



# BECOME AN ASSESSMENT SUPERHERO

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# AGENDA

- Introductions
- Norming
- Scoring
- Saving the day!



# INTRODUCTIONS

- Jude “Superwoman” Whitton
  - Professor of Communication Studies
  - Co-coordinator of Riverside Assessment Committee



- “The Dynamo” Denise Kruiuzenga-Muro
  - Professor of English & Writing Center Coordinator
  - Co-coordinator of the Riverside Assessment Committee



# FROM ZERO TO HERO

GE Critical Thinking Rubric

urpose:

Component	Component Mastered (Rating = 3)	Component Developing (Rating = 2)	Component Emerging (Rating = 1)	Component Not Met (Rating = 0)	*(#)
1 Within the artifact students demonstrate their order thinking skills about issues, problems and explanations for which multiple solutions are possible.	<ul style="list-style-type: none"> <li>Accurately identifies the problem/question and provides a well-developed summary or execution or performance.</li> <li>Identifies integral relationships essential to analyzing the issue and considers implicit aspects of the issue.</li> <li>Demonstrates clear understanding of the purpose of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Partially identifies the problem/question and provides a partial/brief summary or execution or performance.</li> <li>Partially identifies some relationships essential to analyzing the issue but nuances and key details are missing or glossed over.</li> <li>Demonstrates understanding of the purpose of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Vaguely identifies or misidentifies the problem/question and provides a poor summary or execution or performance.</li> <li>Identifies some relationships essential to analyzing the issue but nuances and key details are missing or glossed over.</li> <li>Demonstrates limited understanding of the purpose of the assignment.</li> </ul>	<ul style="list-style-type: none"> <li>Within the artifact the student fails to connect facts, concepts, or ideas and fails to apply them to seek a solution(s) or offer another perspective.</li> <li>OR did not understand the purpose of the assignment.</li> </ul>	
2 Within the artifact students explore problems and present possible solutions.	<ul style="list-style-type: none"> <li>Provides a well-developed examination of the evidence and questions accuracy and relevance.</li> <li>Recognizes bias.</li> <li>Sequence of presentation reflects clear organization of ideas, subordinating for importance and impact.</li> <li>Considers alternative methods of working on the problem.</li> </ul>	<ul style="list-style-type: none"> <li>Provides a partially-developed examination of the evidence and may or may not question accuracy and relevance.</li> <li>Partially recognizes bias.</li> <li>Sequence of presentation reflects some organization of ideas.</li> <li>Briefly considers alternative methods of working on the problem.</li> </ul>	<ul style="list-style-type: none"> <li>Repeats information without question or dismisses evidence without justification or simplistic evidence.</li> <li>Does not recognize bias.</li> <li>Sequence of presentation is repetitive or disorganized.</li> <li>Does not consider alternative methods of working on the problem or erroneously presents alternatives.</li> </ul>	<ul style="list-style-type: none"> <li>Within the artifact the student fails to present the problem, misinterprets the problem, utilizes evidence inadequately or fails to utilize evidence at all. Additionally, when presenting possible solutions the solutions are not supported with credible and reliable evidence.</li> <li>OR did not understand the purpose of the assignment.</li> </ul>	
3 Within the artifact	<ul style="list-style-type: none"> <li>Situates the</li> </ul>	<ul style="list-style-type: none"> <li>Situates the</li> </ul>	<ul style="list-style-type: none"> <li>Does not situate the</li> </ul>	<ul style="list-style-type: none"> <li>Within the artifact the student fails</li> </ul>	

# NORMING

Let's take a look at the rubric together



# RUBRIC - PART 1

- **Part 1: Creating the standard**
- **Let's look at GE 3.1 for Communication**
  - Students will be able to communicate effectively in diverse situations. They will be able to create, express, and interpret meaning in oral, visual, and written forms.
- **What are some words/phrases that come to mind when you hear this objective?**
- **Of these words/phrases, which ones best fit this objective?**

# RUBRIC - PART 2

**Some things to keep in mind for Part 2:**

- **YOU ARE NOT GRADING THE ASSIGNMENT**—You are grading the artifact for the students' ability to demonstrate *communication* in conjunction with the assignment.
- Some of this will be challenging. Think critically, apply the words we normed together, and work with your group!

# RUBRIC - PART 2

- Part 2 you will be applying the standard you created in part 1 to a particular artifact.
- What does this look like?
  - Look at assignment and see what students are being asked to do
  - Look at student samples, if you have them
  - Together, determine to what degree the student has demonstrated communication based on the norming we did for part 1 *OR* how well the student would demonstrate communication if you do not have specific student samples
  - Complete part 2 of the rubric for each artifact
    - Select the degree to which the student met or did not meet the outcome
    - Next, explain how your group came to that conclusion



QUESTIONS?



SCORING



# ARTIFACTS

We have artifacts from the following disciplines:

- **Math**—Calculus textbook plus problems to solve
- **Communication Studies**—A prompt and a display of the student's progression through the stages of an assignment
- **Screenwriting**—A prompt and peer review
- **Introduction to Telecommunications**—A prompt and the instructor's evaluation/narrative of a group project

# INSTRUCTIONS

- **Apply the Standard:** Apply the standard we created for part 1 to complete part 2 for both GE 3.1 & 3.2
- **REMEMBER: YOU ARE NOT GRADING THE ASSIGNMENT**—You are grading the artifact for the students' ability to demonstrate Communication in conjunction with the assignment.

LET'S TALK ABOUT YOUR RESULTS





# SAVING THE DAY!

- General comments about this process and what you learned from it.
- What did you learn about the assessment process that you can take back to your institutions and save the day?
- Last questions/thoughts?



**BAM!**