

## Quantitative Concept Map Rubric

	<b>Highly Competent (4)</b>	<b>Competent (3)</b>	<b>Acceptable (2)</b>	<b>Needs Improvement (1)</b>	<b>Unsatisfactory (0)</b>
<b>Propositions</b>	Complete, meaningful and valid	Most are meaningful and valid	Some are meaningful and valid	Incomplete, few are meaningful	Missing or not meaningful
<b>Hierarchy</b>	Superordinate and subordinate are present and valid	Most but not all are present and valid	Some are present and valid	Few are present and/or valid. Several subordinates are missing	Hierarchy is missing or invalid.
<b>Branches</b>	All are appropriate, meaningful, and valid	Most are appropriate, meaningful, and valid	Some are appropriate, meaningful, and valid	Few are appropriate, meaningful, and valid	Missing, incomplete, or invalid.
<b>Cross-links</b>	All are valid and nontrivial. Strong evidence of higher level thinking.	Most are valid and nontrivial. Substantial evidence of higher level thinking.	Some are valid and nontrivial. Some evidence of higher level thinking.	Most are invalid or trivial. Little evidence of higher level thinking.	Missing or invalid. No evidence of higher level thinking.
<b>Examples</b>	Complete set, valid, illustrative, and significant.	Incomplete set; but most are valid, illustrative, and significant.	Incomplete set; but some are valid, illustrative, and significant.	Incomplete set; but few are valid, illustrative, and significant.	Missing or invalid.

Highly Competent = 100-90, Competent = 89-80, Acceptable = 79-70, Need Improvement = 69-60, Unsatisfactory = 59-0

### Questions to ask yourself

(Novak and Gowin. Learning how to learn. New York: Cambridge University Press, 1984 pg36-37 table 2.4)

#### 1. Propositions

- a. Is the meaning relationship between two concepts indicated by the connecting line and linking word(s)?
- b. Is the relationship valid?

#### 2. Hierarchy

- a. Does the map show hierarchy?
- b. Is the subordinate concept more specific and less general than the concept drawn above it (in the context of the material being mapped)?

#### 3. Branches

- a. Does the map display branching that differentiate among more specific concepts that are related to the same more general concept.

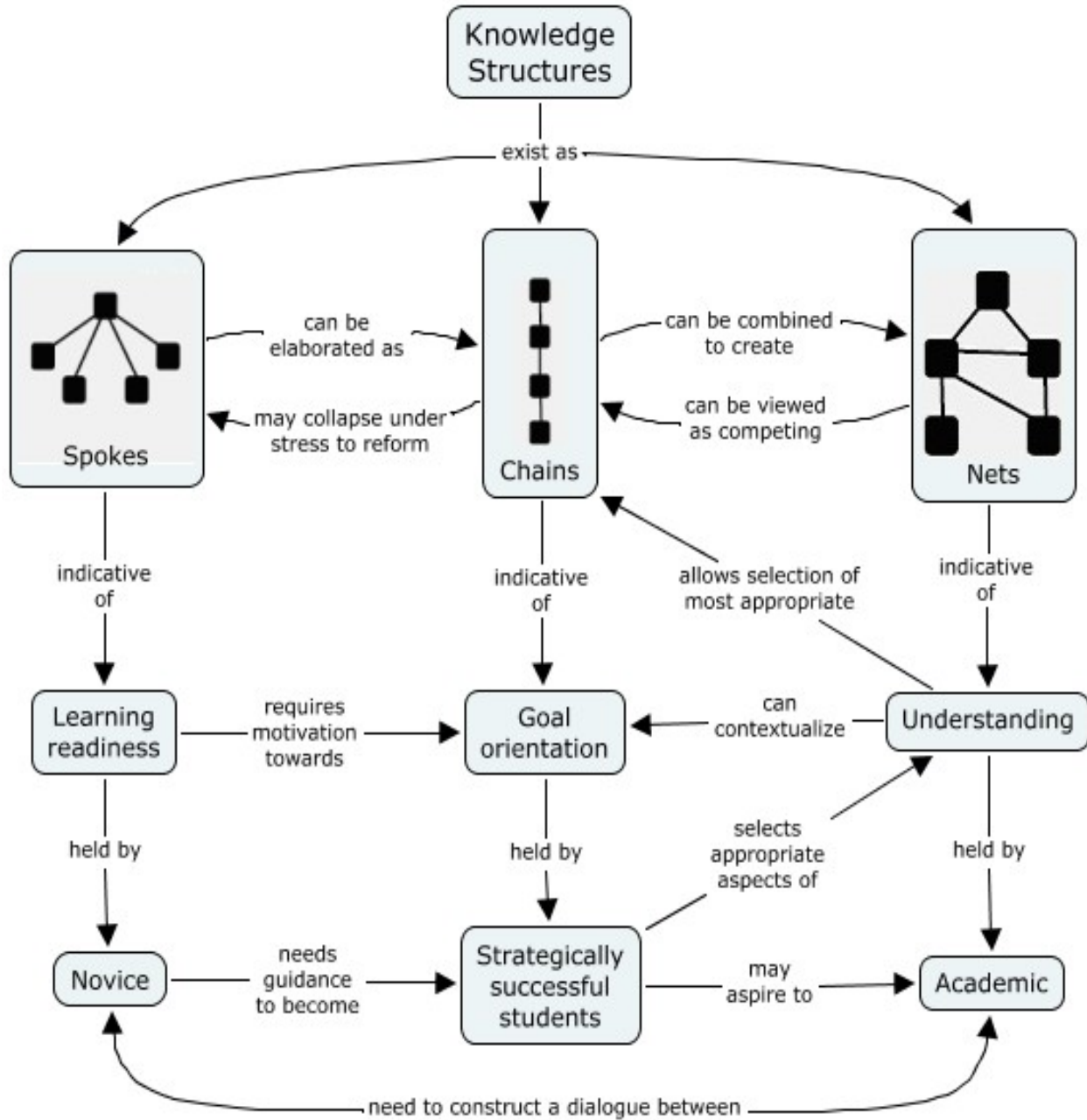
#### 4. Cross-links

- a. Does the map show meaningful connections between one segment of the concept hierarchy and another segment?
- b. Is the relationship shown significant and valid?

#### 5. Examples

- a. Are there specific events or objects that would help elaborate on the concept?
- b. Could this be linked up to a concept in your home concept map?
- c. Have you observed this concept in your life?
- d. Is this concept important in solving problems in your life, your community, or in the larger society's problems?

## Qualitative Concept Map Assessment



modified from: Kinchin, I.M., and D.B. Hay. 2007. The myth of the research-led teacher. *Teachers and Teaching: Theory and Practice* 13(1): 43-61.