

Assessment of Student Learning

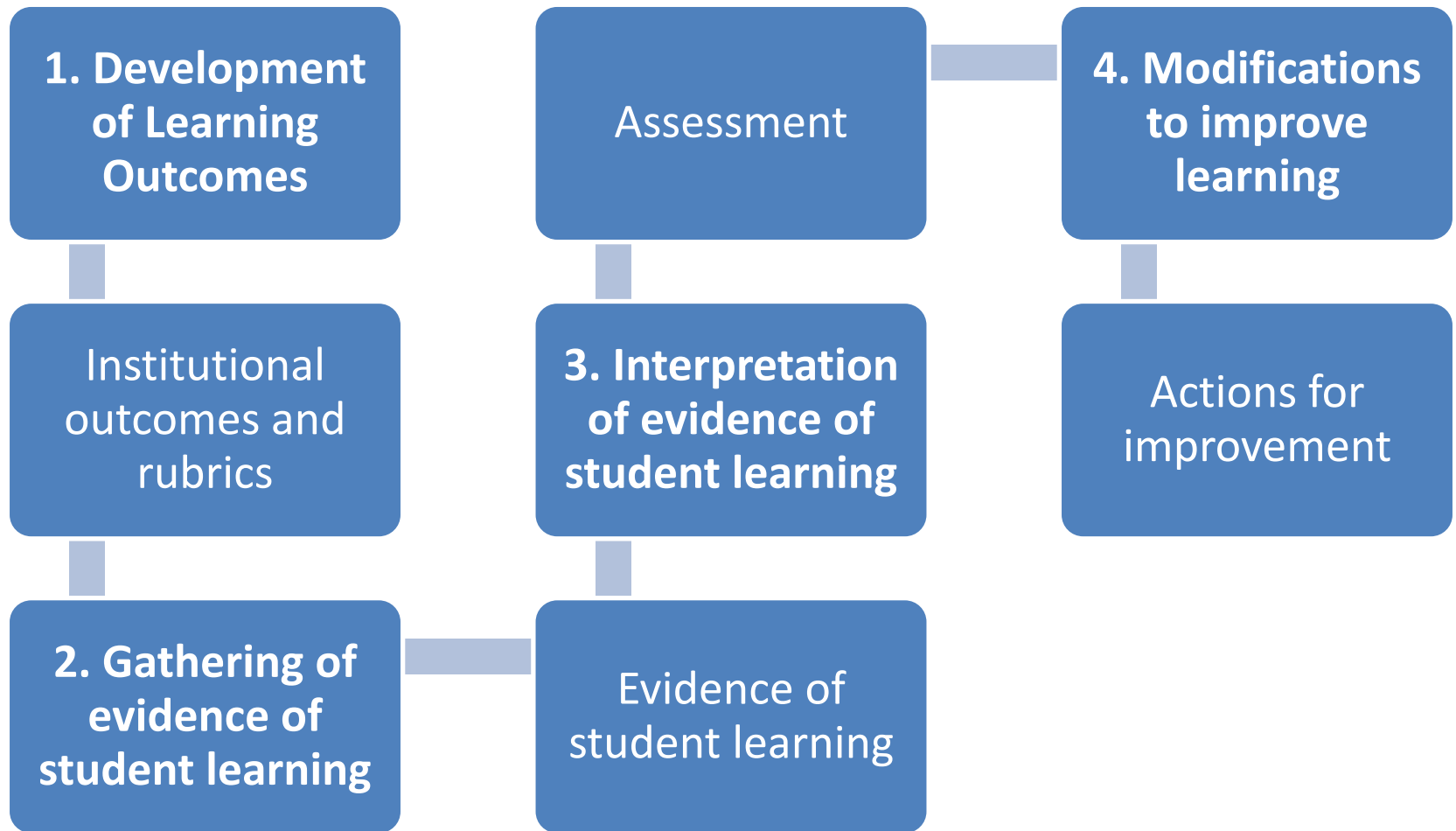
Center for Academic Development
and Improvement

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Assessment of Student Learning

- Subjects:
 - Assessment
 - Analytic rubrics
 - Process
 - Examples
 - Templates and important dates
 - Institutional electronic portfolio

Assessment cycle



Assessment of student learning

- The Institutional Learning Outcomes help identify and define the abilities that *all* CETYS University graduates must have:
 1. Clear and effective communication in Spanish (spoken and written).
 2. Continuous learning.
 3. Critical thinking.
 4. Openness to cultural diversity.


Institutional learning outcomes (ILOs)

ILOs	Instrument	Applied in...
1. Clear and effective communication in Spanish	Analytic rubric	Any written work or an oral presentation with visual aids.
2. Continuous learning	Analytic rubric	Research projects or information search – interpretation and organization of information.
3. Critical thinking	Holistic rubric	Discussions, exams, and so on, where students are required to support their opinions.

Analytic rubrics

	Assessment criteria			
Element that is being analyzed	Insufficient (0 – 69 points)	Sufficient (70 – 79 points)	Room for improvement (80 – 89 points)	Outstanding (90 – 100 points)
Name of the element that is being evaluated		A description of every “category” or level is provided in every box.		
Points: 20	0 – 10 points	11 – 15 points	16 – 17 points	18 – 20 points

Every category is assigned a point range



Analytic rubrics

- Every element that is evaluated is “independent.” Student work can be labeled Outstanding in one category and Sufficient in another.
- Performance expectations:
 - Sufficient: semesters 1 – 3
 - Room for improvement: semesters 4 – 6
 - Outstanding: semesters 7 – 8

Assessment: analytic rubrics

Item 1: 15 points

Item 2: 17 points

Item 3: 16 points, etcetera

Total points: room for improvement



Once the rubric has been applied, the points from every item are added together to categorize the performance of the student.



	Insufficient (0-69)	Sufficient (70 – 79)	Room for improvement (80 – 89)	Outstanding (90 – 100)
Ideas and content	A main idea or purpose is not identified clearly.	The main idea and purpose of the paper are not very clear.	The paper is understandable, but supporting details are too general, limited or lack substance, and sometimes irrelevant to the argument.	The paper is clear and manages to maintain the interest of the reader.
20 points	0 – 11 points	12 – 14 points	15 – 17 points	18 – 20 points

ILO1: Clear and effective communication in Spanish

- Application for the Assessment process:
- Assign a project in the institutional electronic portfolio (IEP).
- Use the rubric to assess student learning for the project.
- Assign a performance level and provide feedback through the IEP.

Recommendations

- Use the rubric before the end of the trimester or semester.
- Implement the instrument in one of the projects that have already been planned for the course.
- In case there any questions, contact us as soon as possible.

Important dates

- Trimesters close on these dates:
 - Friday March 15 at 18:00 hours
 - Friday June 17 at 18:00 hours (undergraduate)
- Semesters close on these dates:
 - Friday June 24 at 18:00 hours