



CalPoly
Pomona

2024 Summer Assessment Institute on Rubric Development

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Office of Assessment and Program Review

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ASSESSMENT &
PROGRAM REVIEW

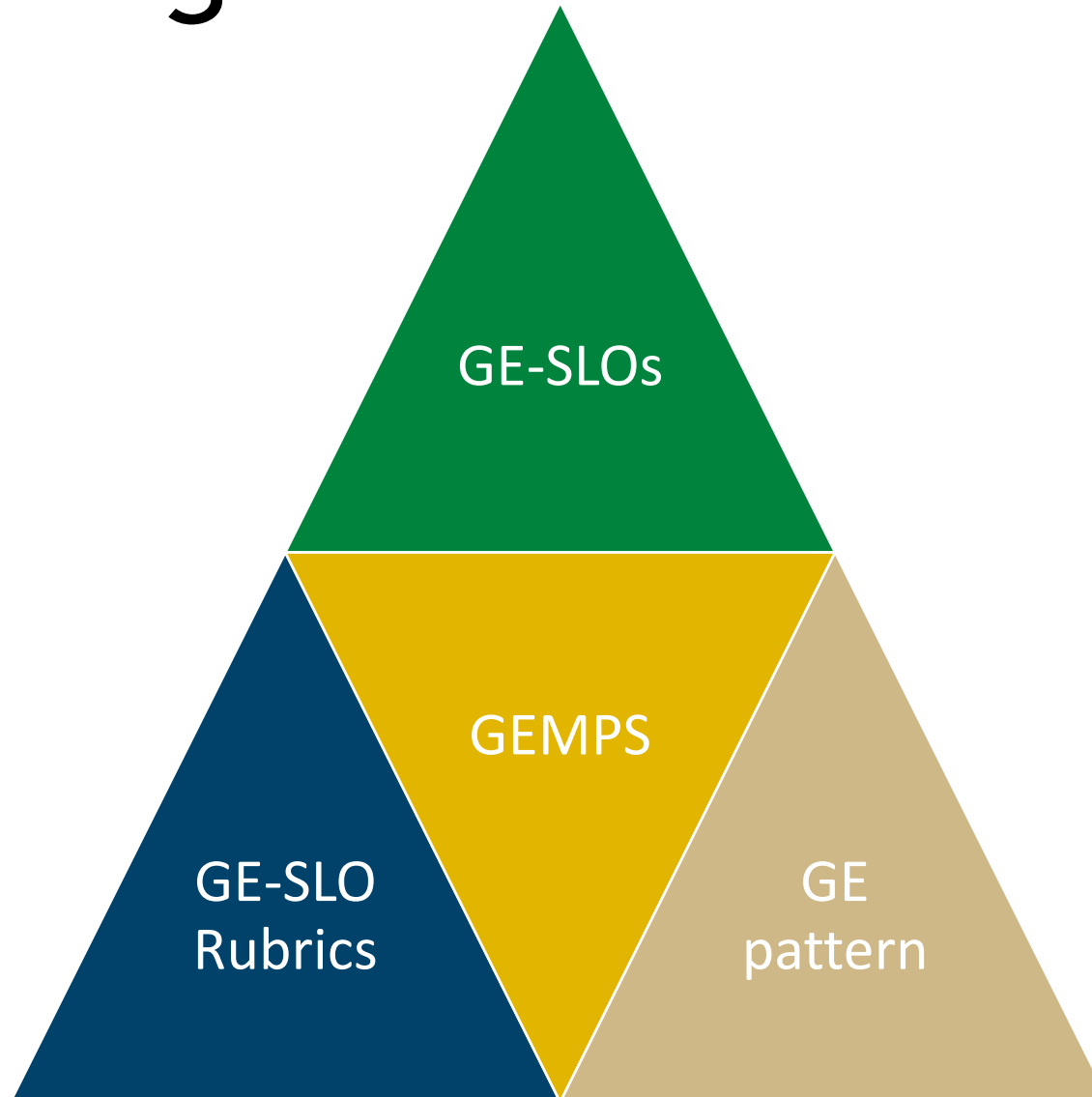
Agenda

8:30am – 8:45am	Meet & Greet
8:45am – 10:15am	Primer on Rubric Development
10:15am – 10:30am	Break
10:30am – 11:45am	Rubric Development – Part 1
11:45am – 12:30pm	Lunch
12:30pm – 3:15pm	Rubric Development – Part 2
3:15pm – 3:30pm	Break
3:30pm – 4:15pm	Presentations of Draft Rubrics
4:15pm – 4:30pm	Next Steps

Why are we doing this?

- **CPP's Strategic Plan** outlines the goal of revitalizing GE
 - Fall 2019: Academic Senate approval of GEMPS
- **CPP's Academic Master Plan (Section 9.1)** calls for outcomes-based assessment practices to ensure and demonstrate academic quality and student success.
 - Spring 2023: Academic Senate approval of new GE-SLOs
- **Response to external pressures**
 - Fall 2025: A different GE pattern
 - Alignment: GE courses – GE-SLOs – GE-SLO Rubrics
- **Homebrew CPP's rubrics**
 - OUR mission, OUR values
- **Build institutional and program capacity for assessment**
 - Build in Canvas Outcomes for institutional and program (optional) adoption

Revitalizing GE*



* <https://www.cpp.edu/strategicplan/docs/cpp-strategic-plan.pdf> "...reimagining the integration of the liberal arts and sciences within the context of our polytechnic identity"

CPP GE Alignment

GEMPS

The GE experience asks that students and faculty in our inclusive polytechnic community engage a breadth of subjects to encourage intellectual flexibility, empathy, creativity, curiosity, and rigor. The learning that takes place in GE supplements and complements the academic major. GE brings together diverse ways of knowing and doing to strengthen foundational skills, drive innovation, and adapt to new opportunities. Furthermore, it enables us to develop a deep understanding of one's self and respect for the complex identities of others and to face the critical and ethical decisions we encounter throughout our lives.

GE-SLOs

Oral Communication
Written Communication
Critical Thinking
Quantitative Literacy
Information Literacy

+

Civic Literacy
Intercultural Engagement

RUBRICS

Criteria reflects GE-SLOs and GEMPS

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What is a rubric?

Daddy,
do you like
my picture?



Honey,
if you'd like me
to be objective,
I'll have to create
a rubric.



freshspectrum.com

Definition (modern): A scoring tool that lists the criteria for student work and articulates the levels of quality for each criterion.

Definition (ancient): Small sections of text written in red ink within Ancient Egyptian texts and serves as headings or signposts for readers as Ancient texts did not use punctuation or spacing.

Benefits of a Rubric

- **Definition: A scoring tool that lists the criteria for student work and articulates the levels of quality for each criterion.**
 - Consistent and fair
 - Clarifies expectations
 - Identifies areas for improvement
 - Efficient once rubrics have been developed
 - Helps track changes; supports trend analysis

Holistic vs. Analytic Rubrics

- **Holistic rubrics** describe the criteria of a performance to give an overall quality judgment
 - Best for quick, overall snapshot of student achievement
- **Analytic rubrics** judge each individual criteria of a performance separately
 - Use when you want more detailed feedback about strength and weakness areas
 - Also good if you would like to engaged students in self-assessment

Analytic Rubric

Written Communication Assessment Rubric

GE Student Learning Outcome: Students will express their ideas through the written word with an awareness of audience, purpose, and form.

Criteria	Advanced (4)	Proficient (3)	Developing (2)	Beginning (1)
Context and Purpose for Writing <i>How well the writing addresses the audience, purpose, and context of the project.</i>	Demonstrates thorough consideration for the circumstances and audience; clearly addresses the intent of the document.	Demonstrates adequate consideration for the circumstances and audience; addresses the intent of the document.	Demonstrates inconsistent consideration for the circumstances and audience; partially addresses the intent of the document.	Demonstrates minimal consideration for the circumstances and audience; dismisses the intent of the document.
Organization <i>How well the writing uses a system to order ideas and concepts. (e.g. transitions, sections, paragraphs, etc.)</i>	The document is well-structured; smoothly segues from one part to another (e.g., introduction, body, and conclusion) to effectively convey the writer's ideas.	The document is adequately structured but choppy at times with minor impact on the communication of ideas.	The document's structure is awkward, impeding effective communication of ideas.	The document lacks the structure to convey the writer's ideas.
Development <i>How well the writing advances ideas using compelling and relevant narratives.</i>	Advancement and growth of ideas is thoughtful and sophisticated with a wealth of supporting material, smoothly integrated into the document.	Advancement and growth of ideas is adequately supported by appropriate materials, well-integrated into the document.	Advancement and growth of ideas would benefit from detailed and concrete support; integration into the document is choppy.	The narrative is incohesive and incoherent with few supporting details.
Clarity and Grammar <i>How well the writing uses grammar tools to communicate.</i>	Writing poses no obstacles to comprehension, containing few to no errors; displays a mastery level of the written word.	Writing contains some errors but does not impede overall understanding; displays adequate grasp of the written word.	Writing includes sufficient errors to confuse or distract the reader; displays a defined grasp of the written word.	Writing contains many errors; impeding the overall understanding; displays inadequate grasp of the written word.
<i>Optional; recommended for program use</i>				
Disciplinary Conventions <i>How well the writing implements rules, expectations, and formats for writing within disciplinary fields.</i>	Demonstrates detailed attention to and successful execution of discipline-specific conventions	Demonstrates consistent use of important discipline-specific conventions with minor errors	Demonstrates limited use of discipline-specific conventions; contains inconsistencies or errors	Does not follow discipline-specific conventions; contains significant errors

Holistic Rubric

Written Communication Rubric - Holistic

GE-SLO: Students will express their ideas through the written word with an awareness of audience, purpose, and form.

Criteria	Scale Description
Advanced (4)	Demonstrates thorough consideration for the context and purpose of the writing, with a very well-organized structure. It presents convincing arguments and sophisticated ideas, with a wealth of supporting materials smoothly integrated into the document. Writing poses no obstacles to comprehension, containing few to no errors; displays a mastery level of the written word.
Proficient (3)	Demonstrates adequate consideration for the context and purpose of the writing, with a reasonable structure which are choppy at times. It presents reasonable arguments and ideas, with appropriate supporting materials well integrated into the document. Writing contains some errors but does not impede overall understanding; displays an adequate grasp of the written word.
Developing (2)	Demonstrates inconsistent consideration for the context and purpose of the writing, with an awkward structure. It presents arguments and ideas which would benefit from detailed and concrete support, with choppy integration into the document. Writing includes sufficient errors to confuse or distract the reader; displays a defined grasp of the written word.
Beginning (1)	Demonstrates minimal consideration for the context and purpose of the writing, lacking the structure to convey ideas. It presents incohesive and incoherent ideas with few supporting details. Writing contains many errors; impeding the overall understanding; displays an inadequate grasp of the written word.

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Which is better?

Analytic Rubric	Holistic Rubric
<p>Advantages</p> <ul style="list-style-type: none">• More detailed feedback since each criterion is scored separately• Individual criterion may be weighted to reflect its relative importance• Useful for <u>formative</u> assessment for students• Useful for faculty to link back to instruction• Scoring is more consistent across scorers	<p>Advantages</p> <ul style="list-style-type: none">• Less time-consuming to develop and score• May be used for many tasks when written generically• Better for <u>summative</u> assessment for an overall performance judgement
<p>Disadvantages</p> <ul style="list-style-type: none">• More time-consuming to develop• More time-consuming for scorers to use	<p>Disadvantages</p> <ul style="list-style-type: none">• Does not provide specific feedback about strengths and areas of improvement• More challenging to tie back to instruction• Greater need for norming to obtain consistency in interpretation

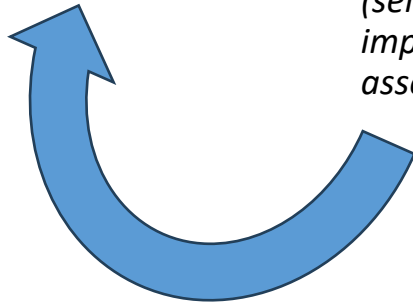
Keeping it Real: Jocelyn's Personal Recommendations

- **Analytic Rubric**
 - When there no prior or limited assessment data
 - Several faculty are assessing student work
 - External audiences are assessing student work
 - Desire to have nuanced information to link back to instruction
- **Holistic Rubric**
 - When there is existing trend data
 - High number of artifacts
 - Subjective artifacts, e.g., creative works
 - Summative purposes only
- **Hybrid Approach**

Steps to Develop an Analytic Rubric

Step 1

Identify the Student Learning Outcome
(what students should know or be able to do)



Step 2

Establish the criteria to be rated (*rows in a table*)

- Specify the knowledge, skills, and/or behaviors (*select the ones most important for assessment*)

Step 3

Develop a scoring scale to reflect levels of mastery (*columns in a table*)

- Determine the number of levels (*an even-numbered scale is recommended*)
- Determine different levels of performance (e.g., novice, intermediate, proficient, fluent)
- Ensure consistency in scoring scales

Step 4

Describe each level of the scoring scale (*cells in a table*)

- Define each level with descriptors reflecting the quality (note: avoid using “less fluent” and use “hesitant” or “halting” instead)
- Suggestion: Start with the best product, then novice-level work, then the levels in-between

Step 5

Test the rubric:

Apply the rubric to various to various samples of an assignment

- An “A” in the assignment ≠ SLO mastery
- Discuss with colleagues
- Review feedback and revise

Additional Tips

- **Find and adapt an existing rubric to the specific learning outcome**
 - AAC&U VALUE Rubrics: <https://www.aacu.org/value-rubrics>
 - Rubrics developed by disciplinary professional organizations
 - Similar departments at other universities
- **Involve students**
- **Evaluate the rubric**
 - Does it relate?
 - Is there anything extraneous?
 - Is it feasible and manageable?
- **Use it to score sample student work**
- **Expect multiple drafts**
- **Share it!**

Today's Plan

- 10:30am: Small working groups by pre-assigned GE-SLO
- Faculty leads:
 - Sangho Lee: Civic Literacy
 - Denise Kennedy: Intercultural Engagement
 - Qing Ryan: Quantitative Literacy
- Before lunch: Rubric Development – Part 1
 - Develop rubric criteria
- After lunch: Rubric Development – Part 2
 - Develop scale descriptions

Reflect the language of the GE-SLO

- **Quantitative Literacy:** Students will use quantitative information to draw inferences and communicate informed arguments.
- **Civic Literacy:** Students will apply civic knowledge, associated with historical structures of power, to self-discovery and responsibility to the community.
- **Intercultural Engagement:** Students will integrate knowledge and relationships reflective of the diversity of human experience and forms of expression.

→ We assess the verbs

→ We use the rubrics to assess 1) courses at or near graduation; 2) GE courses that align to those outcomes

<https://www.cpp.edu/assessment/learning-outcomes/ge-student-learning-outcomes.shtml>

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Acknowledge the Challenges

“Thanks everyone for comments on the draft,
here it is revised with all your edits.”



Questions?

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<https://www.cpp.edu/assessment/>