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WORKSHEETS, GUIDES, AND EXERCISES

1. *Development of a Scoring Rubric.* In conjunction with designing a direct method of assessment, the same or a separate core working group will develop an accompanying scoring rubric. If you are a member of that group, consider how that group might use one or more of the following strategies to develop a scoring rubric for an agreed-upon method.

Strategies for Developing a Scoring Rubric

- Research disciplinary or professional organizations' current work focused on student learning.
- Research literature on learning in a discipline or field of study to ascertain what that current research reveals about indicators of student learning.
- Derive rubrics from student work that is similar to the text the direct method will prompt students to generate.
- Interview students to find out what they believe they have mastered over time.
- Develop a protocol to track students' learning over time in order to derive criteria.
- Interview colleagues about students' learning progression based on their observations of student learning.

2. *Determination of Assessment Criteria.* Use the following format to ask members of a core working group or a wider group of individuals who contribute to students' learning to fill in descriptors for both the achievement levels and criteria that raters will use to assess a specific student assignment in response to an agreed-upon assessment method.

	Scale	Scale	Scale	Scale	Scale
Criterion 1					
Criterion 2					
Criterion 3					
Criterion 4					
Criterion 5					
Criterion 6					

3. *Development and Evaluation of a Composite Rubric.* From the individually designed rubrics, develop a composite rubric and ask members of a core working group to evaluate the composite rubric considering the following criteria and using the following sheet:

- How clearly is each criterion under each achievement scale described?
- Identify overlap in criteria and performance descriptors to assure differentiation among all criteria according to a level of achievement.
- How clearly is each criterion differentiated along the continuum of achievement?
- Is any language unclear or ambiguous?

	Particular Observation Worth Sharing with the Larger Group
Criterion 1	
Criterion 2	
Criterion 3	
Criterion 4	
Criterion 5	
Criterion 6	
Criterion 7	

4. *Interrater Reliability*. Once a core working group has reached consensus about a scoring rubric, raters go through a calibration period to ascertain how well they consistently apply that rubric to samples of student work that are also representative of the institutional population. To pilot an internally developed rubric, ask raters to apply a final scoring rubric to sample student work. Go through the following process to assure interrater reliability before the team of scorers undertakes the formal scoring process:
- a. Ask raters to independently score a set of student samples that reflect the range of texts students produce in response to a direct method.
 - b. Bring raters together to review their responses to identify patterns of consistent and inconsistent responses.
 - c. Discuss and then reconcile inconsistent responses.
 - d. Repeat the process of independent scoring on a new set of student samples.
 - e. Again, bring all scorers together to review their responses to identify patterns of consistent and inconsistent responses.
 - f. Discuss and then reconcile inconsistent responses.

5. *Interrater Reliability.* Use the following chart to identify discrepancies in scorers' responses and to discuss areas of disagreement before another scoring session is scheduled. After each round of scoring, use this sheet to continue to identify and then resolve discrepancies among scorers before they formally assess student work. In a formal process, establishing a resolution panel to address discrepancies will be important to assure consistency in the application of criteria and scales of achievement.

	Rater Score	Rater Score	Area of Disagreement	Agreement Reached? (Yes/No) Final Resolution of Difference
Criterion 1				
Criterion 2				
Criterion 3				
Criterion 4				
Criterion 5				
Criterion 6				

6. *Student Assessment.* If you find the following format useful, develop a version of it to provide feedback to students at the end of their first year of study in a discipline. You may wish to create additional versions of this format to reflect increasingly more complex expectations as you conduct formative and summative assessment of students.

FRESHMAN YEAR PORTFOLIO REVIEW

This review is designed to evaluate and provide feedback to students during their freshman year. The review is marked on a scale from 1 to 5. A mark of 1 to 2 indicates below average progress, 3 is average. A mark of 4 to 5 indicates above average progress.

The Student's Work in General: 1 2 3 4 5

- | | |
|--|-----------|
| 1. Is the body of work well rounded and grounded in the fundamentals of art? | 1 2 3 4 5 |
| 2. Does the body of work form both a technical and an expressive base for the student's success in future studies? | 1 2 3 4 5 |
| 3. What level of problem-solving skills does the student demonstrate? | 1 2 3 4 5 |
| 4. Has the student developed his/her powers of observation? | 1 2 3 4 5 |
| 5. Does the student demonstrate the ability to make expressive/sensitive choices in his/her creative work? | 1 2 3 4 5 |
| 6. Does the student have the ability to critically and verbally analyze his/her own work? | 1 2 3 4 5 |
| 7. Does the student have the ability to make reference to philosophy/art history? | 1 2 3 4 5 |
| 8. Does the student have a professional attitude? | 1 2 3 4 5 |
| 9. Is the student well organized for the presentation? | 1 2 3 4 5 |

The Student's Specific Skills: 1 2 3 4 5

- | | |
|--|-----------|
| 1. Does the work show knowledge in the use of perspective? | 1 2 3 4 5 |
| 2. Does the work demonstrate abilities in 2-D design principles? | 1 2 3 4 5 |
| 3. Does the work demonstrate abilities in 3-D design principles? | 1 2 3 4 5 |
| 4. Does the work employ sensitive/expressive use of materials? | 1 2 3 4 5 |
| 5. Does the work show knowledge of color theory? | 1 2 3 4 5 |
| 6. Does the work demonstrate the abilities to draw | |
| a. animate objects? | 1 2 3 4 5 |
| b. inanimate objects? | 1 2 3 4 5 |
| 7. Does the work demonstrate the abilities to draw the human figure? | 1 2 3 4 5 |

Comments

Student Name _____

Major _____

Faculty Reviewer _____

Date _____

Freshman Portfolio Review

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