

Assessment Rubrics

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Assessment Workshop Series

Overview:

We'll discuss:

- Why do we conduct assessment?
- Guiding Principles
- Assessment Rubric Template

We'll end with:

- You hopping on the assessment train

Why Do We Conduct Assessment?

- Aspirational reason
- Practical Reason
- Reality?

Guiding Principles

- Let's get buzz wordy, assessment should be:
 - **Sustainable**
 - **Meaningful**

New Assessment Plan Template



The University of Vermont

Assessment Plan Template

Office of Institutional Research & Assessment

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Assessment Rubrics

- Benefits of Rubrics
- Rubrics Can Exist at Multiple Levels

Rubrics: General



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CATAMOUNT CORE CURRICULUM ASSESSMENT RUBRIC

Natural Science (With Lab)

Please use the following criteria to determine the student's ability to meet the following learning outcomes:

Learning Outcome #1: Demonstrate familiarity with scientific thought, observation, analysis, experimentation, and formal hypothesis testing in relation to the general field or topic of the course.

1 Not Meeting Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Student displays <i>no</i> familiarity with scientific thought, observation, analysis, experimentation, and formal hypothesis testing in relation to the general field or topic of the course.	Student displays <i>minimal</i> familiarity with <i>at least half</i> of the following: scientific thought, observation, analysis, experimentation, and formal hypothesis testing in relation to the general field or topic of the course.	Student displays familiarity with <i>all</i> of the following: scientific thought, observation, analysis, experimentation, and formal hypothesis testing in relation to the general field or topic of the course.	Student displays <i>advanced</i> familiarity beyond their current level with <i>all</i> of the following: scientific thought, observation, analysis, experimentation, and formal hypothesis testing in relation to the general field or topic of the course.

Rubrics: Data Source Specific



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CATAMOUNT CORE CURRICULUM ASSESSMENT RUBRIC

Natural Science (With Lab)

Please use the following criteria to determine the student's ability to meet the following learning outcomes:

Data Source: CLI 101 – Introduction to Climatology

Learning Outcome #1: Demonstrate familiarity with scientific thought, observation, analysis, experimentation, and formal hypothesis testing in climatology.

1 Not Meeting Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
Student shows <i>no</i> familiarity with the main metrics used to describe the climate of a location, how to measure temperature and precipitation, how to analyze temperature and precipitation data sets, and whether a given data set supports the hypothesis that the temperature and/or precipitation of a location has changed over time.	Student shows <i>minimal</i> familiarity with <i>at least half</i> of the following: the main metrics used to describe the climate of a location, how to measure temperature and precipitation, how to analyze temperature and precipitation data sets, and whether a given data set supports the hypothesis that the temperature and/or precipitation of a location has changed over time.	Student shows familiarity with <i>all</i> of the following: the main metrics used to describe the climate of a location, how to measure temperature and precipitation, how to analyze temperature and precipitation data sets, and whether a given data set supports the hypothesis that the temperature and/or precipitation of a location has changed over time.	Student shows <i>advanced</i> familiarity beyond their current level with <i>all</i> of the following: the main metrics used to describe the climate of a location, how to measure temperature and precipitation, how to analyze temperature and precipitation data sets, and whether a given data set supports the hypothesis that the temperature and/or precipitation of a location has changed over time.

Rubrics: Another Example



CATAMOUNT CORE CURRICULUM ASSESSMENT RUBRIC MATHEMATICS

Please use the following criteria to determine the student's ability to meet the following learning outcomes:

Learning Outcome #1: Students will demonstrate an ability to understand aspects of the world through a mathematical lens.

	1 Not Meeting Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
	Student demonstrates <i>no ability</i> to interpret information using mathematical reasoning.	Student <i>attempts to use</i> mathematical reasoning to interpret and draw reasonable and appropriate inferences to explain information presented in mathematical forms but draws incorrect inferences about the information's meaning. <i>For example, the student attempts to explain the rationale for steps in solving an equation, but the student incorrectly applies the algebraic rule.</i>	Student <i>uses</i> mathematical reasoning to interpret and draw reasonable and appropriate inferences to provide <i>somewhat accurate</i> explanations of information presented in mathematical forms but occasionally makes minor errors related to computations or units. <i>For example, the student can accurately explain trend data shown in a graph but may miscalculate the slope of the trend line.</i>	Student <i>uses</i> mathematical reasoning to interpret and draw reasonable and appropriate inferences to provide <i>accurate</i> explanations of information presented in mathematical forms. <i>For example, the student can accurately explain the trend data shown in a graph.</i>
Tally:				

Learning Outcome #2: Students will give examples related to course materials that show how creativity is central to mathematical thinking.

	1 Not Meeting Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
	Student demonstrates <i>no ability</i> to use non-algorithmic thinking to answer quantitative questions.	Student <i>attempts to use</i> non-algorithmic thinking to answer quantitative questions. <i>For example, the student works to see a pattern, but is unable to name the pattern.</i>	Student <i>somewhat accurately uses</i> non-algorithmic thinking to answer quantitative questions. <i>For example, the student sometimes notices that a pattern exists and may be able to describe the pattern to extend it.</i>	Student <i>competently uses</i> non-algorithmic thinking to answer quantitative questions. <i>For instance, the student can recognize and state patterns.</i>
Tally:				

Learning Outcome #3: Students will be able to demonstrate facility with core mathematical concepts by completing work at the introductory college level or beyond in one area of mathematics.

	1 Not Meeting Expectations	2 Approaching Expectations	3 Meeting Expectations	4 Exceeding Expectations
	Student demonstrates <i>no ability</i> to solve mathematical challenges.	Student <i>struggles to solve</i> mathematical challenges. <i>For example, the student struggles to use basic algebraic rules.</i>	Student <i>somewhat competently solves</i> mathematical challenges. <i>For example, the student may be able to properly use algebraic rules.</i>	Student <i>competently solves</i> mathematical challenges. <i>For example, the student uses algebraic rules properly.</i>
Tally:				

All Aboard...



The Assessment Train

Feedback:



<https://tinyurl.com/33pwd2rz>