**ISCHO - Rubric template for evaluating your project**

*Procedures*

* Your project must apply at least three of the skills listed below in the first column. Meet with your certificate advisor to determine which criteria your proposed project would address. What you select will depend on your learning goals and what you and your advisor believe is most important for you to focus on. Be clear about how the project will meet your learning goals.
* You can use any of the criteria in the first column of the rubric and propose additional criteria for demonstrating how well you applied translational and outcomes research skills and methods in your project.
* Ideally your project will address at least three criteria. But, this decision is between you and your certificate advisor.
* Submit this to your adviser as part of your project plan. Maybe meet with your certificate advisor to discuss this plan. Your adviser might have suggestions for your rubric.
* Once you and your adviser agree on your project plan, have your adviser sign the plan and send a copy to Deidre Vincevineus; vincevineus@wisc.edu; 750 Highland Ave., Madison, WI 53705; phone 608 263-3274. Be sure you specify your learning goals for developing ISCHO competency and how this project will meet those goals.
* After that, if you need to change your project plan, make sure you keep records indicating that your adviser has approved the changes (e.g., save any e-mails or signed forms that indicate your adviser approved).
* After you have completed your project, you will evaluate yourself by putting your rating in the last (right-hand) column of your rubric. Ask your adviser to evaluate your project, too. Make sure Deidre Vincevineus receives a copy of your completed rubric.

**Your name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Your project title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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| **Criteria** | **Unsatisfactory 0%** | **Limited 80%** | **Proficient 90%** | **Exemplary 100%** | **Student's Rating** | **Adviser's Rating** |
|  1. Project is based on published research evidence.   |  |  | . |  |  |  |
| 2. Project addresses a need within thepartner community. |  |  |  |  |  |  |
| 3. Involves investigatorsand stakeholders from a variety of disciplinesand sectors. | . | . |  |  |  |  |
|  4. Demonstrates an understanding of collaboration skills for sustainable partnerships. |  |  |  |  |  |  |
| 5.Data gathering and analysis methods respect community partner’s organizational culture, values, staffing, and workflow. |  |  |  |  |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |

***Example of a rubric for evaluating a project***

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| --- | --- | --- | --- | --- | --- | --- |
| **Criteria** | **Unsatisfactory 0%** | **Limited 80%** | **Proficient 90%** | **Exemplary 100%** | **Student's Rating** | **Adviser's Rating** |
| Project addresses a need within the partner community. | Project not relevant to the partner community. | Project relevantbut not a priority. | Project is a community priority but can't find community partners. | Project originated in partner community. |  |  |
| Approach to the health issue is based on evidence-based research | Not based on evidence- based research | Evidence-based but not yet reliable. | Evidence-based but not tried in a population with characteristics similar to the project population | Reliable evidence that the approach will be effective with the target population of the project |  |  |
| Involves stakeholders from more than one discipline or sector. | project team from only one discipline on campus. | Project team composed of both community and campus stakeholders but all from same discipline. | Project team composed offaculty and communitystakeholders from more than one discipline orsector. | Project team composed of faculty and community stakeholders from a variety disciplines and/or sectors. |  |  |
| Demonstrates an Understanding of collaboration skills for sustainable partnerships. | No involvement of members of partner community in project planning and implementation. | Routine meetings but no evidence of community input reflected in project design. | Routine meetings but minimal evidence of community input. | Routine meetings with evidence of full community input reflected in project design. |  |  |
| Data gathering and analysis/evaluation implementation and/or plan respects community partner's organizational culture, values, staffing and workflow. | No evidence of community input to methods. | Some community input but no evidence ofaccommodation. | Some evidence that methods accommodate community values and organizational needs. | Evidence that methods were designed to accommodate community partners. |  |  |
| **TOTAL SCORES** |  |  |  |  |  |  |