



Assessment Rubrics in OBE Designing, Applying and Ensuring Quality

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What is an Assessment Rubric?

Assessment Rubric is a scoring guide used to evaluate students' performance against clearly defined criteria and performance level. In **OBE** a rubric helps answer three questions:

What will be assessed? →

How well has the student performed? →

To **what extent** has the CLO been achieved?

How Universities Categorize Rubrics in OBE

Institutional-Level Rubrics (General Education)

Universal rubrics applied across all faculties to measure institutional attributes.

Program-Level Rubrics (PO/PLO Assessment)

Departmental rubrics used across multiple courses to ensure student' achievements

Course-Level Rubrics (CO/CLO Assessment)

Task-specific rubrics designed by individual faculties to measure the specific competencies promised in a specific course.



Rajshahi University Basic Framework of Academic Ordinance

Revised in 11.08.2026

Marks Distribution for **Theoretical courses** for All faculties and Institutes

Class Attendance/ Participation	10%
Class Test/ Assignment/ Mid-term/ Quiz	20%
Final Examination	70%

Marks Distribution for **Practical/ Sessional/ Studio based / Seminar**
Courses for all Faculties and institutes

Class Attendance/ Participation	10%
Continuous assessment and / Report	30%
Final Examination	60%

Commonly Recognized Rubrics

No single fixed number of rubrics prescribed at university level.

Rubrics can be classified according the nature of the disciplines.

Type	Main Characteristic	Suitable For
1. Analytic Rubric	Each criterion is assessed separately	Assignments, presentations, projects, research
2. Holistic Rubric	Overall performance receives one integrated judgment	Essays, performances, overall competency
3. Single-Point Rubric	Describes the expected standard and records performance above/below it	Formative assessment and feedback
4. Checklist/ Rating Scale Rubric	Checks whether specified requirements/behaviours are demonstrated	Practical work, participation, observation

Types of Assessment

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graph TD; A([Types of Assessment]) --> B[Formative Assessment]; A --> C[Summative Assessment];
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Formative
Assessment

Summative
Assessment



Formative Assessment

- Assessment *for* learning
- *‘The main purpose for formative assessment is to help teachers monitor their students’ progress and to modify the instruction accordingly. It is used to detect if the teaching/learning is working or not.’*

(formative-assessment.com)

Purpose of formative

- ▶ To promote further improvement of student learning during the learning process.
- ▶ To involve students in the ongoing assessment of their own achievement





Summative Assessment

- Assessment *of* learning
- *‘The process of evaluating (and grading) the learning of students at a point in time.’*

(qualityresearchinternational.com)

Purpose of summative

- ▶ To measure student achievement at a point in time for reporting and accountability.
- ▶ To sort students in rank order.
- ▶ To maximize student learning through standardized test, etc.



Formative vs. Summative Assessment

“When the chef tastes the soup, that’s formative.

When the guests taste the soup, that’s summative.” — Robert Stake

Formative Evaluation (The Cook Tasting)

- ❖ **Timing:** Done while the work is in progress.
- ❖ **Goal:** To fix mistakes and make things better before the end.
- ❖ **Who does it:** The person making the product or teaching the class.
- ❖ **Example:** Quizzes with no grades or draft reviews.

Summative Evaluation (The Guest Tasting)

- ❖ **Timing:** Done at the very end when the product is finished.
- ❖ **Goal:** To judge the final quality and see if it meets standards.
- ❖ **Who does it:** An outside person, customer, or teacher giving a final grade.
- ❖ **Example:** Final exams or end-of-year projects



Examples of Assessment:

Formative

(throughout)

- Rubrics
- Class discussions
- Checklists
- Questionnaires
- Journals/progress notes
- Self evaluations
- Observations
- Conferences /interviews
- Peer/self evaluations

Summative

(at the end)

- Rubrics
- Written tests
- Creative assignments
- Presentations
- Portfolios
- Written reports
- Projects/products
- Practical examinations
- Peer/Self evaluation

Evaluation methods	Five points (5pts)	Four points (4pts)	Three points (3pts)	Two Points (2pts)	One point (1pt)
Slides	All five slides	Only four slides	Three slides	Two slides	One slide
Grammar	Correct grammar to complete presentation.	One or two grammar mistakes.	A few errors.	Noticeable mistakes.	Too many grammatical errors.
Creativity	Added photos, colors and design.	Few photos and changed design.	Followed directions with some creativity.	Not much creativity.	No effort.
Punctuality	Completed task on time.	One or two days late.	Over three days late.	Five days late	A week later. Seven days or more.
Followed Directions	Followed task directions completely.	Followed most directions.	Followed some task rules.	Similar directions but not all.	Did not follow any directions for the task.

University-level rubrics by assessment activity

No.	Rubric	Typical CLO Domain
1	Written Examination Rubric	Knowledge, analysis, evaluation
2	Essay/Long-Answer Rubric	Analysis and argument
3	Assignment Rubric	Application and analysis
4	Term Paper Rubric	Research and academic writing
5	Oral Presentation Rubric	Communication and knowledge
6	Viva Voce Rubric	Understanding and oral communication
7	Project Rubric	Application/problem-solving
8	Group Work Rubric	Teamwork and responsibility
9	Practical/Laboratory Rubric	Practical/professional skills
10	Fieldwork Rubric	Application and professional competency
11	Internship Rubric	Workplace/professional competencies
12	Research Paper Rubric	Research, analysis and synthesis
13	Thesis/Dissertation Rubric	Advanced research competency
14	Class Participation Rubric	Engagement and communication
15	Reflective Writing Rubric	Reflection and self-learning
16	Peer/Self-Assessment Rubric	Reflection, responsibility and judgment

Recommended 4-level performance descriptors

Accreditation documentation recommends to avoid only labels such as *Excellent/Good/Average/Poor*.

Each level should have a **measurable descriptor**:

Level 4 — Exceeds Expected Standard: Demonstrates **comprehensive knowledge**, independent application, critical analysis/synthesis and highly effective communication.

Level 3 — Meets Expected Standard: Demonstrates **appropriate knowledge** and application, with sound analysis and effective communication.

Level 2 — Approaching Expected Standard: Demonstrates **basic knowledge**/application but has noticeable limitations in analysis, accuracy or communication.

Level 1 — Below Expected Standard: Demonstrates **insufficient knowledge**/application and cannot adequately achieve the intended learning outcome.

BAC accreditation file chain-

**PEO → PLO → CLO → Teaching-Learning Activities → Assessment Method → Rubric
Criteria → Student Performance → CLO Attainment → PLO Attainment →**

CQI/Improvement Action



University of Rajshahi

Department of _____

Course Feedback Questionnaire

Course Code _____ Course Title _____

Teacher's Name _____ Year of Study _____

5 – Excellent
4 – Very Good
3 – Good
2 – Fair
1 – Poor

Please be honest, frank and constructive while providing your feedback

QUESTIONS

1. Content and Organization of Course	5	4	3	2	1
a) Learning Objectives and Outcomes of the course were clearly presented before the students.	☐	☐	☐	☐	☐
b) The objectives of the course were clear and easy to understand.	☐	☐	☐	☐	☐
c) Lesson plans were provided at the commencement of the course.	☐	☐	☐	☐	☐
d) The course structure helped achieve the learning outcomes (there was a good balance of lectures, tutorials, practical etc.).	☐	☐	☐	☐	☐
e) Satisfaction with the contents of the course.	☐	☐	☐	☐	☐
f) The workload of the course was manageable.	☐	☐	☐	☐	☐

2. Teaching Methods

5 4 3 2 1

- | | | | | | |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| a) The teacher followed the sequence of the course contents. | ☐ | ☐ | ☐ | ☐ | ☐ |
| b) Teaching methods (lecture, presentation, group discussion, group work <i>etc.</i>) were participatory. | ☐ | ☐ | ☐ | ☐ | ☐ |
| c) I enjoyed the teaching methods of the course teacher. | ☐ | ☐ | ☐ | ☐ | ☐ |
| d) There were scopes to actively participate in different segments of the course. | ☐ | ☐ | ☐ | ☐ | ☐ |
| e) The course teacher was careful about students' needs and problems. | ☐ | ☐ | ☐ | ☐ | ☐ |
| f) The course teacher was regular and punctual throughout the course (maintained the class routine, entered and exited the classroom on time). | ☐ | ☐ | ☐ | ☐ | ☐ |
| g) The assessment methods were realistic. | ☐ | ☐ | ☐ | ☐ | ☐ |
| h) The pace of the course was appropriate. | ☐ | ☐ | ☐ | ☐ | ☐ |

3. Teaching-learning Environment	5	4	3	2	1
a) The class environment was conducive to learning.	☐	☐	☐	☐	☐
b) Recommended reading books, references, web resources etc. were relevant and suitable.	☐	☐	☐	☐	☐
c) Learning materials (<i>i.e.</i> lesson plans, handouts etc.) were pertinent and worthwhile.	☐	☐	☐	☐	☐
d) Those resources were made available to the students.	☐	☐	☐	☐	☐
e) Course materials were interesting, engaging and thought-provoking.	☐	☐	☐	☐	☐
4. Effectiveness of the Course	5	4	3	2	1
a) Concepts and ideas covered in the course were well articulated and presented.	☐	☐	☐	☐	☐
b) The objectives of the course were attained.	☐	☐	☐	☐	☐
5. Recommendations/Overall Comments					
a) The course could have been improved by: (Feel free to add an extra sheet, if necessary)					

Thank You

