tips

http://users.ameritech.net/sethwhite/info.html

Plan

- Define specific goals for the survey.
- Only include questions that directly address those goals.
- Consider options to increase respondent participation, including advance messages, incentives, and reminders.
- Use question types that support the analysis that you will be performing and the kind of results you wish to report.
- When selecting question types, consider the time involved in the analysis stage; for example, coding and evaluating open-ended items.
- Select respondent samples that are representative of the population—and who have the knowledge to answer the questions.
- Pilot-test the survey with a small number of people to identify problems in question wording and instructions; remedy the problems before sending the survey to a large group.

Organize

- Write an introduction that explains the purpose of the questionnaire, explains confidentiality issues, and includes the due date.
- At the conclusion of the survey, include a thank you and (if appropriate) information about how results can be accessed.
- Place the quickly and easily answered questions at the beginning of the questionnaire. Difficult and/or sensitive questions should be placed toward the end of the questionnaire. Otherwise, potential respondents might assume the entire survey is composed of difficult and/or sensitive questions, which could be a disincentive to participate.
- To encourage a large number of respondents, keep the survey as short and concise as practical.
- Group related questions or questions of a given response type in sections and arrange in a logical order.
- Look for possible order bias (the order in which questions are asked may affect the answers).

Construct Questions

- Write questions as clearly as possible. Write for the intended audience (consider their vocabulary and grammar levels and styles). Use simple, everyday language that all respondents will understand—jargon-free, without technical language, slang or culturally specific words. Avoid complex sentence structure.
- Define any terms that you feel may be unclear or not obvious to your audience.
- Avoid asking leading or potentially biased questions.
- Make questions as specific and concrete as possible; i.e., instead of "Do you read regularly?" use "Do you read the Washington Post five or more days per week?"
- Avoid "double-barreled" questions: make sure each question addresses only one issue, attribute, or skill.
- Give respondents the option of "I don't know" as a choice, unless you have specific reasons for forcing them to make a choice of responses.
- Consider, for each question, the necessary background information that is required for a

thoughtful response. If you use multiple-choice questions, check to see that all possibilities are addressed in multiple choice answers and that each answer is mutually exclusive and neutrally phrased.

- If you use multiple-choice questions, check that the answers are approximately the same length and complexity.
- If you use true/false questions, check that each response option is true or false without exception.
- With all types of questions, avoid determiners—always, never, without a doubt, invariably.
- With all types of questions, avoid negatives and double negatives.

Document

- If you are planning to report or publish your results, document your survey construction, administration, and analysis procedures in enough detail that someone else could replicate them.
- In any report of your data, make sure you are conforming to the level of confidentiality that you have promised to your respondents.

Focus Group Process

- Define the Purpose
- Establish a Timeline
- Identify and Invite the Participants
- Generate the Questions to be Asked
- Develop a Script
- Select a Facilitator
- Choose the Location
- Conduct the Focus Group
- Interpret and Report the Results
- Translate the Results into Action

Sample Questions

Research question: *What are community resident's perceptions about our educational programs and what could be improved?*

- What educational programs have you attended? Why did you attend them?
- Did they meet your expectations? Why or why not?
- What are some of the things you look for when choosing a class?
- When is the best time of day to offer them?
- Have you referred others to our program? Way or why not?
- What changes could me make in the content of the programs to make them more interesting to you?

From: *The Wilder Nonprofit Field Guide to Conducting Successful Focus Groups*. (1999). Saint Paul, MN: Amherst H. Wilder Foundation.

Rubric Example

MA Family Self-Sufficiency Scales and Ladders Assessment Form**,** Developed by the Massachusetts Department of Housing and Community Development.

HEALTH SCALE AND INDICATORS

CLIENT NAME: _____ ASSESSMENT DATE: _____

LADDERS↓	HEALTH COVERAGE	AFFORDABILITY	FAMILY HEALTH	SUBSTANCE/ ALCOHOL ABUSE	MENTAL/ BEHAVIORAL HEALTH	Number of boxes checked
THRIVING	Family has full coverage, which includes, primary, preventative, mental, dental, vision, and prescription. ☐	Co-payments are affordable. Family has capacity to access health services. ☐	Family members are in good health and/or accessing health services. ☐	Absence of substance/alcohol abuse or long-term (at-least one year) sobriety. ☐	Ability to meet and identify one's mental health and behavioral needs. ☐	5☐ 4☐ 3☐ 2☐ 1☐
STABLE	Family has full health coverage, which includes primary care & prevention but, 1 or more not covered: mental, dental, vision, and prescription. ☐	Co-payments are affordable. ☐	Family members are in good health and/or accessing health services. ☐	Continuance of sobriety. ☐	Working to meet mental health and behavior needs. ☐	5☐ 4☐ 3☐ 2☐ 1☐
SAFE	Health care available with a subsidy. ☐	Inconsistent use of health care system. ☐	Preventative care. ☐	Completed treatment. ☐	Ability to cope with unmet mental health and behavior needs. ☐	5☐ 4☐ 3☐ 2☐ 1☐
AT-RISK	Limited access to medical care with no primary care provider. ☐	Inappropriate use of the health care system. ☐	Unsound basic health/ hygiene. ☐	Current treatment for substance or alcohol abuse. ☐	Unmet mental health and behavior needs. ☐	5☐ 4☐ 3☐ 2☐ 1☐
IN CRISIS	No health coverage. ☐	No/very limited access to free care. ☐	Family member(s) have critical untreated health problems; and/or medical disability. Poor basic health/hygiene. ☐	Active substance abuse/ addiction. ☐	Unable to get treatment for unmet mental health and behavior problems. ☐	5☐ 4☐ 3☐ 2☐ 1☐

DHCD/BoN 4

Survey Results of Community-based Organization Partners

To what degree was your organization involved in:	Very much	Somewhat	Not at all
Defining the project?	14 78%	4 22%	0 0%
Developing the grant proposal?	5 28%	8 44%	5 28%
Affecting the project's direction?	12 67%	6 33%	0 0%
Addressing challenges or issues as they arose?	13 72%	3 17%	2 11%
Assessing the project's effectiveness?	13 72%	4 22%	1 6%
Deciding on next steps beyond the grant period?	9 50%	8 44%	1 6%

Have the originally identified objectives been met due to the grant?		
Yes	15	94%
No	1	6%
Total	16	100%

Will you consider engaging in another partnership with a campus?		
Yes	18	100%
No	0	0%
Total	18	100%

Indicate the extent to which you agree or disagree with the following statements:	Strongly Agree	Agree	Disagree	Strongly Disagree
I received adequate training/technical assistance to implement this grant.	5 29%	12 71%	0 0%	0 0%
The money was adequate to implement proposed grant activities.	6 35%	8 47%	3 18%	0 0%
The grant deepened the partnership with the campus partner(s).	15 83%	3 17%	0 0%	0 0%
The grant deepened the partnership	10	4	3	1

with another community organization.	56%	22%	17%	6%
Without the grant, the objectives would not have been met.	13 72%	4 22%	1 6%	0 0%

Briefly describe the project between your organization and the campus partner(s) with whom you worked.
Please identify the primary objectives that you were trying to achieve due to this partnership.
Please identify the 1-2 most significant outcomes achieved due to this project.
Please identify 1-2 unanticipated outcomes due to this project.
In what ways did your campus partner(s) contribute to or detract from meeting your project objectives?
What impact has this project had on your organization's ability to carry out its mission?
What impact has this project had on you as an individual?

Designing an Evaluation Plan: Activity #3

Question	Data Collection Method	Data Sources	Timeline

Human Subjects

Definitions (from Department of Health and Human Services)

http://www.hhs.gov/ohrp/humansubjects/guidance/basics.htm

- *Research* means a systematic investigation, including development, testing, and evaluation, designed to develop or contribute to generalizable knowledge. Activities which meet this definition constitute research for the purposes of this policy, whether or not they are supported under a program which is considered research for other purposes.

- *Human subject* means a living individual about whom an investigator conducting research obtains (1) data through intervention or interaction with the individual, or (2) identifiable private information.

- *Identifiable private information* includes information about behavior that occurs in a context in which an individual can reasonably expect that no observation is taking place, and information which has been provided for specific purposes by an individual and which the individual can reasonable expect will not be made public (for example, a medical record).

- *Informed consent* must be sought under circumstances that minimize the possibility of coercion of undue influence and must include the eight basic information elements described in the regulations. Information must be presented in language understandable to the subject or the subject's legally authorized representative.

- *Informed consent* must be documented with a written form approved by the IRB and signed by the subject or the subject's legally authorized representative.

UW-Madison Policy and Procedures
http://www.grad.wisc.edu/research/policyrp/rcr/humansubjects.html

If you engage in human subjects research at the UW-Madison, you will be required to complete on-line human subjects training and the research must be conducted according to an IRB approved human subjects protocol. For more information on these requirements, see UW-Madison's Human Research Protection Program website.

UW Institutional Review Boards:

http://www.grad.wisc.edu/research/hrpp/irblinks.html

Coding Open-ended Responses: Activity #4

Survey question:

What impact has this project had on your organization's ability to carry out its mission?

Participant Responses	What is the overarching "impact" reflected in this comment?
It has provided volunteer help we, and recognition of health care needs in the community.	
The project has a huge impact on our mission, because without students we could not function.	
It is making us more efficient from a business standpoint so we have more time to attend to the people we serve.	
This fall we have ten different partnerships established in the Human Relations Department.	
We are a fund-raising organization, and this Annual Report has generated additional donations.	
We completed our State Accreditation process for our Senior Center and it was noted the significant impact our ability to process and share information internally helped us.	
We were awarded an NSF Grant to implement the project.	
Without tutors we do not exist.	
We desperately needed these brochures to let the public know about the agency but did not have the funding to produce them.	
The brochures are handed out to doctors, health professionals, consumers, potential students, and caregivers. Consumers, their caregivers, and family members have the resources in hand to seek help from us.	
Our mission is strengthened because we are better able to arm our members with the information they need to be successful, engaged members of the community.	

Our children and youth benefit significantly from relationships with caring adults. Having a significant source of additional quasi-staff members was invaluable.	
I feel we have a very professional logo that we can use proudly, and it was one less thing I had to worry about at this very hectic start-up time!	
We have a more user friendly website for our members to access to gain information. We have been able to network our staff allowing better sharing of information and more efficiency freeing up time for program development. Technology training allowed staff to more effectively and efficiently use the tools that technology has to offer and these benefits allow for better management and program delivery.	
Raised achievement of our clients.	
Our mission is to network in the community and develop partnerships to affect change. More visibility is happening amongst city government officials which is an outcome we would like to see - the partnership with the school is leveraging this.	
We intend to replicate this experience with other partners. We also hope that our work will have the support of these students as they grow up and become key decision-makers in our communities.	
This project has enhanced our ability to provide educational opportunities that prepare students for education and citizenship beyond high school.	

Communicating to Audiences

- Summarize the findings in plain language at the beginning of the report.
- Present the information in a manner that allows it to be absorbed quickly. As with most of us, even the most interested general readers have time constraints. The more a researcher can do to help readers overcome this problem, the more that he or she will benefit the future of education.
- Provide more detailed material later in a report for those wanting it, but not in place of the summary data.
- Communicate through channels that reach the general public.

To accomplish these goals, researchers will have to learn how to creatively present their findings not only to reach more general readers but to appeal to them too. This requires several steps:

- Simplifying language so that readers without backgrounds in research or statistics can readily understand the content of a report.
- Creating simple tabular material that readers can more easily interpret than dense statistical tables sometimes found in scholarly research journals.
- Incorporating inviting graphics into materials intended for general audiences. These tend to encourage reading and help reader understanding of the material.
- Enlisting the aid of journalists and other communicators who can help both in designing the information for mass consumption and in placing the information in media that the general reader will see.
- Publishing on the Internet, an extraordinarily powerful tool for making information accessible to a wide audience.
- Making certain that the research supports your conclusions, that the work contributes to advancing the level of education, and that a critical eye was used to examine the purpose, the objectivity, and the methodology behind the study.

From: MacColl, Gail S. & White, Kathleen D. (1998). Communicating educational research data to general, nonresearcher audiences. *Practical Assessment, Research & Evaluation*, 6(7). http://pareonline.net/getvn.asp?v=6&n=7

Resources and References

About Evaluation:

Educator's Guide to Service-Learning Program Evaluation
http://www.servicelearning.org/filemanager/download/37/EvaluationToolkit.pdf

Practical Assessment, Research & Evaluation
http://pareonline.net/

Program Development and Evaluation (UW-Extension)
http://www.uwex.edu/ces/pdande/evaluation/evaldocs.html

The 2002 User-Friendly Handbook for Project Evaluation (National Science Foundation, NSF)
http://www.nsf.gov/pubs/2002/nsf02057/start.htm

Online Evaluation Resource Library
http://oerl.sri.com/

W.K. Kellogg Foundation Evaluation Handbook, 1998
http://www.wkkf.org/Pubs/Tools/Evaluation/Pub770.pdf

Huba, M., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning*. Boston: Allyn-Bacon.

Gajda, Rebecca & Jennifer Jewiss (2004). Thinking about how to evaluate your program? these strategies will get you started. *Practical Assessment, Research & Evaluation*, 9(8).
http://pareonline.net/getvn.asp?v=9&n=8

Trevisan, Michael S. & Yi Min Huang (2003). Evaluability assessment: a primer. *Practical Assessment, Research & Evaluation*, 8(20).
http://pareonline.net/getvn.asp?v=8&n=20

About Logic Models:

W.K. Kellogg Foundation Logic Model Development Guide
http://www.wkkf.org/Pubs/Tools/Evaluation/Pub3669.pdf

About Surveys:

Formatting a Paper-based Survey Questionnaire *Fanning, Elizabeth, August 2005, Vol.10(12)*
http://pareonline.net/pdf/v10n12.pdf

Frary, Robert B. (1996). Hints for designing effective questionnaires. *Practical Assessment, Research & Evaluation*, 5(3).
http://pareonline.net/getvn.asp?v=5&n=3

Writing Guides: Conducting Survey Research
http://writing.colostate.edu/guides/research/survey/

Attitude surveys (from FLAG site)
http://www.wcer.wisc.edu/archive/cl1/flag/cat/catframe.htm

UW-Madison's online survey program: WebSurvey
websurvey.wisc.edu

Online survey program: Zoomerang
www.zoomerang.com

About Interviews:

ERIC/AE Staff (1997). Designing structured interviews for educational research. *Practical Assessment, Research & Evaluation*, 5(12).
http://pareonline.net/getvn.asp?v=5&n=12

Interviews (from FLAG site)
http://www.wcer.wisc.edu/archive/cl1/flag/cat/catframe.htm

About Rubrics:

Mertler, Craig A. (2001). Designing scoring rubrics for your classroom. *Practical Assessment, Research & Evaluation*, 7(25).
http://pareonline.net/getvn.asp?v=7&n=25

Moskal, Barbara M. (2000). Scoring rubrics: what, when and how? *Practical Assessment, Research & Evaluation*, 7(3).
http://pareonline.net/getvn.asp?v=7&n=3

Rubrics (from FLAG site)
http://www.wcer.wisc.edu/archive/cl1/flag/cat/catframe.htm

Using Rubrics to Provide Feedback to Students: in Huba, M., & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning.* Boston: Allyn-Bacon.