

Rubric Development

NR 500 students develop a rubric for an individual written learning assignment. The rubric requires identification of content and performance criteria for the written assignment.

This week, students will apply the [NR 537 Week 5 Rubric Development](#) change process form based on the ACE Star Model of Knowledge Transformation. The specific form is required and must be submitted by Sunday of Week 6 at 11:59 pm MT.

1. Intervention Evaluation Plan

NR 537 Week 5 Rubric Development

A rubric is an assessment tool that helps reduce subjectivity in grading and can be used with any assignment. It contains a set of criteria and descriptions of performance levels (beginning, developing, accomplished and exemplary). To develop a rubric, begin with the learning outcomes related to the assignment and ensure that class activities and assignments work towards those objectives.

Consider using an existing rubric from your colleagues or search for one on the Internet, rubric databases and open educational resources. If you are creating a new rubric, limit it to no more than a page. Too many criteria can be confusing and result in a high [NR 621 Intervention Evaluation Plan](#) of subjectivity in assessing student performance.

Once you have developed the descriptive language for all of the criterion levels, ask for student and co-teacher feedback on the clarity and usefulness of the rubric. If necessary, you can then use the rubric to evaluate previous student assignments and practice with it to determine its effectiveness before formally using it.

2. EBP Process Change

Just because an intervention was effective in a controlled clinical trial doesn't mean it will work the same way in a real-world setting. Therefore, it's important to monitor the effects of EBP so that positive outcomes can be supported and negative ones remedied.

Nurse scientists have developed a variety of EBP models that promote a systematic approach to implementation. These models differ in complexity, but most include steps like identifying a clinical question, conducting a comprehensive literature search, [NR451 EBP Process Change](#) evidence for its quality and utility, assessing barriers, developing an action plan, and evaluating outcomes.

The ACE Star Model of Knowledge Transformation is an example of an EBP change process that includes six tutorial modules to help nursing students conduct and evaluate evidence in a patient case. The STAR model focuses on the clinician's role and emphasizes that time is a key barrier to EBP because it takes a considerable amount of effort to acquire, assess, and apply information.

3. Area of Interest PowerPoint Presentation

NR 500 Week 5 Rubric Development

A rubric is an assessment tool that helps teachers and students focus on what matters in an assignment or performance. Rubrics help instructors clearly communicate expectations and provide focused feedback for students, and they also allow for a more objective grading process than simply assigning a letter grade.

Creating an effective rubric requires thoughtfulness and skill. Using a rubric correctly can be just as challenging as learning to write a well-written essay, but it's important to take the time to create one that will be helpful to your students.

To start, identify the course's learning [NR500 Week 5 Area of Interest PowerPoint Presentation](#) in an assignment or assessment by using ASU's Objective Builder. Then, select criteria that reflect these objectives. Finally, develop a clear explanation of how you will assess the work by using the analytic rubric type. This type of rubric is the most commonly used for assessments and assignments. (Analytic rubrics are also discussed in this video presentation: Rubric Overview.)

4. Cultivating Healthful Environments

To create rubrics that are reliable and valid, instructors must first ensure that the assignment's intended learning outcomes are clearly defined in the syllabus and class activities and that all assignments work towards those goals. Then, instructors must determine whether to use a holistic, analytic or item structure rubric.

Finally, instructors must determine specific criterion for the rubric and provide descriptions for each level of performance (e.g., "exemplary," "good," and "poor"). The descriptive language should be clear and concise.

Well-crafted rubrics reduce the [NR500 Week 7 Cultivating Healthful Environments](#) faculty spend grading. They also make it easier for faculty to give timely feedback that aligns with students' learning needs. In addition, they help students understand expectations and facilitates self-assessment and peer assessment. They can also be used to evaluate student teamwork and a student's contribution to group projects.