



How we might use rubrics to integrate values into evaluation

Kate McKegg

Where do the
values come
from?





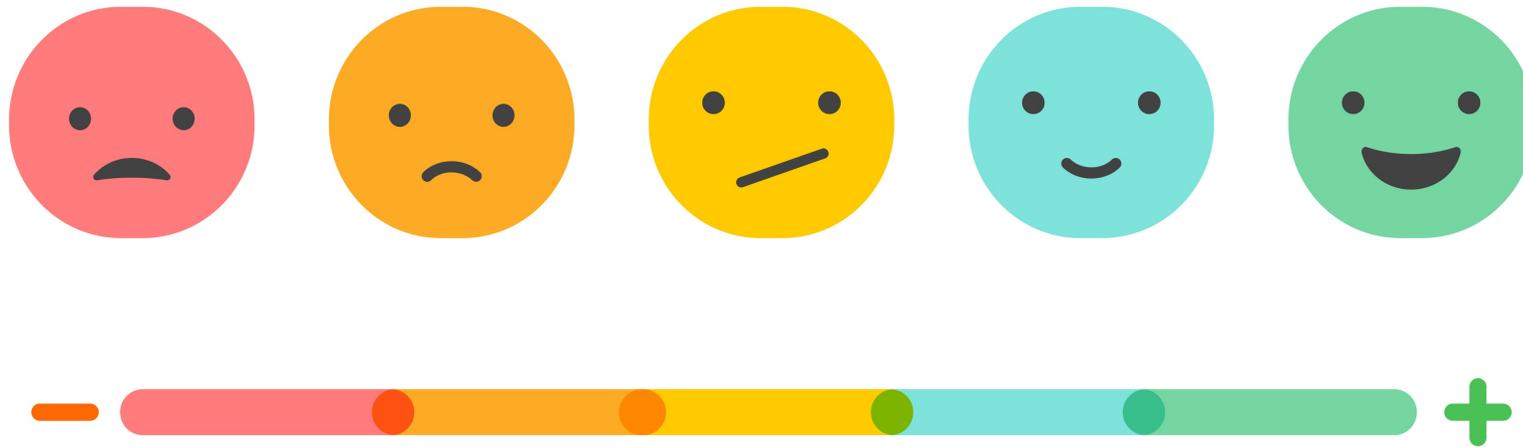
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Values are commonly
identified through
processes of
engagement

Whose perspectives
count?





Navigating divergent
views



Gather the perspectives of those with a stake



The evaluator often becomes a navigator

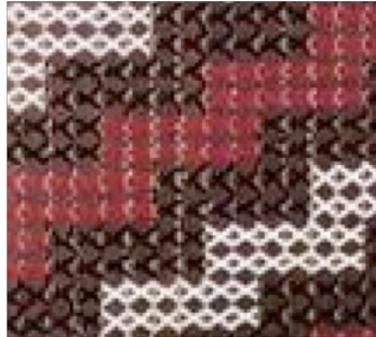
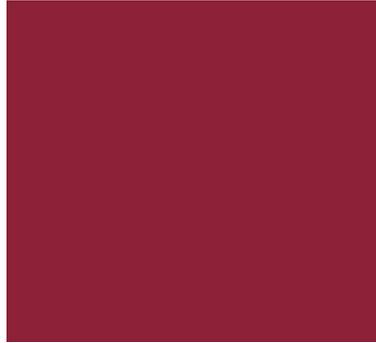
Creative processes can be a non-threatening way to reveal a diversity of perspectives about what is valued





Evaluation criteria anchor the evaluation process

Rubrics help
embed the hopes
and aspirations of
stakeholders into
evaluation



Use different terms on
the scale

- Te Kakano (seed, latent potential)
- Tipuranga (grow, begin to develop)
- Oranga (well, healthy, fit)
- Puawaitanga (bloom, come to fruition)



Inclusion and diversity of interests and perspectives



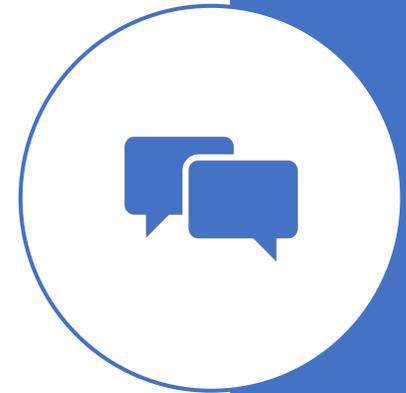
Rubrics can give
voice to those who
are most often not
heard – values
engaged

Summary

- We've given you an overview of rubrics
- Described the different kinds of rubrics, analytic, generic and holistic
- Described what we see as the strengths of rubrics
- We've identified some challenges and advice for trouble shooting
- Talked about the value of integrating shared values

Next 45 minutes

- We look forward to discussing this further and hearing of your feedback



If you wish to contact us



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If you want to use rubrics in your own work...

How can we help? Having just attended our conference presentation on evaluation rubrics, you are probably excited to share these ideas with colleagues and give rubrics a shot yourselves. But when you do, you might find that it's not quite as easy as it seemed while you were listening to our presentation. Yikes!

Don't panic; help is at hand.

Buying a copy of [Actionable Evaluation Basics](#), Jane Davidsons succinct easy-to-read minibook (available in [French](#), [Spanish](#), and English) is a good place to start. It provides a bit of a blueprint to work from.

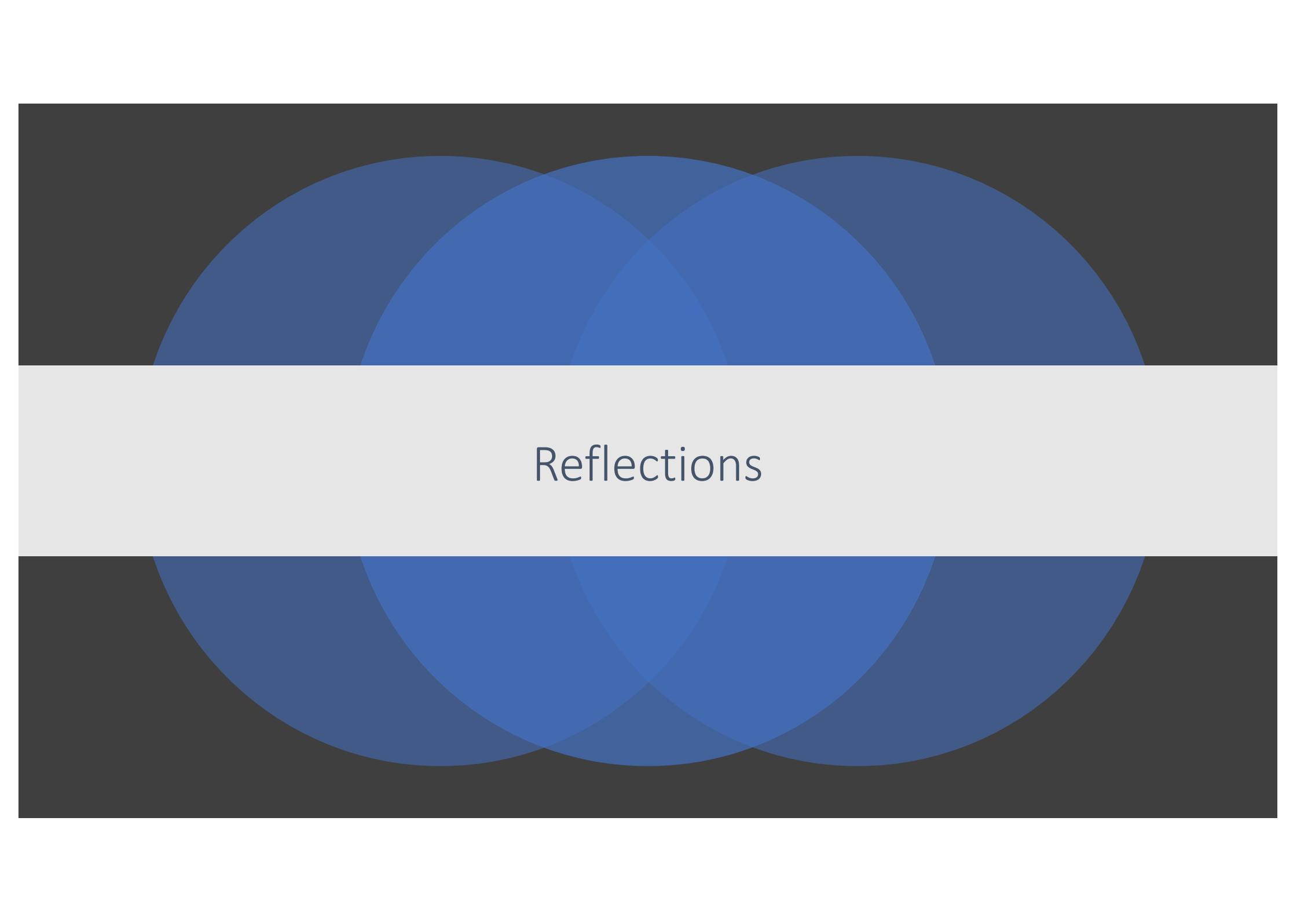
Then, one of the most powerful things you can do to get the most out of your conference learnings is to follow it up with some help, either in person or via Skype or webinar.

We all regularly provide mentoring and coaching for individuals and teams using rubrics for the first time. This paper – [To rubrics or not to rubrics](#) describes the experience of one person going through this process.

We are also able to support you to deliver a short presentation for your colleagues, where they can hear about rubrics first hand and ask the questions you may not yet have the right words to answer.

We all offer coaching sessions and have the expertise to guide your team through the development and rollout of rubrics. *Remember, we are in different parts of New Zealand Judy is in Wellington, Kate is based in Raglan, Nan is based in Levin and Julian is based in Auckland, New Zealand.*

We hope one of these options might help you on your journey to use evaluative rubrics in your practice.



Reflections

- In general what are you noticing?
- And what are the exceptions to that?
- What is the same as your own practice?
- What is different from your own practice?
- Why might that be?
- Was there anything that seemed a bit of a conundrum to you - on the one hand, but on the other hand?
- Was there anything that surprised you?
- Was there anything that still puzzles you?

- Was there anything that was not particularly clear?
- Was there anything you expected us to cover that we didn't
- What else would you want to see if did another presentation on this topic?