Minutes for the ***Carolina Core*** **Committee Meeting**
March 19, 2013, 12:30 – 2:00 pm
Thomas Cooper Library, Room 204

Members Present:
John Bowles, Mary Ann Byrnes, Kenneth Campbell, Helen Doerpinghaus (Administrative Co-Chair), Kris Finnigan (ex-officio), Kimberly Campbell, Brian Habing (ex-officio), Allison Jacques, Carolyn Jones, James Kellogg, Donald Miles (ex-officio), Chris Nesmith, Joe Rackers, Jerry Wallulis, Virginia Weathers

Members Absent:
Pam Bowers (ex-officio), Sara Corwin, Ron Cox, Tena Crews, Mary Stuart Hunter, Sandra Kelly (ex-officio), Gene Luna, Susan Parlier, Ed Munn Sanchez, Jammie Turner

Specialty Team Chairs Present:
Alexander Beecroft, Saskia Coenen-Snyder, Erik Doxtader, Sam Hastings, Christopher Holcomb, George Khushf, Camelia Knapp, Lisa Martin-Stuart, Douglas Meade

Specialty Team Chairs Absent:
Caroline Nagel

Joe Rackers called the meeting to order, noting that we were meeting a week later than usual due to Spring Break. The regular second Tuesday schedule resumes in April. The February minutes were approved as written. He reported that the Undergraduate Studies Forum on the Carolina Core went well, observing that many good questions came forward and that Columbia and the Regional campuses all participated.

Joe also reported that he and Helen Doerpinghaus had met with the VSR Specialty Team and a small group of faculty to talk about courses that had been submitted for Carolina Core course VSR approval. The meeting focused especially on courses which had not been approved by the Specialty Team. The meeting was constructive and proponents appreciated the chance to express their views and to receive some guidance on what the Team needed in order to approve a course. Since the meeting several more VSR courses have been approved.

Sam Hastings announced Dr. Sharon Weiner's upcoming colloquium on the importance of information literacy across all disciplines. Everyone is invited to attend.

Kris Finnigan reported that 131 courses have been fully approved for the Carolina Core. More than 200 are in various stages of review. Syllabi are being prepared for posting to provide guidance on common Carolina Core learning goals to all instructors teaching Carolina Core courses. We are making good headway with this.

Donald Miles, USC Director of Assessment, led a discussion on assessment of the Carolina Core.

Attached are 3 handouts and a power point presentation that he provided as background information. He noted that USC has assessed general education for many years and will continue to do so with the new Core curriculum. The Office of Institutional Assessment and Compliance (IAC), under Donald's direction, oversees this.

Following Donald's introduction, lively discussion ensued among new and long-time members about the purpose and plan for Carolina Core assessment.

Many good questions were raised. Some of these include:

- What is the purpose of the student learning assessment rubric?
- Can one such rubric for each Carolina Core component work well for a range of courses, some of which may vary in disciplinary home?
- When we write a student learning rubric, who is the audience?
- How is assessment driven by the *faculty*?
- How does assessment of student learning in the Carolina Core differ from assignment of grades to individual students?
- How is information gained from assessment shared with faculty? How is it used to "continuously improve" learning?
- How does assessment fit with requirements of accrediting agencies like SACS?
- How will faculty reviewers of student work be recruited and trained? How reliable will the results of assessment be?

The discussion continued until the end of the meeting. Several people suggested that we might work in small groups at the next meeting to see how some of the ideas of assessment discussed today could be put in to practice with specific student learning rubrics.

The meeting adjourned at 2:00 p.m.

Submitted by H. Doerpinghaus

Handout A

Developing Useful Rubrics: Questions to Ask and Actions to Implement (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed 2000)		
	Question	**Action**
1	What criteria or essential elements must be present in the student's work to ensure that it is high in quality? • These should be the criteria that distinguish good work from poor work	Include these as rows in your rubric

2	How many levels of achievement do I wish to illustrate for students?
	• The levels should generally describe a range of achievement varying from excellent to unacceptable
	  ○ Example: exemplary, proficient, marginal, unacceptable
	  ○ Example: sophisticated, competent, partly competent, not yet competent
	  ○ Example: distinguished, proficient, intermediate, novice
	  ○ Example: accomplished, average, developing, beginning
		Include these as columns in your rubric and label them

3	For each criterion or essential element of quality, what is a clear description of performance at each achievement level? • Avoid undefined terms (e.g., "significant", "trivial", "shows considerable thought") • Avoid value-laden terms (e.g., "excellent", "poor") • Use objective descriptions that help provide guidance to the students for getting better when needed	Include descriptions in the appropriate cells of the rubric

Handout B

RUBRIC TO EVALUATE THE QUALITY OF A RUBRIC			
Criteria	**Needs To Be Reworked**	**Acceptable But Needs More Clarity If Used For High Stakes Testing**	**Clearly Written**
Performance Levels Addressed	Scoring guide is open-ended	The scoring guide provides for different performance levels	The scoring guide is descriptive of each level of performance
Description of Performance Levels	There are no specific descriptions of the different performance levels	Differences between the levels rely on looking for a number of examples or responses	The descriptions define clear and significant differences between the performance levels
Language Specificity	Vague words are used to discriminate between levels: some, many, few, good, excellent	Subjective words (good, excellent, some) are used to discriminate between levels but are further defined	The critical attributes between each level of performance are included
Usefulness	The ratings do not provide useful instructional information	Ratings provide instructional information that needs further task analysis	Ratings provide useful instructional information

FOUR LEVELS OF DIFFERENCE IN DEGREE		
DEGREES OF UNDERSTANDING	DEGREES OF FREQUENCY	DEGREES OF EFFECTIVENESS
▪ thorough/complete ▪ substantial/extensive ▪ minimal/general ▪ partial/some misunderstanding	▪ nearly always/always ▪ often/frequently ▪ sometimes/occasionally ▪ rarely/almost never/ never	▪ highly effective ▪ effective ▪ moderately effective ▪ minimally effective/ ineffective

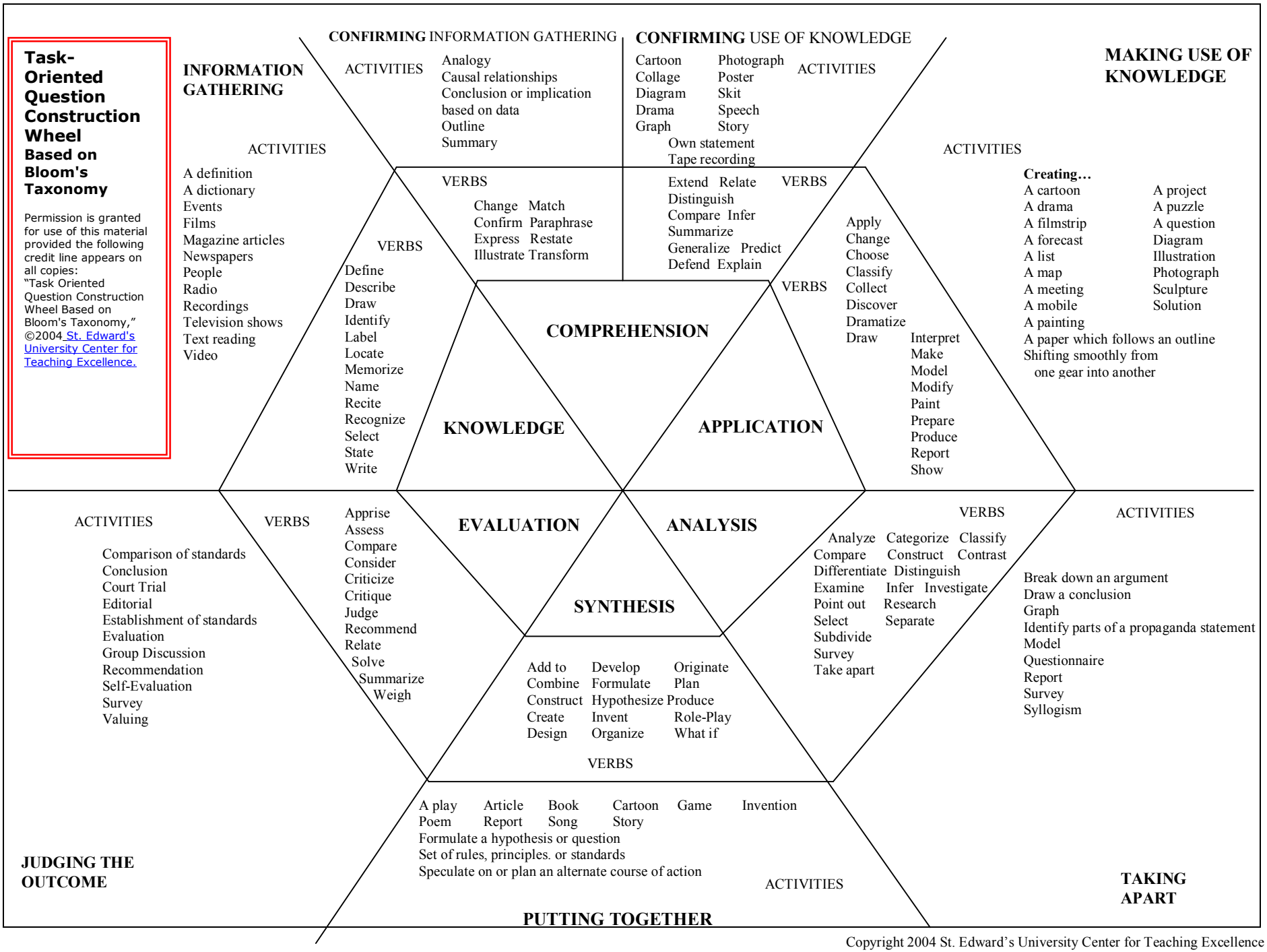
Descriptors for Weaker Performance Levels

- recognizes and describes briefly
- incomplete attempt
- with some errors
- without complete understanding
- generally explains
- general, fundamental understanding
- uses a single method
- represents a single perspective
- identifies few connections
- without drawing accurate conclusions
- without explaining the reason
- presents confusing statements and facts
- without demonstrating complete understanding of the characteristics
- with limited details
- demonstrates beginning understanding
- has a general sense
- with inaccuracies
- takes a common, conventional approach
- overlooks critical details
- relies on single source
- vague or incomplete description
- unable to apply information in problem solving
- does not perceive a pattern
- presents concepts in isolation
- omits important details, facts, and/or concepts
- no evidence of future projections

Descriptors for Stronger Performance Levels

- thoroughly understands and explains
- efficient, thorough solution
- without errors
- thorough, extensive understanding
- provides new insight
- thorough mastery of extensive knowledge
- uses multiple methods
- represents a variety of perspectives
- draws complex connections
- draws logical conclusions which are not immediately obvious
- clearly explains the reasoning
- provides clear, thorough support
- demonstrates complete understanding of all the characteristics
- in elaborate detail
- sophisticated synthesis of complex body of information
- shows an impressive level of depth
- with precision and accuracy
- takes an original, unique, imaginative approach
- provides comprehensive analysis
- uses multiple sources
- thorough explanation of critical analysis
- solves problem by effective application of information
- identifies an abstract pattern
- relates concepts using a variety of factors
- thorough presentation of important details, facts, and concepts
- predicts future changes

Developed by the SBE Design Team, Northern Colorado BOCES (boards of cooperative educational services)



Carolina Core Assessment

"Rubric Development"

Presented by

Donald Miles, Director of Institutional Effectiveness
Office of Institutional Assessment and Compliance

March 19, 2013

UNIVERSITY OF SOUTH CAROLINA

The Basics of Rubrics

- Types of Rubrics
  - Holistic or Analytic, General or Task Specific

Holistic Rubrics

- Provide a single score based on an overall impression of a student's performance on a task.
  - Advantages: quick scoring, provides overview of student achievement.
  - Disadvantages: does not provide detail information, may be difficult to provide one overall score.

Holistic Rubric

Work Effectively in Teams

Unsatisfactory 1	Developing 2	Satisfactory 3	Exemplary 4
➢Does not collect any information that relates to the topic. ➢Does not perform any duties of assigned team role. ➢Always relies on others to do the work. ➢Is always talking--never allows anyone else to speak.	➢Collects very little information--some relates to the topic. ➢Performs very little of assigned duties. ➢Rarely does the assigned work--often needs reminding. ➢Usually doing most of the talking--rarely allows others to speak.	➢Collects some basic information--most relates to the topic. ➢Performs nearly all assigned duties. ➢Usually does the assigned work--rarely needs reminding. ➢Listens, but sometimes talks too much.	➢Collects a great deal of information--all relates to the topic. ➢Performs all duties of assigned team role. ➢Always does the assigned work without having to be reminded. ➢Listens and encourages others to participate.

Analytic Rubrics

- Provide specific feedback along several dimensions.
  - Advantages: more detailed feedback, scoring more consistent across students and graders.
  - Disadvantages: time consuming to score.

Analytic Rubric

Work Effectively in Teams				
	Unsatisfactory 1	Developing 2	Satisfactory 3	Exemplary 4
Research & Gather Information	Does not collect any information that relates to the topic.	Collects very little information--some relates to the topic.	Collects some basic information--most relates to the topic.	Collects a great deal of information--all relates to the topic.
Fulfill Team Role's Duties	Does not perform any duties of assigned team role.	Performs very little duties.	Performs nearly all duties.	Performs all duties of assigned team role.
Share in work of team	Always relies on others to do the work.	Rarely does the assigned work--often needs reminding.	Usually does the assigned work--rarely needs reminding.	Always does the assigned work without having to be reminded.
Listen to Other Teammates	Is always talking--never allows anyone else to speak.	Usually doing most of the talking--rarely allows others to speak.	Listens, but sometimes talks too much.	Listens and speaks a fair amount.

General Rubrics

- Contain criteria that are general across tasks.
  - Advantage: can use the same rubric across different tasks.
  - Disadvantage: feedback may not be specific enough

Task Specific Rubrics

- Rubrics are unique to a specific task.
  - Advantage: more reliable assessment of performance on the task.
  - Disadvantage: difficult to construct rubrics for all specific tasks.

Task Specific Rubric

Example 4: Poster Project

Students in a primary grade class were assigned to make posters about the sun. This rubric was created for students to use to self-assess their work. Two of five dimensions are shown here. Other dimensions included are "At least four sources of information," "Sun's impact," and "Discussion of the sun: past, present, and future."

	Incomplete (1)	Incomplete (2)	Incomplete (3)	Satisfactory (4)	Good (5)	Exceptional (6)
1. There is a labeled drawing of the sun	▪ Unacceptable ▪ No drawing done ▪ No labels	▪ Unacceptable ▪ Drawing carelessly done ▪ Labels unrelated to drawing	▪ Unacceptable ▪ Drawing poorly done ▪ Labels inadequate	▪ Minimum acceptance ▪ Minimum effort given to drawing ▪ Labels adequate	▪ Drawing executed well ▪ Clear labels	▪ Great effort given to drawing ▪ Labels explain drawing exceptionally well
2. All information needs to be accurate	▪ Unacceptable ▪ Little or no information present	▪ Unacceptable ▪ Information made up	▪ Unacceptable ▪ Information does not match poster	▪ Minimum acceptance ▪ Minimum effort given to research	▪ Poster researched well ▪ Valuable information present	▪ Extra effort given to research ▪ Accuracy of information clear

Steps in Developing Rubrics

- Step One:
  - Decide if one is measuring the presence of criteria or the quality of criteria.
    - Presence = Checklist
    - Quality = Rubric

Steps in Developing Rubrics

- Step Two:
  - Determine what the evaluation criteria (dimensions) should be.
    - Break SLO into manageable parts.
    - Identify observable attributes of the SLO.
    - Decide on the criteria that are essential to demonstrating achievement of the SLO.
    - Criteria will often number between 3-8.

Break SLO into Manageable Parts

- Some examples:
  - Leadership: communication, decision making, motivation, etc.
  - Sportsmanship: cooperate with officials, remain calm when interacting with opposite team, no foul language, etc.
  - Active Listening Skills: Sits leaning slightly forward, makes eye contact, nods, asks open ended questions, etc.
  - Problem Solving Skills: Identifies the problem, identifies the available options, able to recognize the consequences for each option, etc.

Steps in Developing Rubrics

- Step Three:
  - Determine what the performance levels (scale) should be and how many.
    - To get started, think of the highest and lowest levels of performance first. Once the highs and lows are completed, add the middle-range(s).

Steps in Developing Rubrics

- Step Four:
  - Provide descriptions for each level of the criteria.
    - Be consistent with terminology and the means by which criteria are evaluated.
  - Try to avoid relying on comparative language when defining each level of criteria.
    - For example, do not define the highest level of performance as *thorough and accurate* and the middle level of performance as *less thorough and less accurate*.
    - Find qualities and descriptors that are unique to each performance standard.

Steps in Developing Rubrics

- Step Five:
  - Adjust the Rubric as Needed
    - After each use of the rubric, evaluate whether is needs adjusting in the (Criteria/Dimensions) or the Scale.

Consistency Across Performance Levels

Example of **Inconsistent** Performance Criteria and Correction for Science Journal				
Performance Criteria	Novice 1	Apprentice 2	Master 3	Expert 4
Problem Criterion				
Science Journal	Writing is messy and entries contain spelling errors. Pages are out of order or missing.	Entries are incomplete. There may be some spelling or grammar errors.	Entries contain most of the required elements and are clearly written.	Entries are creatively written. Procedures and results are clearly explained. Journal is well organized.

Consistency Across Performance Levels

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messy - spelling – pages – entry completion – grammar – clarity – creativity – procedures/results – organization

Consistency Across Performance Levels

Suggested Correction for **Consistent** Performance Criteria				
Performance Criteria	Novice 1	Apprentice 2	Master 3	Expert 4
Breadth: The required elements are present for each journal entries (e.g. Lab Summary, Materials, Procedure, Results, Conclusion).	**Few** of the required elements are present in each journal entry.	**Some** of the required elements are present in each journal entry.	**Most** of the required elements are present in each journal entry.	**All** the required elements are present in each journal entry.
Clarity: The entries are clearly written (e.g. style, grammar enhance understanding).	Journal entries are **slightly** clear.	Journal entries are **moderately** clear.	Journal entries are **mainly** clear.	Journal entries are **extremely** clear.
Organization: The journal is organized (e.g. visible titles, ordered pages, etc.)	The journal is **slightly** organized.	The journal is **moderately** organized.	The journal is **mainly** organized.	The journal is **extremely** organized.

Questions to Ask: Handout A

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Rubric for Rubrics: Handout B

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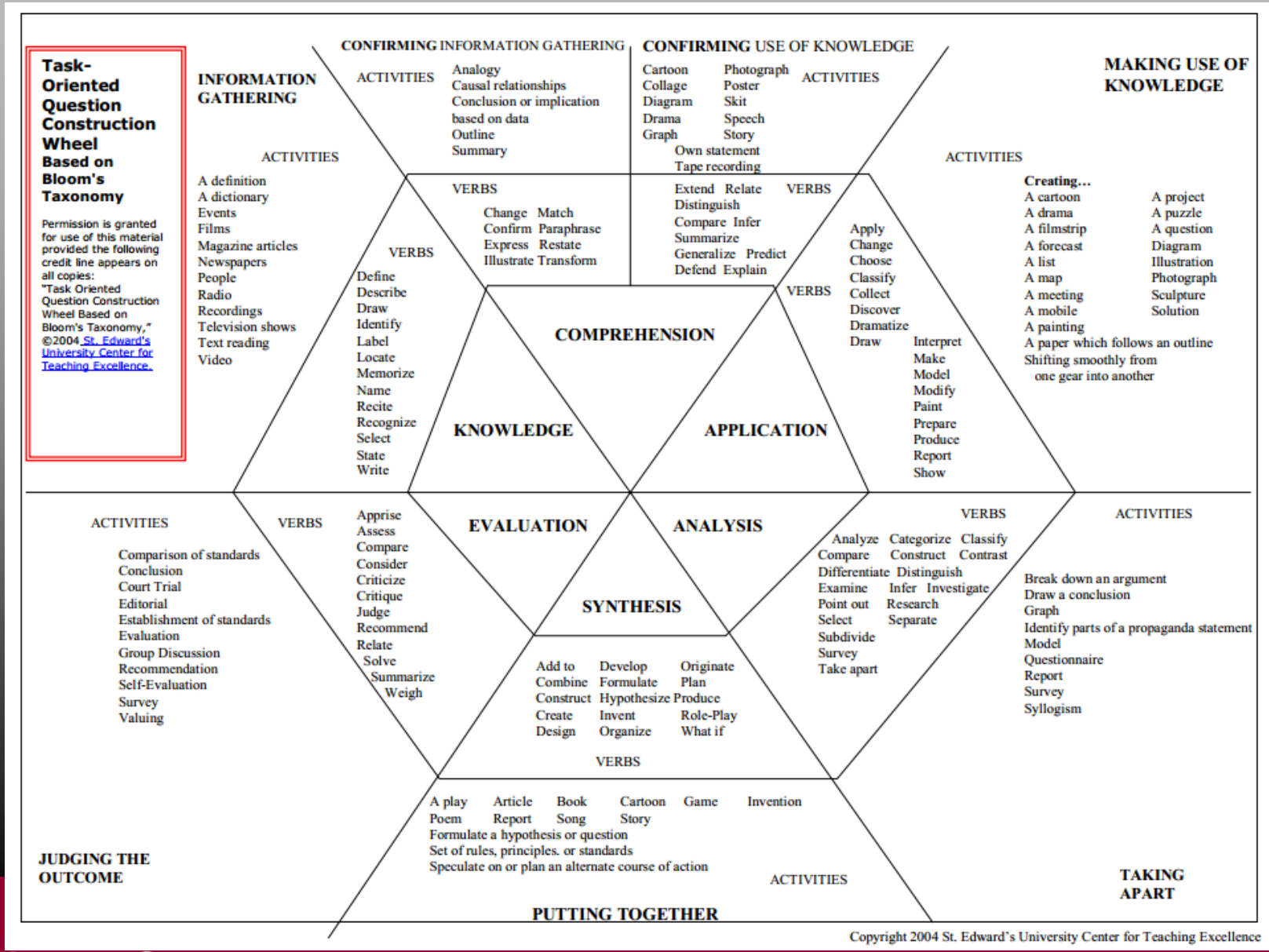
Handout C


Task-Oriented Question Construction Wheel Based on Bloom's Taxonomy
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INFORMATION GATHERING
ACTIVITIES
A definition
A dictionary
Events
Films
Magazine articles
Newspapers
People
Radio
Recordings
Television shows
Text reading
Video
CONFIRMING INFORMATION GATHERING
ACTIVITIES
Analogy
Causal relationships
Conclusion or implication based on data
Outline
Summary
VERBS
Change Match
Confirm Paraphrase
Express Restate
Illustrate Transform
CONFIRMING USE OF KNOWLEDGE
ACTIVITIES
Cartoon Photograph
Collage Poster
Diagram Skit
Drama Speech
Graph Story
Own statement
Tape recording
VERBS
Extend Relate
Distinguish
Compare Infer
Summarize
Generalize Predict
Defend Explain
MAKING USE OF KNOWLEDGE
ACTIVITIES
Creating...
A cartoon
A drama
A filmstrip
A forecast
A list
A map
A meeting
A mobile
A painting
A paper which follows an outline
Shifting smoothly from one gear into another
A project
A puzzle
A question
Diagram
Illustration
Photograph
Sculpture
Solution
VERBS
Apply
Change
Choose
Classify
Collect
Discover
Dramatize
Draw
Interpret
Make
Model
Modify
Paint
Prepare
Produce
Report
Show
VERBS
Define
Describe
Draw
Identify
Label
Locate
Memorize
Name
Recite
Recognize
Select
State
Write
COMPREHENSION
KNOWLEDGE
APPLICATION
EVALUATION
ANALYSIS
SYNTHESIS
ACTIVITIES
Comparison of standards
Conclusion
Court Trial
Editorial
Establishment of standards
Evaluation
Group Discussion
Recommendation
Self-Evaluation
Survey
Valuing
VERBS
Apprise
Assess
Compare
Consider
Criticize
Critique
Judge
Recommend
Relate
Solve
Summarize
Weigh
VERBS
Analyze Categorize Classify
Compare Construct Contrast
Differentiate Distinguish
Examine Infer Investigate
Point out Research
Select Separate
Subdivide
Survey
Take apart
ACTIVITIES
Break down an argument
Draw a conclusion
Graph
Identify parts of a propaganda statement
Model
Questionnaire
Report
Survey
Syllogism
VERBS
Add to Develop Originate
Combine Formulate Plan
Construct Hypothesize Produce
Create Invent Role-Play
Design Organize What if
VERBS
A play Article Book Cartoon Game Invention
Poem Report Song Story
Formulate a hypothesis or question
Set of rules, principles. or standards
Speculate on or plan an alternate course of action
ACTIVITIES
JUDGING THE OUTCOME
TAKING APART
PUTTING TOGETHER
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Sources:

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