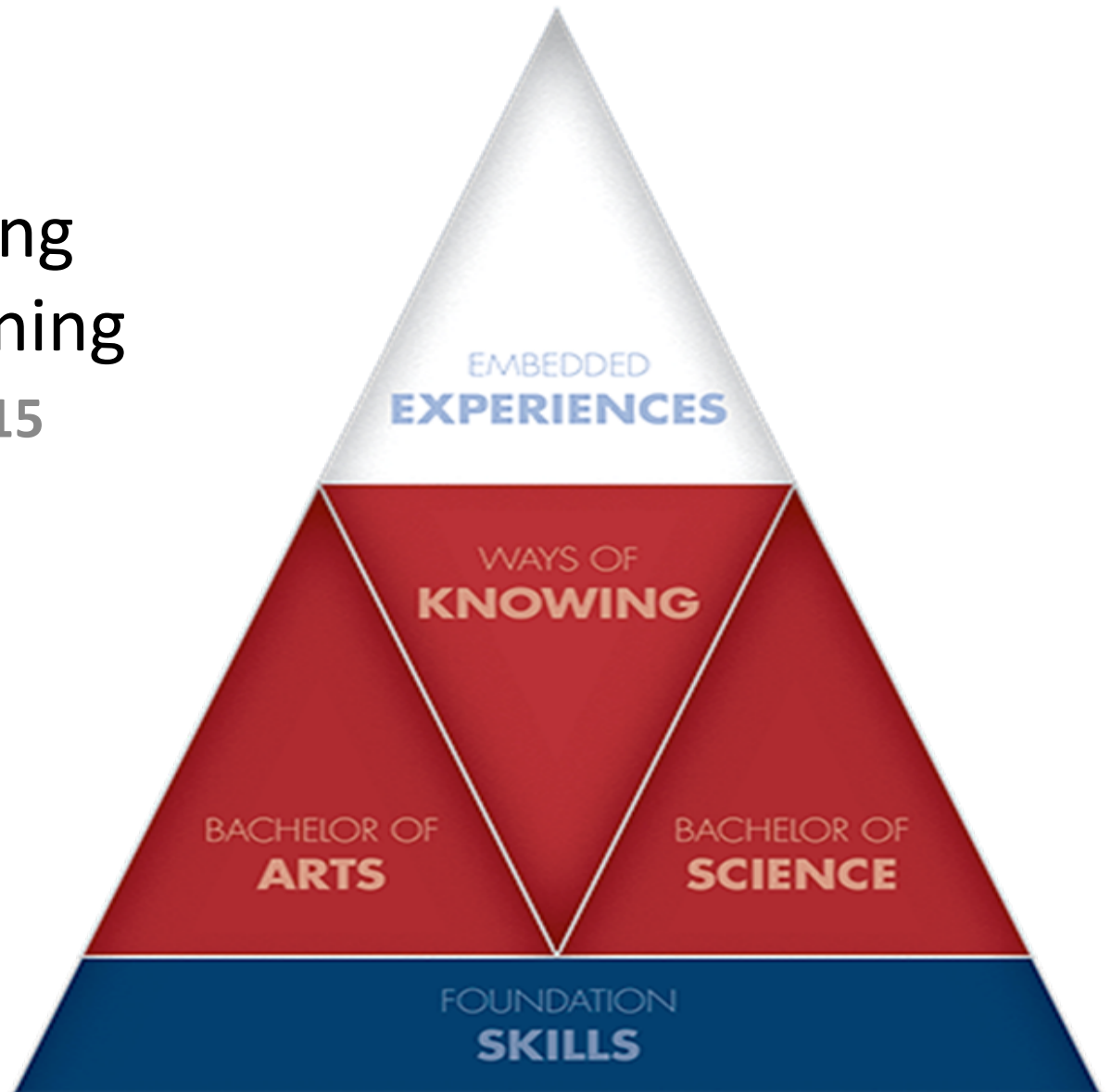


CORE 39
Ways of Knowing
Assessment Training
September 22, 2015



BACKGROUND

How We Got to Now

- The CORE 39 Assessment Task Force was created at the end of the 2015 Spring Semester. The group was charged with streamlining the core assessment process.
- Three principles guided the work of the Task Force: **simplicity, transparency, and less burdensome for faculty.**

How We Got to Now

- **Assessment.** To simplify the process, the Task Force recommended that each CORE course will have a Key Assignment that is aligned to a rubric for each part of the CORE.
- **Rubrics.** The Task Force developed rubrics for the four outcomes of the Ways of Knowing, the three embedded experiences. The rubrics are nested in the goals, objectives, and outcomes for CORE 39.

How We Got to Now

- The University has contracted with Tk20 to provide us with assessment software.
- In most cases:
 - Students will submit their Key Assignment in Tk20 via Bb.
 - Faculty will grade the Key Assignments in Tk20 via Bb.
- Tk20 training will take place **later this semester** once the rubrics have “gone live.”

DEADLINES, FALL 2014

Deadlines

- **September 15:** Submit WOK Outcome that will be used to assess your WOK course.
- **October 9:** Submit your Key Assignment directions/guidelines to your CCAF.
- **October 23:** Receive feedback on your Key Assignment from the CCAF (re: Alignment with rubric).
- **October 30:** Return modified Key Assignment to CCAF (only if necessary).

Deadlines

- Administer the Key Assignment and score rubric by the end of the semester.
- **December 23:** WOK Faculty should have Assessment rubrics completed.
- **January 1, 2016:** List of missing assessment materials submitted to the UCC Director.

Rubric: *A guide listing specific criteria for grading or scoring academic papers, projects, or tests.*— Merriam-Webster Dictionary

RUBRICS AND CORE 39 ASSESSMENT

Rubrics are often used to grade student work but they can serve another, more important, role as well: Rubrics can teach as well as evaluate. When used as part of a formative, student-centered approach to assessment, rubrics have the potential to help students develop understanding and skill, as well as make dependable judgments about the quality of their own work. Students should be able to use rubrics in many of the same ways that teachers use them—to clarify the standards for a quality performance, and to guide ongoing feedback about progress toward those standards. – Rubistar (University of Kansas)

Ways of Knowing

- **OUTCOME 1:** Students will be able to utilize problem solving, the process of designing, evaluating, and implementing a strategy or strategies to answer an open-ended question or achieve a desired goal, as defined by the way of knowing.
- **OUTCOME 2:** Students will be able to apply methods of inquiry and analysis, the systematic process of exploring issues/objects/works through the collection and process of breaking complex topics or issues into parts to gain a better understanding of them that result in informed conclusions/judgments, as identified by the way of knowing.

Ways of Knowing

- **OUTCOME 3:** The student will demonstrate the ability to know when there is a need for information, be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.
- **OUTCOME 4:** The student will design and execute a performance of the way of knowing. A performance is defined as: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.

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Ways of Knowing: Rubric for Outcome 1

Outcome 1
Students will be able to utilize problem solving, the process of designing, evaluating, and implementing a strategy or strategies to answer an open-ended question or achieve a desired goal, as defined by the way of knowing.

Criterion	Performance Rating			Score
	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations	
Define Problem NA <input type="checkbox"/>	<input type="radio"/> 2 Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors.	<input type="radio"/> 1 Demonstrates the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement may be superficial.	<input type="radio"/> 0 Demonstrates limited or no ability in identifying a problem statement or related contextual factors.	<input type="text"/>
Identify Strategies NA <input type="checkbox"/>	<input type="radio"/> 2 Identifies appropriate approach(es) for solving the problem that apply within a specific context.	<input type="radio"/> 1 Identifies approach(es) for solving the problem, only some of which are appropriate within a specific context.	<input type="radio"/> 0 Does not identify an appropriate approach(es) for solving the problem within a specific context.	<input type="text"/>
Evaluate Strategies/Solutions NA <input type="checkbox"/>	<input type="radio"/> 2 Evaluation of solutions is thorough in its explanation and considers all of the following: the history of the problem, the logic/reasoning of the strategies, the feasibility of the solution(s), and the impacts of the solution(s).	<input type="radio"/> 1 Evaluation of solutions is adequate in its explanation and does not fully consider the following: the history of the problem, the logic/reasoning of the strategies, the feasibility of the solution(s), and the impacts of the solution(s).	<input type="radio"/> 0 Evaluation of solutions is difficult to assess because it is vague, incorrect, or does not address the problem.	<input type="text"/>
Implement Solutions NA <input type="checkbox"/>	<input type="radio"/> 2 Implements the solution in a manner that thoroughly addresses multiple contextual factors* of the problem.	<input type="radio"/> 1 Implements the solution in a manner that addresses the problem statement but ignores some relevant contextual factors*.	<input type="radio"/> 0 Implements the solution in a manner that does not address the problem statement or relevant contextual factors*.	<input type="text"/>
			Rubric Score:	<input type="text"/>
			Rubric Mean:	<input type="text"/>

Comments: [Rich Text Formatting](#)

Screen Shot, WOK Outcome 1

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Ways of Knowing: Rubric for Outcome 2

Outcome 2
Students will be able to apply methods of inquiry and analysis, the systematic process of exploring issues/objects/works through the collection and process of breaking complex topics or issues into parts to gain a better understanding of them that result in informed conclusions/judgments, as identified by the way of knowing.

Criterion	Performance Rating			Score
	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations	
Topic NA <input type="checkbox"/>	<input type="radio"/> 2 Articulates a creative, focused, and manageable thesis or problem statement that addresses potentially significant aspects of the topic.	<input type="radio"/> 1 Articulates a manageable thesis or problem statement that may lack creativity, appropriate focus, or some relevant aspects of the topic.	<input type="radio"/> 0 Lacks a manageable thesis or problem statement.	<input type="text"/>
Existing Knowledge, Research and/or Views NA <input type="checkbox"/>	<input type="radio"/> 2 Synthesizes in-depth information from relevant sources representing various points of view/approaches.	<input type="radio"/> 1 Presents information from relevant sources representing various points of view/approaches; presentation may be somewhat limited or cursory.	<input type="radio"/> 0 Presents limited information or information from irrelevant sources.	<input type="text"/>
Analysis NA <input type="checkbox"/>	<input type="radio"/> 2 Organizes and synthesizes reliable evidence to reveal insightful patterns, differences, or similarities related to focus.	<input type="radio"/> 1 Organizes evidence, but the organization is not effective in revealing important patterns, differences, or similarities.	<input type="radio"/> 0 Lists evidence, but it is not organized and/or is unrelated to focus.	<input type="text"/>
Conclusions NA <input type="checkbox"/>	<input type="radio"/> 2 States a conclusion that is a logical extrapolation from the analysis.	<input type="radio"/> 1 States a conclusion that reflects the analysis, but it may not be fully developed.	<input type="radio"/> 0 States an ambiguous, illogical, or unsupported conclusion or lacks a conclusion.	<input type="text"/>
			Rubric Score:	<input type="text"/>
			Rubric Mean:	<input type="text"/>

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Screen Shot, WOK Outcome 2

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Ways of Knowing: Rubric for Outcome 3

Outcome 3
The student will demonstrate the ability to know when there is a need for information, be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand.

Criterion	Performance Rating			Score
	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations	
Scope of the Information Needed <input type="checkbox"/> NA	<input type="radio"/> 2 Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Selected sources directly relate to concepts or answer research question.	<input type="radio"/> 1 Defines the scope of the research question or thesis completely. Can determine most key concepts. Some selected sources may not relate to concepts or answer research question.	<input type="radio"/> 0 Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Cannot determine most key concepts. Selected sources do not relate to concepts or answer research question.	<input type="text"/>
Access the Needed Information <input type="checkbox"/> NA	<input type="radio"/> 2 Accesses information using effective, well-designed search strategies and most appropriate information sources.	<input type="radio"/> 1 Accesses information using simple search strategies, retrieves information from limited and similar sources.	<input type="radio"/> 0 Accesses information randomly, retrieves information that lacks relevance and quality.	<input type="text"/>
Critically Evaluates Information <input type="checkbox"/> NA	<input type="radio"/> 2 Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Information from sources is thoroughly examined.	<input type="radio"/> 1 Information is taken from source(s) with some interpretation/evaluation to create a coherent analysis or synthesis. Information from sources is taken as mostly at face value.	<input type="radio"/> 0 Information is taken from source(s) with minimal or no interpretation/evaluation. Information from sources is taken at face value.	<input type="text"/>
Effectively and Responsibly Use Information <input type="checkbox"/> NA	<input type="radio"/> 2 Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	<input type="radio"/> 1 Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	<input type="radio"/> 0 Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.	<input type="text"/>
			Rubric Score:	<input type="text"/>
			Rubric Mean:	<input type="text"/>

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Screen Shot, WOK Outcome 3

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Ways of Knowing: Rubric for Outcome 4

Outcome 4
 The student will design and execute a performance of the way of knowing. A performance is defined as: A dynamic and sustained act that brings together knowing and doing (creating a painting, solving an experimental design problem, developing a public relations strategy for a business, etc.); performance makes learning observable.

Criterion	Performance Rating			Score
	Exceeds Expectations	Meets Expectations	Fails to Meet Expectations	
Specify/ Define the Creative Objective NA <input type="checkbox"/>	<input type="radio"/> 2 The student articulates a well-developed purpose statement that outlines the objective.	<input type="radio"/> 1 The student articulates a purpose statement that may not fully outline the objective.	<input type="radio"/> 0 The student does not articulate a purpose statement or the purpose statement vaguely outlines the objective.	<input type="text"/>
Resources Identified NA <input type="checkbox"/>	<input type="radio"/> 2 Identifies the most appropriate resource(s) (e.g. materials, theories, methodologies, and techniques).	<input type="radio"/> 1 Identifies resource(s) (e.g. materials, theories, methodologies, and techniques) but may overlook some of those most appropriate for the project.	<input type="radio"/> 0 Identifies resource(s) (e.g. materials, theories, methodologies, and techniques) that are insufficient or incorrect .	<input type="text"/>
Idea Generation and Selection NA <input type="checkbox"/>	<input type="radio"/> 2 Student expresses a unique or original idea that utilizes appropriate technique(s) for the project.	<input type="radio"/> 1 Student expresses a somewhat original idea that utilizes mostly appropriate technique(s) for the project.	<input type="radio"/> 0 Student expresses an idea that is imitative and/or does not utilize appropriate technique(s) for the project.	<input type="text"/>
Execution and Presentation of Work to Audience NA <input type="checkbox"/>	<input type="radio"/> 2 Execution of the final project demonstrates mastery of technique(s) and creative expression that makes learning observable.	<input type="radio"/> 1 Execution of the final project demonstrates competence in technique(s) and creative expression that makes learning observable.	<input type="radio"/> 0 Execution of the final project demonstrates inadequacy in technique(s) and/or creative expression.	<input type="text"/>
			Rubric Score:	<input type="text"/>
			Rubric Mean:	<input type="text"/>

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Screen Shot, WOK Outcome 4

A Few Things about Tk20

{We are still working out the details}

- In most cases:
 - Our intent is for the students to submit their Key Assignment by linking to Tk20 through Bb.
 - Our intent is for the faculty members to be able to complete the rubrics by linking to Tk20 through Bb.
- Tk20 can be accessed through MyUSI using your user name and password.

Aligning Your Key Assignment

Examples Developed by Dr. Tamara Hunt

WHERE TO GET INFORMATION

The Core 39 Website

- Core 39 Rubrics:
<http://www.usi.edu/core39/core-39-assessment-rubrics>
- Core 39 Assessment Overview (In Progress):
<http://www.usi.edu/core39/core-39-assessment-process>
- The History of Core 39:
<http://www.usi.edu/core39/the-history-of-core-39>
- Core 39 Course Petition Process:
<http://www.usi.edu/core39/core-39-course-petition-process>

Your CCAFs

- Liberal Arts:
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 - Joseph Uduehi (juduehi@usi.edu)
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QUESTIONS?