Designing Assessments for Quality Learning

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What is assessment of student learning?

the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions about how to improve learning

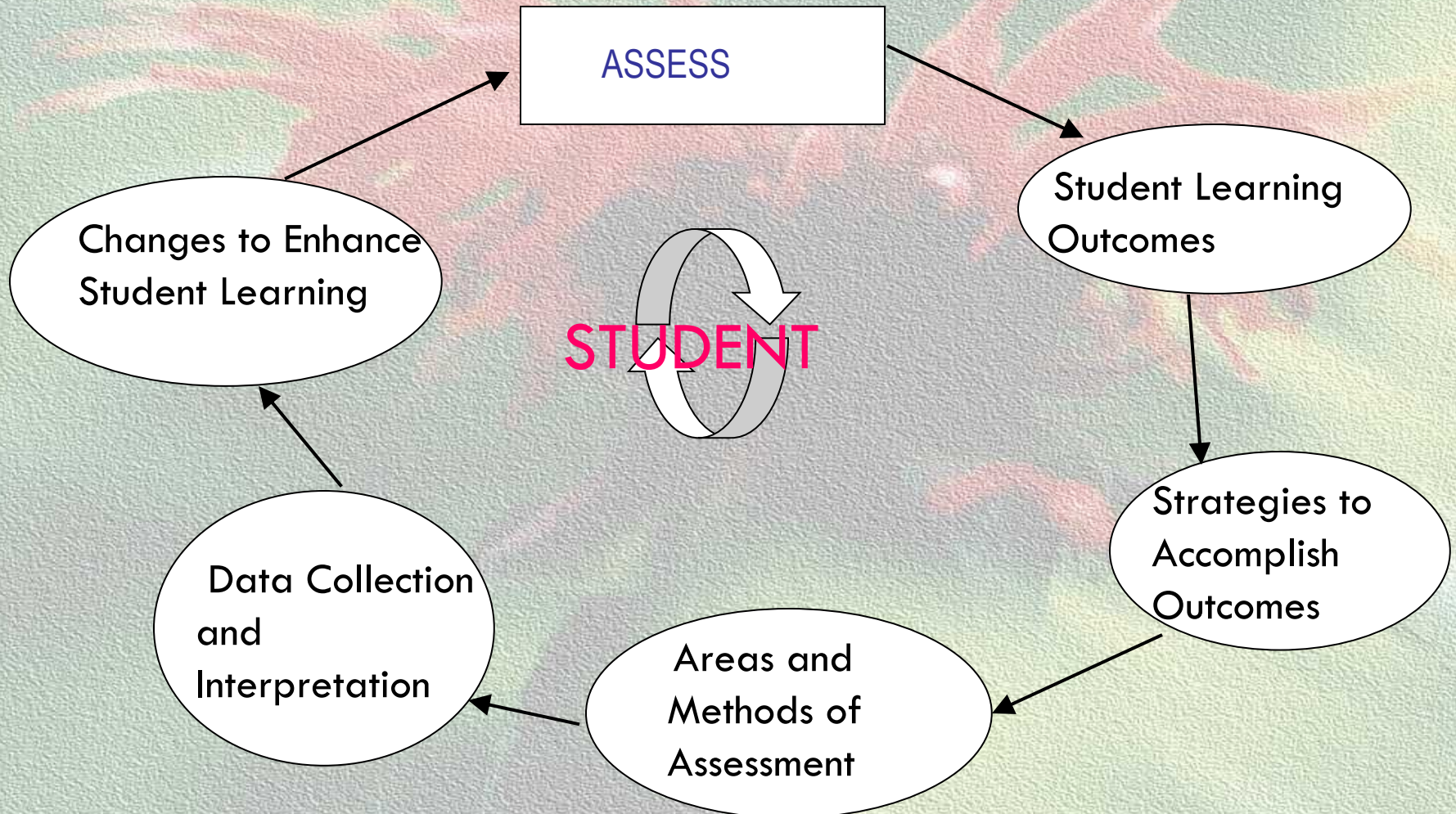(Barbara Walvoord, *Assessment Clear and Simple*)

Assessment's core questions

- What do you want students to know/do/value as a result of completing your program?
- How do you know whether your students know/do/value these things?
- If they know/do/value these things…you've got something to report!
- If *NOT*, you have useful information to guide changes to improve learning.

Adapted from: St. Cloud State University. (2008). *Assessment Peer consultant training.* Patricia Aceves, Ackerman, Bjorklund, Foss, Johnson, Kolodzne,, & Jim Sherohman

ASSESSMENT – LOOP

Adapted from: St. Cloud State University. (2008). *Assessment Peer consultant training.* Patricia Aceves, Ackerman, Bjorklund, Foss, Johnson, Kolodzne,, & Jim Sherohman

Types Of Assessments Used In General Education

Which of the following do you use to assess student learning outcomes in general education?

40%   Rubrics applied to examples of student work

37%   Culminating or capstone projects

35%   Surveys and self-reports

27%   Locally developed common assignments in some courses

26%   Standardized national tests of general skills, such as critical thinking

23%   Locally developed examinations

16%   Standardized national tests of general knowledge, such as science or humanities

1%   Student essays/writing portfolios

_____

48%   My institution doesn't assess outcomes in general education

In other words…

- We identify learning outcomes
- We design ways to measure the learning
- We provide learning opportunities
- We gather, analyze, and interpret evidence to determine how well learning matches our expectations
- We use the results to understand and improve student learning

Adapted from: Saret, L. (200 8*). Learning Outcomes*. Oakton Community College

Course grades versus assessment

Course grades are based on iterations of direct measurement; however, course grades are an indirect measurement because:

- They represent a combination of course learning outcomes that are averaged out in a final grade

- They frequently involve student behaviors not related to learning outcomes and may reflect complex, subjective and irrelevant variables such as neatness, attendance, extra credit, tardiness, etc

- Course grades tell students how they did in the class relative to other students

- May tell something about the standards of the teacher

You can use the grading process to measure learning

- Ensure that the activity, exam or assignment actually measures the learning goal(s)
    - Make sure the assessment is valid: The extent to which a test measures what it is supposed to measure. State explicitly in writing the criteria for evaluating student work in sufficient detail to identify students' strengths and weaknesses

    - Use rubrics

Grades not Actionable

Grade Report

- George   91
- Steve   100
- Jean   92
- Mark   84
- . . . .

Average   78

(N = 24)

Adapted from: May, G. (2008). *Using Assessment Data to Improve Teaching and Learning.* Clayton State University: School of Business.

Performance Outcome: Actionable Data

Communication
Strategy Analysis

N = 30

Performance Element	Scoring Satisfactory or Better	%
Purpose	29	97%
Audience	19	63%
Information	25	83%
Benefits	27	90%
Objections	26	87%
Context	16	53%

May, G. (2008). *Using Assessment Data to Improve Teaching and Learning.* Clayton State University: School of Business.

Don't Have Time?

Communication Strategy Analysis

Element	Unsatisfactory	Satisfactory	Good
Purpose			
Audience	~~卌~~ ~~卌~~ I	~~卌~~ ~~卌~~ IIII	~~卌~~ I
Information			
Benefits			
Objections			
Context			11

May, G. (2008). *Using Assessment Data to Improve Teaching and Learning.* Clayton State University: School of Business

Walvoord's Three Steps of Assessment

1. Articulate your goals for student learning

"When they complete our program, students will be able to . . ."

(Barbara Walvoord, *Assessment Clear and Simple*)

Review

Identify your student learning outcomes

Students will <<action verb>> <<something>>

Possible Outcomes

- Students will appreciate….

- Students will be exposed to….

- Students will demonstrate knowledge of the history, theories and applications of…

- Students will attend….

- Faculty will provide students with opportunities to….

Adapted from: St. Cloud State University. (2008*). Assessment Peer consultant training.* Patricia Aceves, Ackerman, Bjorklund, Foss, Johnson, Kolodzne,, & Jim Sherohman

Possible Outcomes

- Students w...ociate…

- Students ...be ...ed to….

- Students ...demon... knowledge ...e history, ...ries and a...tions of…

- Students ...attend….

- Faculty w...ovide students ...opp...nities to….

Adapted from: St. Cloud State University. (2008). *Assessment Peer consultant training.* Patricia Aceves, Ackerman, Bjorklund, Foss, Johnson, Kolodzne,, & Jim Sherohman

Walvoord's Three Steps of Assessment

2. Gather evidence about how well students are meeting the goals.

- ■ *Direct measures*
- ■ *Indirect measures*

"Evidence includes qualitative as well as quantitative information."

(Barbara Walvoord, *Assessment Clear and Simple*)

Direct and Indirect Assessment of Learning

- *Direct* evidence of student learning is tangible, visible, and compelling evidence of exactly what students have and have not learned.

- *Indirect* evidence consists of proxy signs that students are probably learning. Indirect evidence is less clear and convincing.

Adapted from: Sweet, J. and Meents-Decaigny. (2015) *Direct assess of student Learning* .DePaul University

Examples of Evidence: Direct or Indirect?

For each of the following examples, indicate whether you think this is direct or indirect measurement:

Student Reflections Evaluated by your Assessment Committee

Student exams, papers, projects, computer programs,

Observations of student interactions with a client during internship

Student musical performance

Survey that Asks Students to Report their Learning for Particular Concepts

Asking students or alumni how well they thought they learned

Tracking graduate school or job placement rates

Retention and Graduation Rates for Students in a Particular Program

Teaching Evaluations

Site Supervisor Ratings of Student Performance during an Internship

Survey that Asks Students to Respond to a Scenario using Content Learned in Class

Course Grades

Challenges in Gathering Evidence

–   Recognize appropriate measures to use

–   Interpreting, reporting, and using data for decision making from multiple courses and instructors

–   Relate assignments and activities to outcomes

–   Finding Time for Trained Professionals to Evaluate

    •   Especially in small units/departments

–   Motivation to Participate in the Assessment

Adapted from: Sweet, J. and Meents-Decaigny. (2015) *Direct assess of student Learning* .DePaul University

Limited Faculty/Staff Time

Bring Faculty/Staff into the Process

- All faculty/staff participate from the beginning (determining what questions you have about student learning) to the end (dissemination of report; discussion of results).

Captive Audience

Team Up

- Find other departments/units interested in the same questions to potentially share the workload
  - Richer sense of what students are learning
  - Application of classroom learning

Plan Ahead!

Adapted from: Sweet, J. and Meents-Decaigny. (2015) *Direct assess of student Learning* .DePaul University.

Laying the Foundation

- Decide what you want students to learn from the experience.

- Determine how the learning aligns with your learning outcomes.

- Develop a meaningful task or problem related to identified learning outcome(s).

- Determine the methods you will use to measure (scoring guide, rubric, reflection, etc.) students' learning.

- Adapted from: Sweet, J. and Meents-Decaigny. (2015) *Direct assess of student Learning* .DePaul University.

Embedded Questions

Individual questions on exams can be embedded in numerous classes to provide departmental, program, or institutional assessment information. An additional benefit to embedded assessment is immediate feedback on the pedagogy and student needs.

Embedded Questions

- ***Authentic assessment.*** Assessment that evaluates the student's ability to use their knowledge and to perform tasks that are approximate those found in the work place or other venues outside of the classroom setting.

Embedded Questions

Exam

% Students
Answering Correctly

Student
Learning
Outcome #1

Question 3 → 87%

Question 9 → 64%

Question 15 → 70%

Question 19 → 82%

Question 30 → 30%

67%

May, G. (2008). *Using Assessment Data to Improve Teaching and Learning.* Clayton State University: School of Business
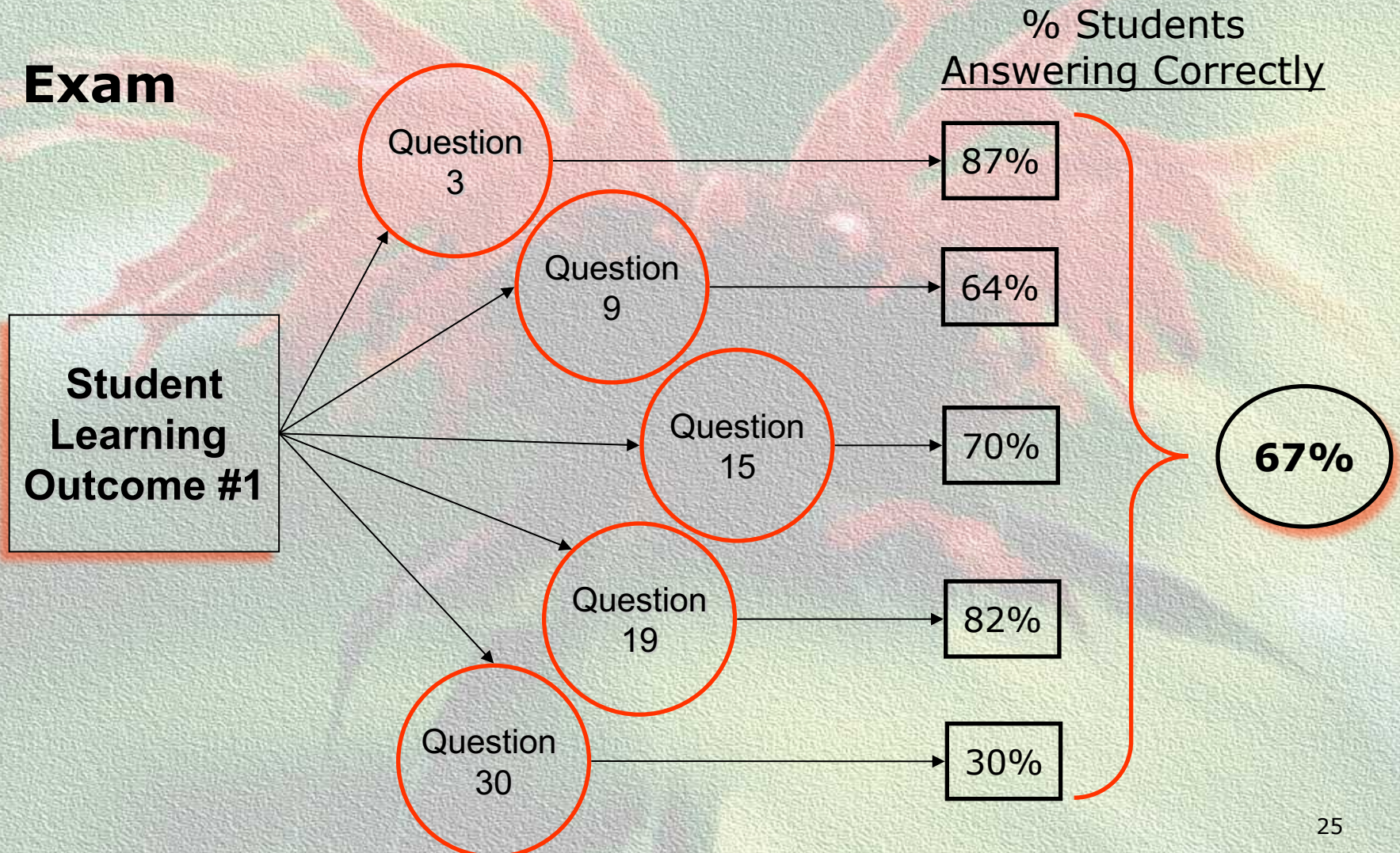
Embedded Outcomes: Actionable Data

Students will be able to know, comprehend, and apply the following four principles of effective communication:

Student Learning Outcomes	Number of Exam Questions	% Students with Correct Answers
1. Building Goodwill	5	67%
2. Adapting Message to Audience	7	91%
3. Making Writing Easier to Read	8	58%
4. Using a Process to Plan Compose and Revise	5	84%

26

May, G. (2008). *Using Assessment Data to Improve Teaching and Learning.* Clayton State University: School of Business

Prompt Example

Program Learning Outcome:

   Students will be able to identify and describe options for post-graduate study/work and understand the implications for each.

Prompt:

Please consider the options you've learned about to continue your education after you receive your bachelor's degree. Select one you think might be a good fit for you and briefly discuss:

- Master's Degree
- Joint Master's/PhD program
- Professional School
- Trade School

   Work with your group – what do you think of this prompt? Do you see any problems with this prompt? Can you create a better prompt?

From: Sweet, J. and Meents-Decaigny. (2015) *Direct assess of student Learning* .DePaul University.

Discussion

Did you Identify any Problems?

Ideas for a Better Prompt?

Discussion

A Few Problems:

- First part of the outcome is not directly addressed because options have been given

- Data from this prompt indicated students did not understand the implications for post-graduate study options because, by in large, students did not identify any implications. Follow-up with a focus group, however, revealed the students actually did have good knowledge of the implications and were able to discuss them in meaningful ways.

Example of a Better Prompt

Throughout this program, we've discussed different options for continuing your education after you complete your bachelor's degree. Select two or three you feel might be a good fit for you and discuss the implications of each option based on your future goals and aspirations.

From: Sweet, J. and Meents-Decaigny. (2015) *Direct assess of student Learning* .DePaul University.

Math Prompt

Evaluate f'(1) for $f(x) = e^{2x+1}$ and verify your work using a different representation. Explain why you chose the method of verification.

Holistic Rubric

WRITING GROUP RUBRIC

0   Does not address task, unresponsive, unrelated or inappropriate. Nothing correct.

1   Addresses item but only partially correct; something correct relates to the question.

2   Answer deals correctly with more than one aspect of the question, but a significant portion is incorrect, missing, or unclear. Answer may deal with all aspects but have major error(s).

3   Answer deals correctly with aspects of the question, but something is missing. Answer may deal with all aspects but have minor errors. Answer may use a specific example without giving a general description.

4   All parts of the question are answered accurately and completely. All directions are followed.

Better???

0	The work evidenced

    a) only recopying of the original information;
    b) only a wrong answer; or
    c) no meaningful work.

1	A meaningful attempt was made to solve the problem beyond simply copying it, but the work stopped far short of a solution – or – an inappropriate strategy led to a wrong answer.

2	Some understanding of the problem was demonstrated, but

    a) an appropriate strategy was presented without an answer;
    b) an appropriate strategy was incorrectly implemented;
    c) an apparently suitable strategy was selected, but some condition of the problem was ignored or misunderstood, leading to an incorrect solution; or
    d) a leap was made from the appropriate strategy to the correct answer without a clear explanation.

3	A suitable strategy was chosen and implemented. Any errors were of a minor nature- for example, simple computation.

4	A suitable strategy was chosen and implemented. Answers were complete and accurate.

Development of Rubrics

The advantages of using rubrics…

- Allow assessment to be more outcomes focused and consistent
- Focus the teacher to clarify his/her criteria in specific terms
- Clearly show the student how their work will be evaluated and what is expected
- Promote fair and consistent grading
- Promote student awareness of about the criteria to use in assessing peer performance
- Provide useful feedback regarding the effectiveness of the instruction and help identify areas for improvement
- Provide benchmarks against which to measure and document progress

Scoring Guides and Rubrics

As the name implies, scoring guides generally provide a structure and definition of how student performance will be judged.

A Scoring guide should be tied directly to the student learning outcome it is measuring.

Examples of Common Scoring Guides:

- Rubrics
- Structured Observation Guides

4 Elements of a Rubric

- A task description = the outcome being assessed

- Criteria for Evaluation of Students' Performances (traits) = Rows

- **Defined** Levels of Performance (columns) = advanced, intermediate high, intermediate low, novice, or other descriptions (1,2,3,4, etc.) (Aim for an even number)

- Description of each Level - detailed information regarding the qualities that should be or should not be present in a product/performance to receive a rating at each level

- Some free online tools: Rubistar rubistar/4teachers.org/ and Rcampus http://www.rcampus.com/indexrubric.cfm

Airasian, P.W. and Russell, M.K. (2008). *Classroom assessment: Concepts and applications* (6th ed.). New York: McGraw Hill.

Scoring rubric for tennis serve

Adapted from: Saret, L. (200 8). *Learning Outcomes*. Oakton Community College

Scoring rubric for tennis serve			
	Excellent (2 points)	Acceptable (1 point)	Poor (0 points)
Accuracy	Hits target area at least 80% of the time	Hits target area about 50%-80% of the time	Hits target area less than 50% of the time
Effort	Puts forth good effort and tries to serve correctly	Shows moderate interest in learning how to serve	Shows little or no interest in learning the correct way of serving

Adapted from: Saret, L. (200 8). *Learning Outcomes*. Oakton Community College

Class participation rubric

	3	2	1
Participates in class discussions	Almost Always	Occasionally	Almost Never
Asks relevant questions in class	Almost Always	Occasionally	Almost Never
Participates in online discussion	Almost Always	Occasionally	Almost Never
Offers questions or comments via e-mail	Almost Always	Occasionally	Almost Never
Attends class	Almost Always	Occasionally	Almost Never
Arrives on time/stays for entire class	Almost Always	Occasionally	Almost Never

Minimal Rubric for Senior History Seminar Papers

	5	4	3	2	1
Title	5	4	3	2	1
Thesis	5	4	3	2	1
Argumentation	5	4	3	2	1
Historical significance of project	5	4	3	2	1
Organization	5	4	3	2	1
Citation of Sources	5	4	3	2	1

Performance Rubric

Performance Characteristics

Traits

	Does not meet Expectations	Meets Expectations	Exceeds Expectations

Descriptions
of
Unacceptable,
Acceptable,
or Excellent
Performance

Performance Rubric Business Management

Team's Customer Satisfaction Skills	Does not meet Expectations	Meets Expectations	Exceeds Expectations
Punctuality	Some team members missed appointments or did not return phone calls.	All team members arrived on time for appointments and returned all phone calls promptly.	All team members were always early.
Courtesy	Some team members were not respectful of firm employees	All team members were always courteous and respectful of all firm employees.	All employees felt that The team members were very courteous and respectful and fully elicited their ideas.
Communication	Some team members did not communicate clearly during meetings and phone calls.	The team members always communicated clearly during meetings and phone calls.	The team members always made an extra effort to make sure that they understood us and that we understood them.

Main Types of Rubrics

1. Holistic Rubrics

2. Analytic Trait Rubrics

3. Developmental Rubrics

4. General Rubrics

Arter, J. & McTighe, J. (2001). *Scoring rubrics in the classroom* (T.R. Guskey & R.J. Marzano, Eds.). Thousand Oaks, CA: Corwin Press.

Holistic Rubrics

A holistic rubric gives one score for an entire work or product.

The rubric combines all important components of the student's performance to arrive at a single judgment of the quality of the final product.

Advantages

- Emphasis on what the learner is able to demonstrate, rather than what s/he cannot do.
- Saves time by minimizing the number of decisions raters make.
- Can be applied consistently by trained raters increasing reliability.

Disadvantages

- Does not provide specific feedback for improvement.
- When student work is at varying levels spanning the criteria points it can be difficult to select the single best description.
- Criteria cannot be weighted.

Arter, J. and McTighe, J. (2001). *Scoring rubrics in the classroom* (T.R. Guskey & R.J. Marzano, Eds.). Thousand Oaks, CA: Corwin Press.

Office for Teaching, Learning, & Assessment (n.d.). *Types of rubrics. DePaul University Office for Teaching Learning and Assessment.* Retrieved February 13, 2013, from http://condor.depaul.edu/tla/Assessment/TypesRubrics.html

Example of Holistic Rubric

Articulating thoughts through written communication— final paper/project.

Above Average (4): The audience is able to easily identify the focus of the work and is engaged by its clear focus and relevant details. Information is presented logically and naturally. There are no more than two mechanical errors or misspelled words to distract the reader.
Sufficient (3): The audience is easily able to identify the focus of the student work which is supported by relevant ideas and supporting details. Information is presented in a logical manner that is easily followed. There is minimal interruption to the work due to misspellings and/or mechanical errors.
Developing (2): The audience can identify the central purpose of the student work with little difficulty and supporting ideas are present and clear. The information is presented in an orderly fashion that can be followed with little difficulty. There are some misspellings and/or mechanical errors, but they do not seriously distract from the work.
Needs Improvement (1): The audience cannot clearly or easily identify the central ideas or purpose of the student work. Information is presented in a disorganized fashion causing the audience to have difficulty following the author's ideas. There are many misspellings and/or mechanical errors that negatively affect the audience's ability to read the work.

Office for Teaching, Learning, & Assessment (n.d.). *Types of rubrics. DePaul University Office for Teaching Learning and Assessment.* Retrieved February 13, 2013, from http://condor.depaul.edu/tla/Assessment/TypesRubrics.html

Analytic Trait Rubrics

An Analytic Trait Rubric divides the product or performance into important components or traits, then evaluates each one separately.

Advantages

- Can provide useful feedback on areas of strength and weakness.
- Criteria can be weighted to reflect the relative importance of each dimension.
- Can give specific feedback on each important dimension.

Disadvantages

- Takes more time to create and use than a holistic rubric.
- Unless each point for each criterion is well-defined raters may not arrive at the same score.

Arter, J. and McTighe, J. (2001). Scoring rubrics in the classroom (T.R. Guskey & R.J. Marzano, Eds.). Thousand Oaks, CA: Corwin Press.

Office for Teaching, Learning, & Assessment (n.d.). *Types of rubrics. DePaul University Office for Teaching Learning and Assessment.* Retrieved February 13, 2013, from http://condor.depaul.edu/tla/Assessment/TypesRubrics.html

Example of Analytic Trait Rubric

Articulating thoughts through written communication— final paper/project.

Dimension	Needs Improvement (1)	Developing (2)	Sufficient (3)	Above Average (4)
Clarity (Thesis supported by relevant information and ideas.)	The purpose of the student work is not well-defined. Central ideas are not focused to support the thesis. Thoughts appear disconnected.	The central purpose of the student work is identified. Ideas are generally focused in a way that supports the thesis.	The central purpose of the student work is clear and ideas are almost always focused in a way that supports the thesis. Relevant details illustrate the author's ideas.	The central purpose of the student work is clear and supporting ideas are always well-focused. Details are relevant, enrich the work
Organization (Sequencing of Elements/Ideas)	Information and ideas are poorly sequenced (the author jumps around). The audience has difficulty following the thread of thought.	Information and ideas are presented in an order that the audience can follow with minimum difficulty.	Information and ideas are presented in a logical sequence which is followed by the reader with little or no difficulty.	Information and ideas are presented in a logical sequence which flows naturally and is engaging to the audience.
Mechanics (Correctness of grammar and spelling)	There are five or more misspellings and/or systematic grammatical errors per page or 8 or more in the entire document. The readability of the work is seriously hampered by errors.	There are no more than four misspellings and/or systematic grammatical errors per page or six or more in the entire document. Errors distract from the work.	There are no more than three misspellings and/or grammatical errors per page and no more than five in the entire document. The readability of the work is minimally interrupted by errors.	There are no more than two misspelled words or grammatical errors in the document.

Office for Teaching, Learning, & Assessment (n.d.). *Types of rubrics. DePaul University Office for Teaching Learning and Assessment.* Retrieved February 13, 2013, from http://condor.depaul.edu/tla/Assessment/TypesRubrics.html

Sample Analytic Rubric

Oral Communications			
	Below Expectation	Satisfactory	Exemplary
Organization	-No apparent organization -Evidence not used to support assertions	-Presentation has a focus -Student provides evidence that supports conclusions	-Presentation is carefully organized. -Speaker provides convincing evidence to support conclusions
Content	-Content is inaccurate or overly general -Listeners are unlikely to learn or may be misled	-Content is generally accurate, but incomplete -Listeners may learn isolated facts but are unlikely to gain new insights about topic	-Content is accurate and complete -Listeners are likely to gain new insights about the topic.
Delivery	**-Speaker appears anxious and uncomfortable** **-Speaker reads notes rather than speaking** **-Listeners are largely ignored**	**-Speaker is fairly relaxed and comfortable** **-Speaker too often relies on notes** **-Listeners are sometimes ignored or misunderstood.**	**-Speaker is relaxed and comfortable** **-Speaker speaks without undue reliance on notes** **-Speaker interacts effectively with listeners.**

Structured Observation Guides

A more qualitative type of scoring guide.

Advantages

- May allow for a richer description of student performance or work.

- May be useful for assessment of qualities that are difficult to operationally define, like attitudes or values

Disadvantages

- This is a more subjective approach to scoring.

- More difficult to analyze results.

Suskie, L. (2009). *Assessing student learning: A common sense guide.* Jossey-Bass: San Francisco, CA.

Example of a Structured Observation Guide

Structured Observation Guide for a Presentation

Effectiveness of Presenter in:	Notes
Communicating the Purpose of the Presentation	
Organizing the Presentation	
Demonstrating Good Knowledge of the Topic(s)	
Speaking with Clarity	
Responding Appropriately to Participants' Questions	
Adhering to Time Constraints	
Accomplishing the Stated Objective	

Adapted from: Suskie, L. (2009). *Assessing student learning: A common sense guide.* Jossey-Bass: San Francisco, CA.

VALUE rubrics

- http://www.aacu.org/value/rubrics
- A set of general rubrics to assess a range of student learning outcomes, including written and oral communication, civic engagement, information literacy, global understanding, and lifelong learning.
- Best used as templates to guide discussion and as a basis for locally-developed rubrics.

CRITICAL THINKING VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

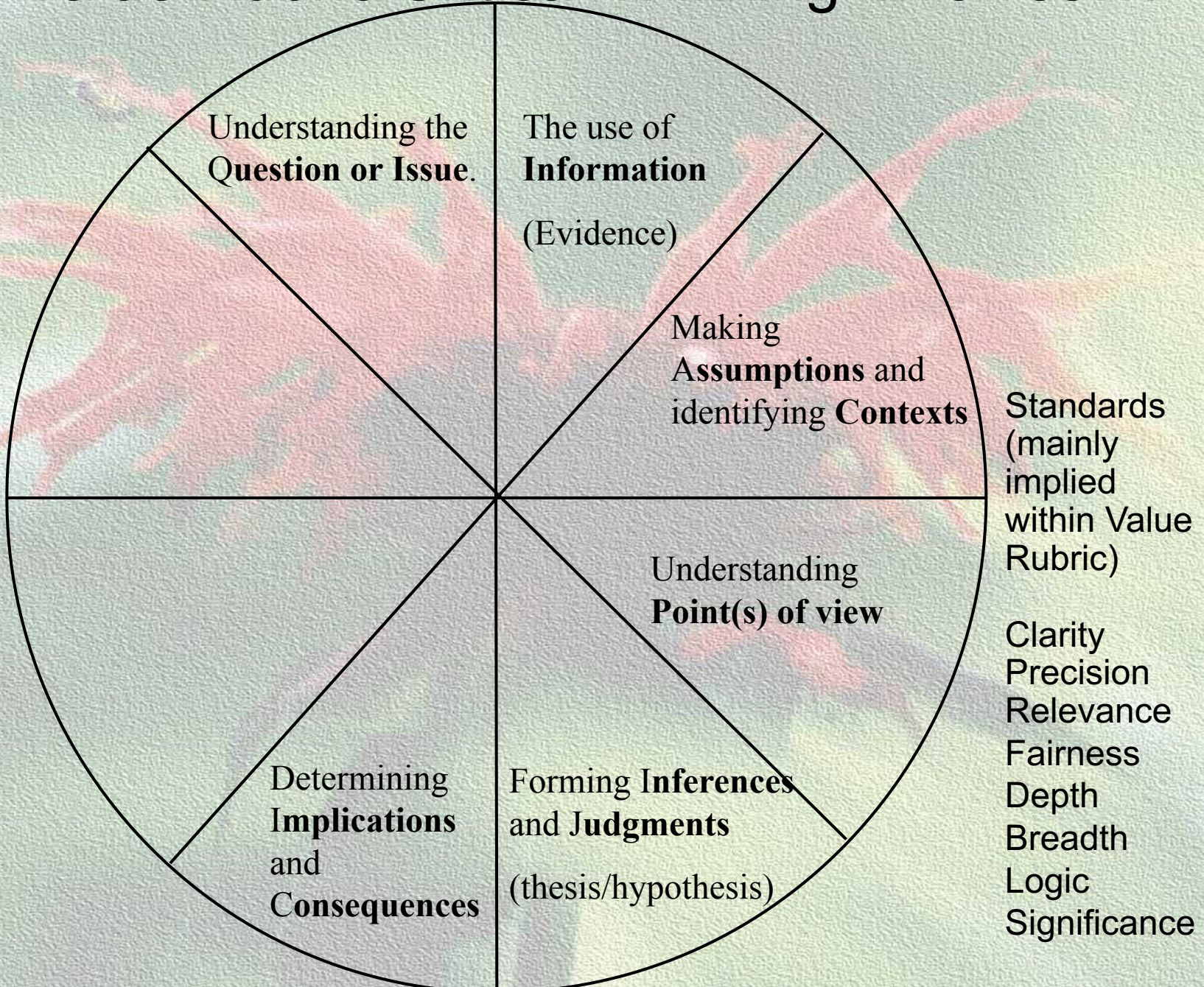|	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Explanation of issues	Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.	Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.	Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.	Issue/problem to be considered critically is stated without clarification or description.
Evidence *Selecting and using information to investigate a point of view or conclusion*	Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.	Information is taken from source(s) with some interpretation/evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.
Influence of context and assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Identifies own and others' assumptions and several relevant contexts when presenting a position.	Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others' assumptions than one's own (or vice versa).	Shows an emerging awareness of present assumptions (sometimes labels assertions as assumptions). Begins to identify some contexts when presenting a position.
Student's position (perspective, thesis/hypothesis)	Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).	Specific position (perspective, thesis/hypothesis) acknowledges different sides of an issue.	Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.
Conclusions and related outcomes (implications and consequences)	Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.

Critical Thinking Value Rubric Model Deconstructed

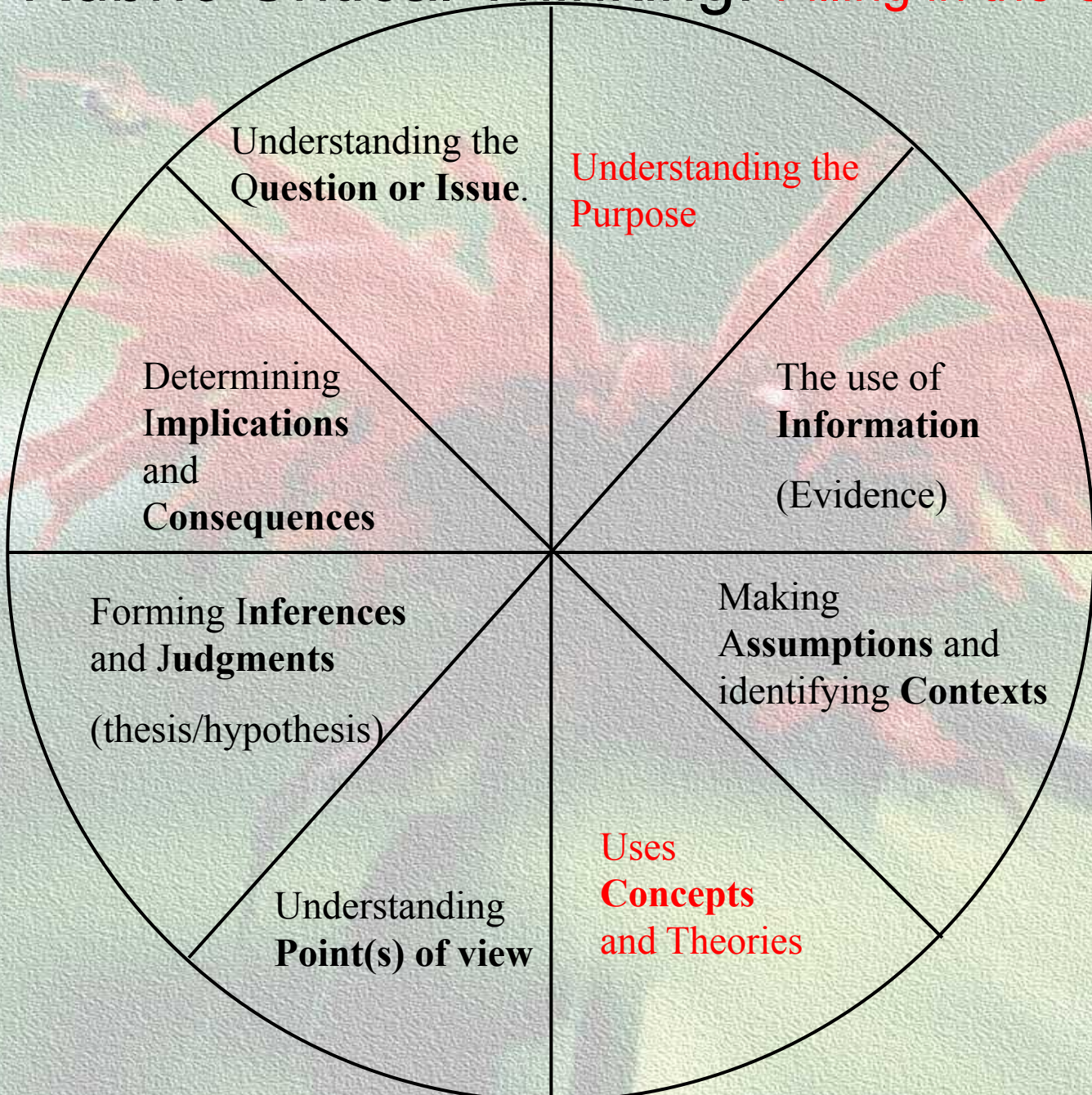| CTVR	CTVR Capstone
Explanation of Issues	Problem to be considered critically?? Stated clearly and described comprehensively, delivering all relevant information for full understanding.
Evidence (Selecting and using Information)	Information taken from sources with enough evaluation to develop comprehensive analysis. Views of experts are questioned thoroughly.
Influence context/assumptions	Thoroughly (systematically and methodically) analyzes own and others' assumptions and evaluates relevance of contexts
Student's position (perspective, thesis /hypothesis)	Position (hypothesis/thesis) is imaginative???, takes into account complexities. Others' POV synthesized.
Conclusions, Implications/ Consequences	Conclusions (consequences and implications) and logical and reflect informed evaluation. Prioritizes evidence and perspectives.

LEAP Value Rubric Critical Thinking Involves…

Understanding the **Question or Issue**.

The use of **Information**

(Evidence)

Making **Assumptions** and identifying **Contexts**

Understanding **Point(s) of view**

Forming **Inferences** and **Judgments**

(thesis/hypothesis)

Determining **Implications** and **Consequences**

Standards (mainly implied within Value Rubric)

Clarity
Precision
Relevance
Fairness
Depth
Breadth
Logic
Significance

Value Rubric Critical Thinking: Filling in the Gaps (Red)

Understanding the **Question or Issue**.

Understanding the Purpose

Determining **Implications** and **Consequences**

The use of **Information** (Evidence)

Forming **Inferences** and **Judgments** (thesis/hypothesis)

Making **Assumptions** and identifying **Contexts**

Understanding **Point(s) of view**

Uses **Concepts** and Theories

Standards

Clarity
Accuracy
Precision
Relevance
Fairness
Depth
Breadth
Logic
Significance

- Develop Tools that Simplify CT Assessment

Does the element apply?	Element of Reasoning	Comments
	Purpose and key question: The level of understanding of the problem	
	Point of view: The level of examination and assessment of claims, arguments, and statements (frame of reference)	
	Information: The quality of interpretations of statements, logic, data, facts, questions, graphs, theories, assertions, descriptions, etc.	
	Essential concepts: The level of understanding of related theories, principles, or representations	
	Assumptions: The quality of the explanation of reasons and assumptions and the level identification and justification of key and results	
	Implications, consequences, interpretations, and inferences: The quality of the reasoning toward conclusions, ability to infer significant relationships, and appreciation of the depth and breadth of the problem	

Writing Worksheet   **ID Code** _____   **Overall Score** _____

Score each applicable standard (1-4)	Writing Standard	Questions
	Clear: understandable, precise	Do you know exactly what the writer means?
	Accurate: free of errors or distortions	Does the content conform to fact?
	Precise: specific, exact to the necessary level of detail	Does the writer need to add details or be more exact?
	Relevant: clearly connected to the matter at hand	Is there anything here that doesn't belong?
	Deep: intellectually complex	Has the writer addressed the complexities of the topic?
	Broad: open to multiple relevant viewpoints	Has the writer examined all the relevant issues?
	Logical: free of contradictions & blatant fallacies	Are there gaps in reasoning? Obvious fallacies?
	Significant: focused on the most important info	Are the most important points considered?
	Fair: not merely self-serving or one-sided	Does the writer fairly present others' views?
	Correct: free from grammar, punctuation, spelling, & usage errors; guidelines followed	Are grammar, punctuation, spelling, usage correct? Appropriate to audience? Are guidelines followed?

Exemplary = 4 = All applicable standards met (overall score); writing is excellent/skilled
Satisfactory = 3 = Most applicable standards met; writing is competent/effective
Below Satisfactory = 2 = Some applicable standards met; writing is inconsistent/ineffective
Unsatisfactory = 1 = Few/No applicable standards met; writing is unskilled

A few steps in building a Rubric

Primary Trait Analysis

Steps for Creating a PTA Rubric

1. Choose an assignment.
2. Identify the criteria or "traits" that will count in the evaluation of the assignment (vertical axis)
   - Use nouns or noun phrases

3. Create a Scale for each trait (horizontal axis)
   - Construct a three- to four-point scale with descriptive statements about each trait.

Does your rubric work?

- Try evaluating a student assignment

- Ask a colleague to review your rubric

- Does the rubric reflect the purpose of the *assignment*?
   If not, do the rubric criteria need revision?

- Does the rubric connect to the *course/program learning outcomes* or goals?
   If not, does the assignment need to be tweaked OR do the course learning outcomes need revision?

- Does the rubric reflect any of the *mid-point learning goals*?
   If not, check the course learning outcomes for connection to the mid-point learning goals.

Walvoord's Three Steps of Assessment

3. Use the information for improvement

Pitfall: Gathering data that no one will use

"It is not enough to gather data about student strengths and weaknesses; you need information and hypotheses about the causes of student weaknesses."
(Barbara Walvoord, *Assessment Clear and Simple*)

The Final Challenge

Close the loop

✓ Use data – develop hypotheses

✓ Review assessment methods

✓ Change curriculum and/or instruction

Possible consulting issues?

Thinking Outside the Loop

More Pitfalls:

- Mere compliance with external demands
- Triggering resistance and hostility of faculty
- Letting administrators do it
- Making the process too complicated

(Barbara Walvoord, *Assessment Clear and Simple*)