Table 3

Proposed steps for the development of evaluative rubrics

(imbedded in the evaluation planning and design process)

Steps for the development of evaluative rubrics
Evaluation questions and logic model
1. Clearly identify evaluation questions
2. Define the main aspects to be considered for each evaluation question
3. Develop a draft logic model
4. Consult portfolio key staff (and senior management) to validate evaluation questions, the main aspects to be considered for each evaluation question and the logic model
5. Develop a crosswalk of evaluation questions and core TB evaluation issues
6. Develop a crosswalk of evaluation questions, aspects to be explored, and outputs/outcomes components of the logic model
7. Finalize evaluation questions and logic model
8. Get the right people together in a room (key staff members) by organizing a roundtable workshop to validate the evaluation framework and to develop rubrics for selected indicators
Evaluation framework
9. Develop a draft evaluation framework that crosses evaluation questions, aspects to be explored, indicators and associated data collection methods
Rubrics development

10. Prepare and distribute a roundtable discussion package that includes:
    a) Introduction and guidelines
    b) Proposed agenda
    c) Background information on rubrics
    d) Draft evaluation framework/indicators for validation
    e) Selected indicators for collaborative development of evaluative rubrics
    f) Draft logic model

11. Moderate the roundtable discussion to: 1) validate the evaluation framework (questions, indicators), 2) discuss the needed or optimal number of performance levels, and 3) surfacing the context, organizational values and defining excellence for the creation of rubrics for assessing performance on a set of key outcomes/indicators:
    a) Brainstorm what distinguishes excellence, good/adequate, and poor performance (or with more levels as selected)
    b) Draw boundaries around the dimensions that should be included or excluded from the criteria for achieving each level of performance
    c) Translate these differences and boundaries in distinct dimensions to be articulated in a set of detailed analytic rubrics and ensure that mutually exclusive levels of performance are defined for each criterion
    d) If needed, discuss the relative importance or weight of performance dimensions and rubrics associated to each indicator.

Steps for the development of evaluative rubrics
12. Revise and finalize the evaluation framework
13. Facilitate the rubric writing process by developing analytic rubrics by considering the input of key staff members and key literature to help with specific performance concepts or wording, including statistical considerations if quantitative analysis of rubrics scoring is needed
14. Share the rubrics with roundtable discussion participants for detailed feedback and debate again, as needed
15. Revise, adjust and finalize the rubrics based on the and consensus reached at that point
Use of rubrics
16. Use rubrics to support the development and implementation of evaluation instruments
17. If possible, field test, recalibrate and improve (in a transparent manner)
18. Use rubrics to support the interpretation of multiple lines of evidence, developing findings and make conclusions/judgment about performance
19. Use rubrics to support recommendations
20. Use/adapt rubrics in other evaluations and discuss rubrics in project post-mortems, both with the evaluation team and program management
21. Share your experience (and tools) within and outside your organization for learning and continuous improvement of management and evaluation practice using evaluative (or performance) rubrics.