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St. Philip's College

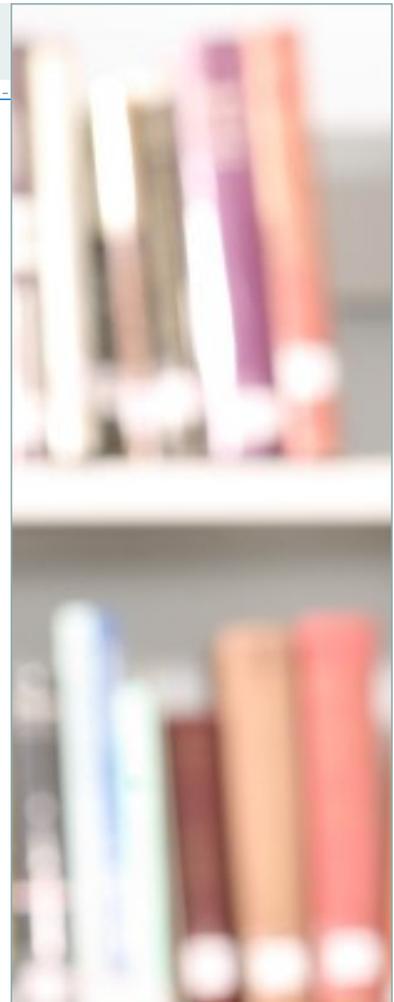
Assessment Quarterly

SECOND EDITION

The Assessment Quarterly is a quarterly look at how assessment integrates into the St. Philip's College culture to create a holistic approach to supporting student learning at all levels. The Assessment Quarterly focuses on the language of assessment, key concepts in assessing student and programmatic outcomes, and ideas for sharing with faculty and staff to improve the overall student experience. Future Assessment Quarterlies will focus on signpost/signature assignments, how to establish Assessment Work Groups, and using indirect assessment measures.

MARCH 2022 QUARTERLY FOCUS

In the March 2022 edition, the focus is on assessment rubric styles and development that the SPC community can use to tailor assessment to meet the needs of each Division.



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SPECIAL POINTS OF INTEREST

- Focus on rubrics
- Examples and comparisons



KEY TERMS IN ASSESSMENT

New to assessment? Each month we will feature key terms in assessment to help you learn the common vocabulary used in assessment.

Rubric: In assessment, rubric refers to the criteria / guidelines used to evaluate knowledge or skill attainment.

Analytic Rubric: Two-dimensional rubrics with levels of achievement as columns and assessment criteria as rows that al-

low for assessment of multiple criteria in a single rubric; table format.

Holistic Rubric:

One-dimensional rubrics used to assess participants' overall skill attainment on an activity or item based on predefined achievement levels; paragraph format.

Derived from https://www.queensu.ca/teachingandlearning/modules/assessments/35_s4_05_types_of_rubrics.html

Analytic rubrics identify and assess *components* of a completed product while holistic rubrics assess the product as a whole.

CORE COMPETENCY ASSESSMENT

SPC core competency assessment comprises a 2-year cyclical process that incorporates analytic rubrics for consistent and defined expectations across 6 competencies. These rubrics display specific student learning outcomes (assessment criteria) with explicit scoring parameters (levels of achievement).

Rubrics are reviewed and revised periodically to enhance relevance and clarity. Most recently, faculty conducted in-depth rubric reviews and approved revisions in summer 2019 as part of the continuous improvement process.

ANALYTIC RUBRIC—SOCIAL RESPONSIBILITY

Social Responsibility Competency: St. Philip's College students will demonstrate intercultural competency, civic knowledge and the ability to engage effectively in regional, national and global communities.

OUTCOMES	SKILLFUL	EMERGING	NOT DEMONSTRATED
Outcome 1 Intercultural - Student will analyze a specific societal issue from different cultural perspectives.	Clearly analyzes the societal issue from three or more cultural perspectives.	Clearly analyzes the societal issue from two cultural perspectives.	Does not analyze the societal issue from more than one cultural perspective.
Outcome 2 Civic Knowledge - Student will identify his or her civic responsibility and the possible impact of these actions in relation to this societal issue.	Clearly identifies student civic responsibility and clearly assesses the effects of the civic responsibility on the issue at the regional, national, or global level.	Clearly identifies student civic responsibility or clearly assesses the effects of the civic responsibility on the issue at the regional, national, or global level.	Does not identify student civic responsibility and does not clearly assess the effects of the civic responsibility on the issue at the regional, national, or global level.
Outcome 3 Communities- Student will propose ways to engage with regional, national, and global communities to address the societal issue.	Student clearly proposes three or more ways to engage with regional, national, and global communities to address the societal issue.	Student clearly proposes two ways to engage with regional, national, and global communities to address the societal issue.	Student does not propose more than one way to engage with regional, national, and global communities to address the societal issue.



HOLISTIC RUBRIC—WRITTEN COMMUNICATION

Written Communication skill levels are addressed in the holistic rubric below; as displayed a single score is determined based on the totality of the written work, rather than the individual components of the work (i.e., purpose/focus, organization/presentation, articulation/grammatical expertise).

Holistic Rubric – Written Communication	
Above Average	The audience easily and clearly identifies the work’s focus and is engaged by relevant details. Information is presented logically and naturally. The work contains no more than three grammatical errors or misspelling.
Sufficient	The audience identifies the focus of the work. Relevant supporting details are clearly apparent. Information is presented logically. The work contains minimal grammatical errors/misspelling.
Developing	The audience identifies the central purpose of the work with little difficulty. Supporting details apparent in the work. Information is presented in orderly manner. Some grammatical errors/misspelling, but they do not detract from the purpose and audience understanding.
Needs Improvement	The audience cannot clearly or easily identify the work’s central purpose or ideas. Information appears disorganized. Many grammatical errors/misspellings detract from or impede audience understanding.

5 STEPS FOR BUILDING A RUBRIC

- 1. DETERMINE THE OUTCOMES – IDENTIFY AND CLEARLY DEFINE WHAT THE PERFORMANCE ASSESSMENT WILL REINFORCE TO AVOID SUBJECTIVITY IN THE INTERPRETATION.**
- 2. DEFINE THE RATING SCALE – SET THE PARAMETERS FOR SCORING A PARTICULAR OUTCOME. THESE PARAMETERS OFTEN INCLUDE 3 OR 4 SKILL LEVELS AND MAY INCLUDE NUMERICAL VALUES ASSIGNED TO A PARTICULAR ADJECTIVE THAT DESCRIBES EACH LEVEL .**
- 3. IDENTIFY EXPECTATIONS/ INDICATORS – DESCRIBE WHAT A PARTICULAR OUTCOME LOOKS LIKE AT EACH LEVEL OF ATTAINMENT.**
- 4. BUILD THE RUBRIC – ORGANIZE THE OUTCOMES AND THEIR RESPECTIVE EXPECTATIONS IN A SPECIFIC FORMAT THAT MEETS THE NEEDS AND ALIGNS TO THE INTENDED ASSESSMENT.**
- 5. REVISION – AS A PART OF THE ASSESSMENT PROCESS, RUBRICS SHOULD BE REVIEWED PERIODICALLY AND MAY BE ADJUSTED TO CLARIFY OR UPDATE EXPECTATIONS.**

THINGS TO KNOW:

SACSCOC 8.2.

THE INSTITUTION IDENTIFIES EXPECTED OUTCOMES, ASSESSES THE EXTENT TO WHICH IT ACHIEVES THESE OUTCOMES, AND PROVIDES EVIDENCE OF SEEKING IMPROVEMENT BASED ON ANALYSIS OF THE RESULTS IN THE AREAS BELOW:

a. Student learning outcomes for each of its educational programs.
(Student outcomes: educational programs)

b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.
(Student outcomes: general education)

c. Academic and student services that support student success. (Student outcomes: academic and student services)



CHARACTERISTICS AND USES OF RUBRICS

Rubrics

- List performance categories
- Detail levels of proficiency for these categories
- Create transparent expectations and criteria
- Guide assessment of student work and/or performance through consistent application of defined criteria
- May enable more specific, detailed, and effective feedback

SPOTLIGHT ON RUBRICS

Analytic Rubrics

- Allow separate assessment of specific components in a single assignment
- Provide formative student and/or programmatic feedback for more targeted improvement
- Recommended for assessment purposes but may be used to determine assignment score/grade

Holistic Rubrics

- Define overall performance levels without breaking out individual criteria
- May be used for efficient, uniform assignment grading
- Do not provide formative data for targeted improvement
- May be quicker/easier to develop and evaluate than analytic rubrics

ESTABLISHING SCALES (LEVELS OF PROFICIENCY)

- Rubrics typically include 3 to 6 levels of skill attainment
- Levels of proficiency often are expressed through linguistic terms:
 - ◆ Not Demonstrated, Emerging, Skillful (3-levels)
 - ◆ Beginning, Progressing, Proficient, Mastery (4-levels)
 - ◆ Poor, Minimal, Average, Good, Excellent (5-levels)
 - ◆ Unacceptable, Needs work, Mediocre, Acceptable, Accomplished, Exemplary (6-levels)
- Numerical values may be assigned to criterion for quantitative scoring

A NOTE ON BINARY RUBRICS

Binary rubrics characteristics

- Also called checklists
- Only include 2 performance levels
- Each decision is binary
 - ◆ Yes/no
 - ◆ Pass/fail
 - ◆ Complete/incomplete
 - ◆ Present/absent



“Rubrics can provide both *summative* and *formative* feedback to students and faculty regarding student learning.” (Huba and Freed, 2000)

Binary Rubric (Checklist)-Personal Responsibility: Students will connect choices, actions and consequences to ethical decision-making.

Binary Rubric (Checklist)-Personal Responsibility	
OUTCOMES	YES/NO
Outcome 1 Identify and Collect Data – Student clearly identifies what kind of information and what kind of analysis is required. All necessary information is organized logically.	
Outcome 2 Manipulation of Data – Student presents logical, consistent, and accurate manipulation of data.	
Outcome 3 Values – Students assess their own ethical values and identify the origin of their values.	

LOOKING AHEAD

Our next Assessment Quarterly will discuss direct/indirect measures. Topics will include some differences and uses of various measures. Direct measures include student-produced work and performance; indirect measures include surveys, evaluations, and reports.

