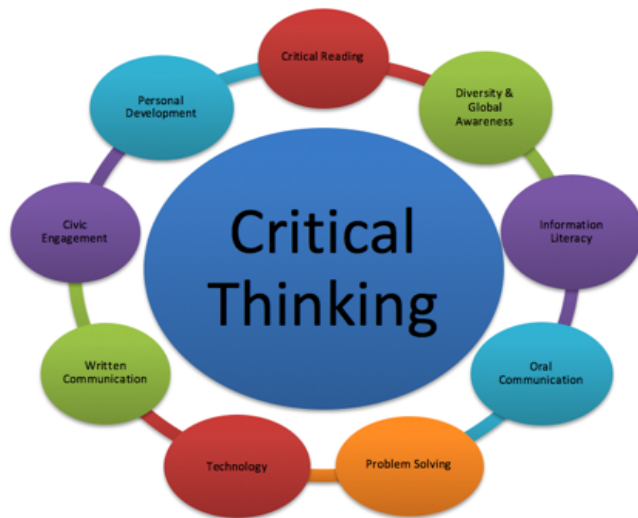


LEARNING TO ASSESS

Fall 2018

Rubric Reboot

Infusing critical thinking standards



Critical thinking shares a symbiotic relationship with learning. To cultivate deeper learning and reinforce the importance of learning to think well, PVCC has made Critical Thinking its core learning outcome. It is academically sound and civically judicious for PVCC, a learning centered college, to place critical thinking at the heart of everything we do. There are eight supporting college-wide General Education Learning Outcome areas, which are: Critical Reading, Diversity and Global Awareness, Information Literacy, Oral Communication, Problem Solving, Written Communication, Civic Engagement, and Personal Development and Wellness. In addition to critical thinking, these areas represent knowledge and abilities that educated persons should possess and apply. The revised rubrics include updated dimensions and a scale that applies the Intellectual Standards: Clarity, Accuracy, Precision, Relevance, Depth, Breadth, Logic, Significance, and Fairness.

Tips



Engage in authentic assessment, help your current students, and complete all three phases of the assessment process in one semester by using the Pre/Post Test option in GEA.

Steps for Pre-Post Assessment:

- Develop a plan and complete Part I of the form in GEA during Learning Week.
- Administer the pre-test
- Analyze results & design interventions
- Complete Part II of the form in GEA
- Share results with students
- Implement interventions
- Give students multiple opportunities to practice and improve
- Administer the post-test
- Analyze results & share with students
- Complete Part III of the form in GEA
- Discuss findings with others



Academic & Student Affairs
Unite

We are excited to announce that AAT and OCAT have merged to create the Assessment for Learning Team (ALT) and welcome Dr. Anne Suzuki as a tri-chair.

Assessment for Learning



Formative assessment is vital to learning and improvement.

Your tri-chairs are wondering...

What is your understanding of formative assessment?

How do you use formative assessment to improve learning? Provide a specific example.

Describe one way to more effectively use formative assessment this semester.

Trending Data

Number of GEA Rubrics Used to Assess Learning by Division						
	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	5 year average
Behavioral Science	9	24	20	38	17	21.6
Business/ IT	63	58	41	51	27	48
Com/Hum	81	59	40	52	65	59.4
Counseling/P. Dev.	7	19	10	15	20	14.2
English	59	38	51	55	37	48
Fine/Performing Arts	28	68	61	48	31	47.2
Health/Exercise S.	38	61	32	57	37	45
Library	4	3	12	7	3	5.8
Mathematics	75	61	44	51	13	48.8
Science	41	64	40	34	39	43.6
Social Science	18	19	0	17	7	12.2
Co-Curricular	5	2	3	6	5	4.2

GEA Participation			
Term	2015-2016	2016-2017	2017-2018
RFP Faculty	72 (67%)*	77 (70%)*	58 (52%)*
Adjunct Faculty	36	46	39
Total Faculty	108	123	97
* Percentage of RFP entering scores in GEA including service faculty			



Exemplary Assessment Project

Dr. Leila Palis, ENG 107, General Education Assessment, Written Communication

Summarize your results: I wanted to assess students' understanding of three important comma rules (commas with introductory information, commas with coordinating conjunctions, and commas with series of items in a list) and point-of-view by looking at how well they could identify and correct mistakes in these areas on their peers' papers. The students were asked to bring a rough draft of their Process Analysis Essay to class. We reviewed the three comma rules. We also reviewed point of view (avoiding first person and contractions). The students were then put in pairs and asked to review each other's essays and to look for and correct mistakes related to the specific comma rules and word choice considerations we discussed. Unfortunately, students failed to recognize comma and word choice errors most of the time. I do not know if they were afraid to point out errors to their classmates or if they did not understand the rules. Students were given a 0 if they missed more than 8 mistakes, a .5 if they missed 7-8 mistakes, a 1 if they missed 5-6 mistakes, a 1.5 if they missed 3-4 mistakes, and a 2 if they missed 0-2 mistakes.

Changes made based on your results: I highlighted each missed error in orange but did not correct the mistakes for students. Students needed to figure out why a sentence had an orange dot (or dots) in it and fix the mistakes for the final draft. For the next essay, we repeated the process again. We reviewed the same rules, and students were even put with the same partner. I encouraged students to work more closely with their partner to "avoid orange dots." They seemed to enjoy the challenge.

Did strategies work? How do you know? I know that the strategies worked based on the data that I collected. I scored the second rough draft the exact same way as I scored the first rough draft. Twelve out of the 20 students improved. Overall, there were far less mistakes. Most of the errors were with commas, and only were only a few errors with point of view. The low scores (zeros) were less, and there were more 2's. Overall, I feel like this was a beneficial way to teach commas and point of view as well as a successful strategy to help students focus and feel confident during peer review sessions.