ILO Written Communication Calibration Training and Assessment, Spring 2024

Overview for Today

Introduction to our work together
- Welcome!
- Goals for the day
- How we are working together
- Confidentiality agreement
- Written Communication assessment details

Refresher on assessment
- Brief refresher on fundamentals of assessment and outcomes (discuss as/if needed)
- Brief refresher how ILO assessment is different from grading (discuss as/if needed)
- About ILO Rubrics

Calibration Practice
- Review ILO Written Communication rubric categories (discussion)
- Discussion on assessing a variety of papers (e.g. long, short)
- Refresher on purpose of calibration exercises
- Practice 2 calibrations from XXX together

BREAK: 10 minutes

Assess Student Work for CBE Only
- Link to "platform" (googlesheet)
- Tour of platform
- Assess 1 student sample on own and discuss
- Assess 2nd student sample and check-in for questions
- Assess additional student work on own

Complete end of day feedback 11:45; meet back as group at 11:50
- Discuss themes/feedback
- Prepare for Day 2

Introduction to Our Work Together

Welcome!
- Thank you for this time together.

Goals for today:
- Brief refresh on assessment and orientation to new assessment platform
- Calibrate to the XXX rubric
- Start assessments; complete what is reasonable during time together with the goal to finish the XXX assessments by Wednesday or Thursday; will check in at close to see if this is reasonable or pick up on CBE next session.

How we are working together today
- For discussion, calibration work, and assessment, we will use this document we are in with links to related documents.
- When doing individual work outside of the group, or on break, remain on Zoom with camera and audio off.

Confidentiality agreement
- During our work together, it is okay to use student name or faculty name to identify student work, but outside this space, assessors do not use student or faculty names or otherwise speak about assessment in a way that would identify a student or faculty member.
- This work is part of University's normal work and does not need IRB or IER approval. There has never been a complaint (that I am aware of) involving confidentiality.

Written communication assessment details
- 20 course sections covering 4 colleges, CBE, CLASS, CEAS, and CSCI
- Number of total artifacts: 200
- Number of times each artifact is assessed: 2X = 400 / 5 assessors
- 80 artifacts per person (approximately 13-14 per assessment)
- Day 1 Assess only XXX Assignments

Troubleshooting: Call/text XXX at.

Refresher on assessment and outcomes

The Purpose of Assessment
The purpose of student learning assessment at California State University East Bay (CSUEB) is to continually improve the quality of our academic and co-curricular programs to ensure that students are achieving our stated outcomes.

Types of Outcomes
Course Student Learning Outcomes (SLOs) are developed by and assessed by the individual faculty member teaching a course. These are sometimes referred to as course objectives. They are the skills and knowledge expected of all students completing the course and are evaluated by the instructor as part of the regular grading process.

 Program Learning Outcomes (PLOs) are those outcomes that are expected of every graduate within a specific major or degree program and are focused on mastery and depth of disciplinary knowledge. PLOs are typically associated with the requirements for the major.

General Education Learning Outcomes (GELOs) are those outcomes that are expected of every undergraduate student who graduates from the institution. Because all undergraduates must meet General Education (GE) requirements, CSUEB relies on GE to introduce and practice these skills, such as writing and critical thinking. These skills are further developed and matured in the major.

 Institutional Learning Outcomes (ILOs) are those outcomes that are expected of every graduate of the institution, both undergraduate and graduate. These learning outcomes are introduced and practiced in the major, in co-curricular programs and activities, and for undergraduates in General Education. ILOs are closely aligned with General Education requirements.

Who Assesses Outcomes?
Assessment of course *Student Learning Outcomes* is conducted by the individual faculty member, within a course.

Assessment of *Program Learning Outcomes* is the responsibility of program faculty, and the results are reported yearly in the Annual Report Program and through a five-year review cycle to the Committee on Academic Planning and Review (CAPR).

Assessment of *General Education Learning Outcomes* is the responsibility of the General Education Assessment Subcommittee of the Committee on Academic Planning and Review (CAPR). The

subcommittee is responsible for developing, revising, and maintaining the GELOs, as well as ILO/GE rubrics and for assessing samples of student work from GE courses.

Assessment of *Institutional Learning Outcomes* is the responsibility of the ILO Subcommittee of the Committee on Academic Planning and Review (CAPR). The subcommittee is responsible for developing, revising, and maintaining the ILOs. It is also responsible for assessing student work in relation to these ILOs. The committee may work with faculty outside of the committee to support this work. Educational Effectiveness, XXX, and IER assist with data collection, analysis, and reporting.
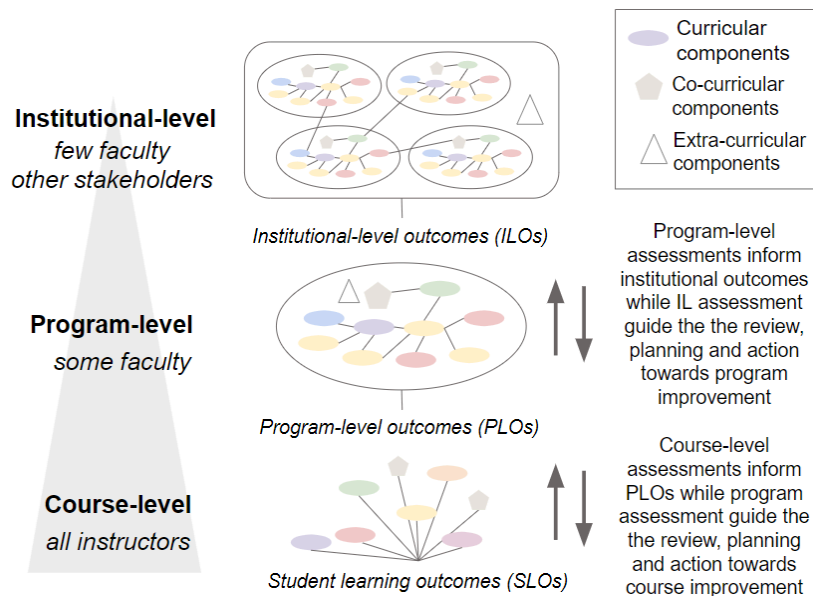
Integrated Assessment, 2023. Ana Almeida, Chair, Biological Sciences

How ILO assessment is different from grading

? What has helped you to differentiate between grading and assessment?

Differences between course grading and ILO assessment using a rubric	
Course Grading	**ILO Assessment**
Goal: evaluate individual student performance and learning, often resulting in a numerical score - or grade.	Goal: measure student learning to analyze and make improvements in student learning at the program or university level.
Scaled differently (letter grade, percentages,	Common scale

credit/no credit)	
What is included: Grade could also include other factors such as attendance, participation, group work, overall performance in course, timely submission, or following instructions. Other factors may not include measures of learning outcomes. Other factors might not be direct measures of learning.	Includes **only** rubric categories (criteria) for a specific competency. Rubric categories measure Institutional Learning Outcomes. Rubric categories measure direct learning.
High stakes for students	Low stakes for students

About ILO rubrics

What is a rubric?
A rubric is a faculty developed learning and assessment scoring guide for clarifying expectations of student work. While there are different types of rubrics (e.g. holistic, check-list, descriptive), Cal State East Bay uses a rating scale rubric for ILO and GE assessment which is consistent with the Association of American Colleges and Universities (AAC&U) and many of the other CSUs.   This type of rubric has performance criteria describing the tasks/performance that student work should exhibit to meet learning outcomes and performance rating scales or levels of achievement identifying the levels of quality and associated point value for each performance criteria.

What are criteria?
Criteria are rubric categories or dimensions that should be:
- Distinct without overlapping with another criteria
- Demonstrable in a course assignment
- Observable in an assignment

What are levels of achievement?
Levels of achievement are performance descriptors. Level 4 achievement defines excellent, top level work.
Levels of achievement descriptions:

- Differentiate between levels
- Are clear and understandable to faculty raters
- Use verbs to write performance descriptors
- Have continuity in language throughout levels

Example 1:.4) Consistently 3) Generally 2) Somewhat 1) Minimally
Example 2: 4) Correct 3) Mostly correct 2) Some aspects incorrect 1) Mostly incorrect
Example 3: 4) Always 3) Often 2) Occasionally 1) Rarely or never

Why use rubrics in the assessment of student learning?
- Identifies and describes knowledge, skills, and abilities that demonstrate a competency (e.g. written communication, information literacy).
- Can help increase objectivity and reliability in the assessment of learning outcomes.
- Can help enhance faculty discussions, communication, and transparency of expectations about the most important components of student learning in a program

At what levels can rubrics be used for assessment of student learning?
Course: To evaluate student work demonstrating a particular student learning outcome (SLO) = individual faculty member use in grading virtually any student work such as a paper, portfolio performance, or multimedia product.

Program: To assess selected student work demonstrating a particular program learning outcome (PLO)=program faculty use for curriculum improvement (generally for senior-level work)

General Education To assess selected student work demonstrating a particular general education learning outcome use for curriculum improvement in both lower and upper division work.

Institution: To assess selected student work demonstrating a particular institutional learning outcome (ILO)=university faculty committee use for institution-wide assessment (generally for senior-level work

Calibration Practice

Review of ILO Written Communication rubric categories [ILO Written Communication rubric](#)

CSUEB Revised ILO Written Communication Rubric Approved by Academic Senate 10-11-22

Description: Written communication is the expression of ideas developed through diverse iterative writing experiences across the curriculum. It involves writing for different audiences and purposes, as well as using varied techniques and sources.

Below are categories or criteria	4, 3, 2, 1 are levels of achievement or performance descriptors			
	4 **Fully meets**	**3** **Mostly meets with some gaps**	**2** **Major gaps**	**1** **Little to none**
Purpose, thesis or controlling idea(s)	Clearly states a central idea(s), appropriate to the assignment and/or audience.	Adequately states a central idea(s), generally appropriate to the assignment and/or audience.	Inconsistently states a central idea(s), minimally appropriate to the assignment and/or audience.	Lacks statement of a central idea, or states central idea(s) inappropriate to the assignment and/or audience.
Organization, cohesion, and clarity	Clearly structured around the central idea(s). Uses a range of transitions to connect ideas, and is easy to follow.	Adequately structured around the central idea(s). Uses some transitions to connect ideas, and is generally easy to follow.	Has minimal and/or inconsistent structure. Uses few transitions to connect ideas, and is somewhat difficult to follow.	Lacks structure. Lacks transitions that connect ideas, and/or is difficult to follow.
Presentation of supporting ideas	Presents evidence and ideas that clearly support and develop the central idea(s).	Presents evidence and ideas that generally support and develop the central idea(s).	Presents evidence and ideas that minimally support and develop the central idea(s).	Does not present evidence or ideas that support or develop the central idea(s).
Language and Mechanics	Demonstrates appropriate language and/or mechanics	Generally demonstrates appropriate language and/or	Minimally demonstrates appropriate language and/or	Does not demonstrate appropriate language and/or

	<mark>choices. Errors, if any, are minimal and do not interfere with meaning.</mark>	mechanics choices. Few errors that tend not to interfere with meaning.	mechanics choices. Errors sometimes interfere with meaning.	mechanics choices. Frequent errors that interfere with meaning.

Assessing a variety of papers: Discussion

- Assessing long papers
- Assessing short papers
- Assessing papers that could be using AI or have plagiarism
- You won't be assessing your own student papers, but if you did, we would discuss how different grading might be from assessment
- Assessing when instructions don't include reminders about writing

Overview of Calibration

Calibration is the term used to describe a process where faculty work together to practice "calibrating" the use of the rubric in the same way so that regardless of which rater assesses the work that the ratings come within a close(r) range. Faculty are oriented to the rubric, receive training in calibration by practicing with "anchor" papers from the sample papers being assessed. Once raters are scoring within one point of each other on a scale, they are considered "calibrated." Faculty then assesses student work samples with the goal to achieve as much consistency and reliability as possible among raters.

The goal for calibration is for faculty to evaluate student work consistently in alignment with the scoring rubric only - instead of including other factors that might be included in a grade . This increases the reliability of the assessment data.

Day 1 Calibration Practice

XXX #1
READ XXX assignment instructions #1
READ XXX student paper #1
ASSESS XXX student paper #1

XXX #2
READ XXX assignment instructions #1
READ XXX student paper #1
ASSESS XXX student paper #1

Assess Student Work for XXX only; Provide Comments as you Progress

Link to googlesheet "Platform" and Comments

- Here is the googlesheet platform. Select the tab at the bottom with your name for your assessment work.
    a. Assess 1 student sample on own and discuss
    b. Assess 2nd student sample and check-in for questions
    c. Assess additional student work on own
- Open the Assessor comments to provide feedback during the day and at the close.

Complete Feedback at 11:45

Complete end of day 1 feedback 11:45 link

Meet back at 11:50

- Discuss themes/feedback
- Prepare for Day 2

SAVE FOR Day 2 Calibration

XXX #1
READ assignment instructions
READ Student Paper
ASSESS Student Paper

XXX #2
READ assignment instructions
READ student paper #1
ASSESS Student paper #1