Introduction

The current state of assessment practices:

• Pencil-paper activities;
• Standardized tests;
• Overuse of lectures.

Changes in students’ attitudes, populations and learning philosophies:

• The growing diversity of student population;
• Constructivism as the dominant education philosophy;
• The need to move from traditional to authentic assessment.
## Rubrics vs. Teacher-Based Tests

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<thead>
<tr>
<th>Rubrics</th>
<th>Teacher-made tests</th>
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<tr>
<td>• Rubrics have little to do with scoring;</td>
<td>• Sensitive to student needs;</td>
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<td>• Expectations are clarified;</td>
<td>• Meet the needs of diversity students;</td>
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<td>• The goal of the assignment is well understood;</td>
<td>• Enhance the quality of ongoing assessment in the classroom;</td>
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<td>• Provide informed feedback.</td>
<td>• Rely on instruction.</td>
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<td><strong>BUT</strong></td>
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<td>• Task-specific criteria;</td>
<td>• Cannot be standardized;</td>
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<td>• Too general or too detailed;</td>
<td>• The validity and reliability of outcomes are doubtful.</td>
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<td>• Language proficiency.</td>
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Rubrics are the best choice for diverse students in a health care course:

- Rubrics criteria cause positive effects on instruction;
- Rubrics are highly effective in evaluating students’ progress in multidimensional tasks;
- Rubrics facilitate and motivate active construction of knowledge by diverse students;
- Rubrics allow evaluating both the process and product of learning (Montgomery, 2002).
Other Assessment Models

Self-assessment and peer-assessment:

- Monitor the progress;
- Eliminate hesitation and uncertainty;
- Achieve the balance of instructor and students’ feedbacks;
- Identify the major weaknesses and allow students to express their reactions and attitudes.


