Program-Level Assessment Rubric Development Guide

Pueblo Community College, Spring 2017

General Guidelines for Rubrics at All Levels

- **Established by faculty** to reflect their own discipline-specific values and goals for students in their program.
- Developed through an **ongoing, recursive process** of review and revision; rubrics should always be viewed as works in progress and approached with the understanding that changes, sometimes very substantial, are possible and often desirable.
- **Followed by action** to increase opportunities for student learning through improvements to instruction, curriculum, and evaluation methods within the program.
- Used to **assess student learning** within the program, _not faculty performance_. Individual assessments of faculty are entirely separate.

Anatomy of a Rubric

An assessment rubric is a matrix that maps out learning outcomes (called rubric "**dimensions**") across different stages of learning (called "**mastery levels**") by articulating what observable evidence of student work looks like at each level (called "**performance descriptors**").

DIMENSIONS	**MASTERY LEVELS**			**PERFORMANCE DESCRIPTORS**
	4	**3**	**2**	**1**
Cultural Awareness Diversity Interconnectivity	Connects and extends knowledge from one's own personal experiences and studies to diverse issues and contexts across cultures and/or time periods.	Analyzes knowledge from one's own personal experiences and studies to make relevant connections to multiple issues and contexts across cultures and/or time periods.	Begins to connect knowledge from one's own personal experiences and studies to different issues and contexts across cultures and/or time periods.	Begins to identify relevant knowledge from one's own personal experience and studies but is not yet connecting it to different issues and contexts across cultures and/or time periods.
Civic Engagement Collaboration Activism	Demonstrates commitment to working collaboratively across and within community contexts and structures to achieve a civic aim.	Demonstrates commitment to actively working within community contexts and structures to achieve a civic aim.	Identifies intentional ways to participate in community contexts and structures to achieve a civic aim.	Experiments with civic contexts and structures but shows limited commitment to civic action.

PCC Rubric Scale

PCC uses the following **mastery levels** for our scoring scale:

4	3	2	1	N/A
Exemplary	**Accomplished**	**Developing**	**Beginning**	**Not Assessed**
Beyond the target level for successful PCC graduates upon completing their studies.	The desired level for successful PCC graduates upon completing their studies.	The anticipated level for current PCC students taking courses at the intermediate level.	The expected level for incoming PCC students taking introductory-level courses.	Reserved for situations where no evidence of student learning was collected (e.g. withdrawal or no work submitted).

<u>Key Features of Program-Level Rubrics</u>

Program-Level Assessment Rubrics and the language used for performance descriptors across all mastery levels should be characterized by the same qualities as the student learning outcomes (PSLOs) they are designed to assess:

- **Student-centered:** focused on what students will know or do
- **Observable:** written using action verbs from Bloom's Taxonomy
- **Output-focused:** describe student behavior rather than teacher behavior
- **Specific:** isolate individual skills or learning objectives for each row of the rubric
- **Measurable:** can be quantified for evidence-based, objective assessment
- **Achievable:** challenging yet attainable for most students
- **Relevant:** clearly aligned with institution-wide values (ISLOs)
- **Discipline-specific:** articulate disciplinary values using the language of the field

In addition, Program-Level Rubrics and their performance descriptors have the following qualities:

- **Descriptive**: <u>Levels of student achievement</u> are described for each PSLO to evaluate mastery of core learning outcomes for a particular prefix.
- **Consistent:** PSLO rubrics that are clearly aligned with college-wide ISLO rubrics facilitate <u>consistent measurement</u> of student learning at each level of mastery.

  *Scores should reflect **comparable levels** of student learning and performance across disciplines, i.e. a score of 3 on a program-level rubric is roughly equivalent to a score of 3 on an institution-level rubric.*

- **Versatile:** PSLO rubrics should be able to be applied to <u>a variety of assignments and activities</u> that might be administered in courses across the discipline prefix.
- **Inclusive:** Ideally, each row of the rubric should address a single PSLO, simply and completely describing the kinds of observable behaviors that reflect each level of mastery <u>for the discipline as a whole</u>, not just one course, assignment, or content area.

  While PSLOs are narrower than our college-wide ISLOs, they are still generalized statements of goals for student learning across the discipline.

  *Program-level rubrics should be **general enough** to apply to a variety of courses and assignments within the prefix, while course-level rubrics break down the specific components of these skills more narrowly for a particular activity.*

<u>Program-Level Assessment Rubric Checklist</u>

PSLO Rubrics are…	What that means…
☐ Student-Centered	Focused on what *students* will know or do
☐ Observable	Written using *action verbs* from Bloom's Taxonomy
☐ Output-Focused	Describes *student behavior* rather than teacher behavior
☐ Specific	Isolates *a single skill* or learning objective for each dimension
☐ Measurable	Can be *quantified* for evidence-based & objective assessment
☐ Achievable	Challenging yet *attainable* for most students
☐ Relevant	Clearly *aligned* with institution-wide values (ISLOs)
☐ Discipline-Specific	Articulate *disciplinary values* using the language of the field
☐ Descriptive	*Clearly and completely* describe achievement at each level
☐ Consistent	Scores reflect comparable levels of mastery across the institution
☐ Versatile	Applicable to a variety of assignments and activities in the prefix
☐ Inclusive	Individual skills generalized for the discipline, not bound to specific courses

Introduction Aligning Rubric Performance Descriptors and Mastery Levels

This document contains extracts from sample rubrics designed for assessing Institution-, Program-, and Course-Level Student Learning Outcomes as an example of how an individual skill/outcome can be described at each level of assessment: more generally for students across the institution, more narrowly for the discipline as a whole, and still more specifically for assignments and activities in a particular course.

In this way, assessment results produced using rubrics at any level will reflect **comparable levels** of student learning and performance across disciplines, i.e. a score of 3 on a program-level rubric is roughly equivalent to a score of 3 on an institution-level rubric.

Developing Performance Descriptors for Program-Level Rubrics

To ensure that assessment results generate meaningful data for understanding student learning across the institution, your program-level rubrics should clearly align with PCC's institution-level mastery levels:

4	3	2	1	N/A
Exemplary	**Accomplished**	**Developing**	**Beginning**	**Not Assessed**
Beyond the target level for successful PCC graduates upon completing their studies.	The desired level for successful PCC graduates upon completing their studies.	The anticipated level for current PCC students taking courses at the intermediate level.	The expected level for incoming PCC students taking introductory-level courses.	Reserved for situations where no evidence of student learning was collected (e.g. withdrawal or no work submitted).

To facilitate the alignment of rubrics and consistent measures of student performance and mastery of outcomes across assessment levels:

- Review the following examples highlighting the way performance descriptors at the program level address the *same level of mastery* on the *same general skill/outcome* as it manifests within the particular discipline.
  - Example 1 extracts the performance descriptors for all mastery levels from the applicable dimensions (rows) of these same rubrics.
  - Example 2 extracts and breaks down the performance descriptors for the "exemplary" (4) mastery level only from the applicable dimensions (rows) of institution-level, program-level, and course-level rubrics.
- Consider how students in your own program demonstrate our Institution-Level Student Learning Outcomes (ISLOs) in ways that are *specific to the discipline* at each level of mastery when drafting the performance descriptors for your PSLO Rubrics.

Ultimately, our course-level rubrics should similarly narrow the focus by describing what that same level of mastery on the skill/outcome looks like for a particular course assignment or activity.

Example 1: Performance Descriptor Alignment across All Mastery Levels

PCC Self-Efficacy ISLO, CCR Personal Growth PSLO, and 094 Writing Process CSLO

	4 Exemplary	3 Accomplished	2 Developing	1 Beginning
ISLO 5a-ii: Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed				
ISLO Rubric Self-Efficacy	Shows steady effort to improve and a desire to produce high quality work; treats setbacks and corrections as opportunities to learn; actively seeks instructor guidance and support resources.	Shows desire to improve and to produce high quality work; does not give up when faced with setbacks and corrections; accepts but does not actively seek instructor guidance and suggestions for support resources.	Shows developing desire to improve and struggles to maintain effort to produce high quality work; sometimes gives up when faced with setbacks and corrections; inattentive to instructor guidance and suggestions for support resources.	Shows minimal desire to improve or and indifference toward producing high quality work; often complains about issues rather than seeking solutions; resistant to or reluctant to accept instructor guidance and rarely if ever uses suggested support resources.
CCR PSLO 1: Create and develop within the context of the situation and the assigned tasks.				
PSLO Rubric Personal Growth	Shows concerted effort and desire to improve at each stage in the writing process; thoughtfully incorporates previous process work into subsequent assignments; actively seeks guidance from instructor, peers, and writing resources.	Shows consistent effort to improve at each stage in the writing process; incorporates previous process work into subsequent assignments; accepts but does not actively seek guidance from instructor, peers, and writing resources.	Shows some effort to improve at each stage in the writing process; exhibits frustration at or indifference to incorporating previous work into subsequent assignments; inattentive to instructor guidance and writing resources.	Shows minimal effort to improve work at each stage in the writing process; focuses on complaints or excuses and makes little attempt to incorporate previous work into subsequent assignments; resists or ignores guidance and writing resources.
094 CSLO 1: Demonstrate knowledge of and ability to use the writing process—including (a) prewriting, (b) drafting, (c) revising and editing—to write persuasively in multiple genres using ENG 121 discipline-specific course materials.				
CSLO Rubric Writing Process— Prewriting	Devotes a lot of time and effort to the prewriting process. Prewriting is extensive and wrestles with relevant, challenging issues; planning is focused and purposeful.	Devotes sufficient time and effort to the prewriting process. Prewriting is thorough and addresses relevant issues; planning is evident.	Devotes some time and effort to the prewriting process but not very thoroughly. Prewriting is apparent and addresses some relevant issues; planning is somewhat evident.	Devotes little time and effort to the prewriting process. Prewriting is scant or irrelevant and does not address key issues; planning is not evident.
CSLO Rubric Writing Process— Drafting	Comprehensive draft shows concerted effort to attempt all major and minor parts of the essay with deliberate attention to previous feedback; thoroughly extends prewriting.	Complete draft shows adequate effort to attempt all major parts of the essay with sufficient attention to previous feedback; extends prewriting.	Partial draft shows effort to attempt most major parts of the essay with limited attention to previous feedback; builds on prewriting.	Incomplete draft shows minimal effort to attempt major parts of the essay with little attention to previous feedback; vague or absent connection to prewriting.
CSLO Rubric Writing Process— Revising & Editing	Revision includes meaningful changes to message/content, refines use of conventions and attention to audience needs, and thoughtfully addresses suggestions/feedback.	Revision includes useful changes to message/content, sufficiently adjusts use of conventions and attention to audience needs, and addresses important suggestions/feedback.	Revision shows limited evidence of meaningful changes to message/content, develops use of conventions and attention to audience needs, and addresses minor suggestions/feedback.	Few noticeable changes have been made to the draft; revision does not adapt to conventions and audience needs and addresses few or no suggestions/feedback.

Example 2: Mastery Level 4 ("Exemplary") Performance Descriptor Alignment

PCC Self-Efficacy ISLO, CCR Personal Growth PSLO, and 094 Writing Process CSLO

Level/Scope	Student Learning Outcome	Exemplary Effort	Exemplary Growth	Exemplary Agency
Institution Generalized language describing overarching learning goals for cross-disciplinary applications.	**PCC ISLO 5a-ii: Self Efficacy** Exhibit self-efficacy by growing personally in response to constructive criticism, demonstrating persistence, and utilizing support resources as needed	Shows steady effort to improve and a desire to produce high quality work ↓	Treats setbacks and corrections as opportunities to learn ↓	Actively seeks instructor guidance and support resources ↓
Program Discipline-specific language describing general learning goals for students in the field for use across the prefix	**CCR PSLO 1: Personal Growth** Create and develop within the context of the situation and the assigned tasks.	Shows concerted effort and desire to improve at each stage in the writing process ↓	Thoughtfully incorporates previous process work into subsequent assignments ↓	Actively seeks guidance from instructor, peers, and writing resources ↓
Course Narrowed language describing levels of mastery and performance on course-specific learning goals as measured by a given activity or assignment; often separates program-level dimensions into more concrete terms to isolate particular skills.	**094 CSLO 1a: Writing Process—Prewriting** Demonstrate knowledge of and ability to use prewriting strategies	Devotes a lot of time and effort to the prewriting process	Prewriting is extensive and wrestles with challenging issues	Planning is focused and purposeful
	094 CSLO 1a: Writing Process—Drafting Demonstrate knowledge of and ability to use drafting strategies	Comprehensive draft shows concerted effort to attempt all major and minor parts of the essay	Prewriting thoroughly extends prewriting	Deliberate attention to previous feedback
	094 CSLO 1a: Writing Process—Revising & Editing Demonstrate knowledge of and ability to use revision and editing strategies	Revision includes meaningful changes to message/content	Refines use of conventions and attention to audience needs	Thoughtfully addresses suggestions/feedback.