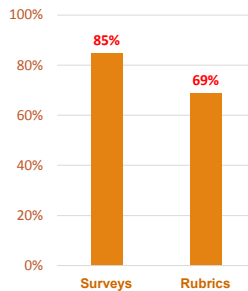


DID YOU KNOW?

In the new paradigm of education, the rubrics or matrices of valuation offer a different point of view if we compare them with the traditional qualifications that value the degree of learning of the student, expressed in numbers or letters (Gatica-Lara & Uribarren-Berrueta, 2013).

The National Institute for Learning Outcomes Assessment (NILOA) in USA reported that the rubrics reached the second place among the assessment instruments most used in the universities of that country (Kuh, Jan-kowski, Ikenberry & Kinzie, 2014, p. 5).



How to communicate with the OEAE?

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**Let's know
the
rubric**

*It is an accurate guide
that values student
learning objectively.*

*It allows students to
judge and review their
own work before
submitting it.*

Definition: Matrix assessment which establishes the criteria and indicators of performance through a scale to determine the quality of the execution of the students in specific tasks.

INDICATORS OF PERFORMANCE

They indicate the degree of competition that categorizes the execution of students based on criteria.

SCALE

Indicates the scores to quantify the performance of students and to facilitate objective measurement.

CRITERIA
They indicate the behavior expected or required to complete the task.

CRITERIA	INDICATORS OF PERFORMANCE				LEARNING OUTCOME
	8-7	6-5	4-3	2-1	
Volume	The volume is loud enough to be heard by all audience members through the entire presentation.	The volume is loud enough to be heard by all audience members at least 90% of the time.	The volume is loud enough to be heard by all audience members at least 80% of the time.	The volume is often too weak to be heard by all audience members.	Effective Communication
Literature review	Excellent compilation of works relevant to the topic. Balanced selection. Excellent organization of work.	Good compilation of works relevant to the topic. More or less balanced selection. Good organization of work.	Regular compilation of works relevant to the topic. Limited range of sources. It shows minimal effort at selection of quality resources. Regular organization of work.	Collection of information has no relevance, quality, depth and balance. The works are not organized.	Research and Creation
Ethical use of information	Cites bibliographical sources following acceptable presentation models in the academic field (APA, MLA, etc.).	Mentions bibliographical sources and integrates the information correctly.	Partially mentions bibliographical sources and has difficulties with the integration of the information.	Does not mention bibliographical sources or integrates the information correctly.	Competencies of Information

Learning Outcome
Set of knowledge that the student is expected to dominate at the time of graduation.
*

* For purposes of this illustration, three different domains are included, each with a criterion. In order to achieve a more objective evaluation, we recommend that each domain includes at least three criteria.