

Performance Analytics & Rubric-Based Comparison Tool

A tool to evaluate student performance before and after implementing authentic assessment

Instructions for Teachers/Program Coordinators

This tool helps educators evaluate whether authentic assessment practices lead to measurable improvements in student performance. It is based on comparing outcomes **before and after** the introduction of authentic assessment, using rubrics aligned with Intended Learning Outcomes (ILOs).

- Use the same rubric criteria across both contexts to ensure comparability.
 - Collect both **quantitative data** (scores, averages) and **qualitative data** (comments, reflections).
 - Apply the tool at **course level** or **program level** depending on the scope of the innovation.
-

1. Student Information

- Student name/ID: _____
 - Assessments compared: _____
 - Academic year(s): _____
 - Instructor: _____
-

2. Skills Targeted

	1.Critical thinking & problem-solving
	2.Collaboration & teamwork
	3.Creativity & innovation
	4.Communication (oral/written/digital)
	5.Digital literacy
	6.Reflective/self-regulated learning
	7.Other (specify:_____)

3. Rubric-Based Comparison

This section is designed to help you compare student performance before and after introducing authentic assessment. The table uses rubric criteria aligned with skills, such as critical thinking, collaboration, or creativity. By recording average scores (for example from 1–10 scales) in both the “pre-innovation” and “post-innovation” columns, you can calculate improvements over time and capture concrete evidence of progress. The “Notes” column allows you to add qualitative observations, such as specific examples of better teamwork, more original solutions, or clearer communication. This combination of quantitative and qualitative data provides a balanced picture of the innovation’s impact.

Skill	Pre-innovation score	Post-innovation score	Improvement	Notes

4. Qualitative insights

While numerical scores provide useful evidence of change, they do not capture the full story of how authentic assessment impacts students. This section allows you to document rich qualitative evidence from multiple sources, such as student reflections, peer-feedback comments, and faculty observations. Recording concrete examples of improved performance, deeper engagement, or new skill development helps illustrate why the innovation made a difference and in what ways. These insights not only complement the quantitative data but also provide powerful material for sharing success stories, reporting impact, and refining future assessment designs.

Examples of stronger student performance after the innovation
Student reflections/feedback indicating perceived skill growth:
Faculty observations of improved engagement or quality of work:

Below, there are some sample student reflection prompts you can include as part of Section 4 (Qualitative Insights) in the tool. These can be shared with students after completing an authentic assessment task (project, case study, simulation, e-portfolio, etc.)

Learning and Skills Development

- What new skills did you develop through this assessment (critical thinking, teamwork, creativity, communication, etc.)?
- Can you describe one moment when you felt you applied knowledge to a *real-world* or professional context?

Engagement and Motivation

- Did the assessment feel more engaging or meaningful compared to traditional assessments (exams, essays)? Why or why not?
- Which part of the task motivated you most, and why?

Use of Feedback

- How did you use the feedback (from peers, instructors, or digital tools) to improve your work?
- Can you give an example of how feedback changed the way you approached the task?

Transfer of Learning

- How do you think the skills or insights gained from this assessment will help you in future courses or in your professional life?
- If you were to complete a similar task again, what would you do differently based on what you learned here?

Overall Experience

- What was the most valuable part of this assessment for your learning?
- What suggestions would you make to improve the design of this assessment?