Interdisciplinary Faculty Collaboration: Promoting Uniform Assessment

Presented by:

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Emerging WAC at BGSU

❑ Discussion of General Education—Spring 2012

❑ Writing Group—Spring 2013

❑ BGSU's Office of Assessment—Spring 2013

❑ Revision of AAC&U Rubrics—

    ❑ Written Communication Rubric

    ❑ Information Literacy Rubric

Process: Promoting Uniform Assessment

❑ Initial Large Group Meeting

❑ Small Group Review of Rubrics

❑ Small Group Calibration

❑ Large Group Review of Rubrics

❑ Large Group Calibration

Figure 1: The Original AAC&U Rubric

WRITTEN COMMUNICATION VALUE RUBRIC

for more information, please contact value@aacu.org

Definition

Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images. Written communication abilities develop through iterative experiences across the curriculum.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Figure 2: BGSU's Original Version of the Written Communication Rubric

Written Communication AAC&U VALUE Rubric
BGSU Office of Assessment

Criterion	Undeveloped (Level 0)	Benchmark (Level 1)	Level 2	Level 3	Senior Capstone (Level 4)
6.1 Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Does not demonstrate minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
6.2 Content Development	Does not use appropriate and relevant content to develop simple ideas.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.
6.3 Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Does not attempt to use a consistent system for basic organization and presentation.	Attempts to use a consistent system for basic organization and presentation.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.
6.4 Sources and Evidence	Does not attempt to use sources to support ideas in the writing.	Demonstrates an attempt to use sources to support ideas in the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.
6.5 Control of Syntax and Mechanics	Does not use language appropriately to convey meaning.	Uses language that sometimes impedes meaning because of errors in usage.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.

Figure 3: Revised BGSU's Written Communication Rubric waiting approval by SAAC

Criterion	Undeveloped (Level 0)	Benchmark (Level 1)	Level 2	Level 3	Senior Capstone (Level 4)
6.1 Context of and Purpose for Writing Includes consideration of audience, purpose, and the circumstances surrounding the writing task(s)	Writing lacks minimal attention to context, audience, purpose, and to assigned task.	Writing demonstrates basic attention to context, audience, purpose, and to the assigned task.	Writing demonstrates appropriate attention to context, audience, purpose, and to the assigned task.	Writing demonstrates appropriate and consistent attention to context, audience, purpose, and to the assigned task.	Writing demonstrates a sophisticated understanding of context, audience, and purpose that is responsive to the assigned task and that focuses all elements of the work.
6.2 Content Development Address development and complexity of ideas	Writing lacks appropriate and relevant content to develop basic ideas.	Writing contains appropriate and relevant content to develop basic ideas in some parts of the work.	Writing contains appropriate and relevant content to develop and explore complex ideas through most parts of the work.	Writing contains appropriate, relevant, and compelling content to develop and explore complex ideas throughout the work.	Writing contains appropriate, relevant, and compelling content to fully develop and illustrate mastery of the subject.
6.3 Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields	Writing lacks a consistency in organization and presentation of ideas.	Writing uses a basic system of organization and presentation of ideas in some areas.	Writing uses an appropriate system of organization and presentation of ideas in most areas for a specific discipline and/or writing task.	Writing uses an appropriate and consistent system of organization and presentation of ideas that are important to the particular conventions of a specific discipline and/or writing task.	Writing uses a detailed and effective system of organization and presentation of ideas that show a successful execution of a wide range of conventions of a specific discipline and/or writing task.
6.4 Sources and Evidence Addresses use and types of sources for support of ideas	Writing lacks any use of relevant supporting source material for ideas.	Writing demonstrates a basic use of relevant source material in support of ideas.	Writing demonstrates n appropriate use of credible, relevant, and synthesized source material in support of ideas for the discipline and genre of the writing task.	Writing demonstrates an appropriate and consistent use of credible, relevant, and synthesized source material in support of ideas for the discipline and genre of the writing task.	Writing demonstrates a skillful use of scholarly, credible, relevant, and synthesized source material in support of ideas appropriate for the discipline and genre of the writing task.
6.5 Control of Syntax, Grammar, and Mechanics Addresses sentence-level concerns, grammar including word choice, and mechanics including punctuation and citations	Writing lacks clarity of expression due to ineffective use of syntax, grammar, and mechanics.	Writing exhibits basic clarity of expression that is sometimes impeded by errors in syntax, grammar, and mechanics.	Writing exhibits appropriate clarity of expression that conveys meaning to readers with some errors in syntax, grammar, and mechanics.	Writing exhibits appropriate and consistent clarity of expression that conveys meaning to readers with few errors in syntax, grammar, and mechanics.	Writing exhibits sophistication in its clarity of expression that skillfully communicates meaning to readers and is virtually free of errors in syntax, grammar, and mechanics.

Process: Promoting Uniform Assessment

❑ Initial Large Group Meeting

❑ Small Group Review of Rubrics

❑ Small Group Calibration

❑ Large Group Review of Rubrics

❑ Large Group Calibration

BGSU's Goal: A Layered, Fully-Integrated Assessment Approach

❑ Student Involvement

❑ Faculty Involvement

❑ Program/Department Involvement

❑ University-wide Involvement