

GEN ED ASSESSMENT IN CIV AND NSI: SELECTING ASSIGNMENTS, USING THE CANVAS RUBRIC

Dan Kashian, Professor of Biological Sciences, Gen Ed Faculty Coordinator

on behalf of the GEOC Assessment Subcommittee

AY24-25

OVERVIEW

- Goals of Gen Ed assessment
- Instructor responsibilities
- Example: Civic Inquiry (CIV) and Natural Scientific Inquiry (NSI) learning outcomes and rubrics
- Selecting assignments
- Using the Gen Ed rubric in Canvas
- Non-rubric scoring
- Where to get help

Assessment

To ensure that the General Education Program is meeting its goals and that our students are achieving the learning outcomes set out for the program, the [General Education Oversight Committee \(GEOC\)](#) undertook a [collaborative process](#) to develop an assessment plan for Gen Ed. Assessment is a means for the GEOC, departments, and instructors to evaluate how they are meeting the learning outcomes of the program; it is not an SET (Student Evaluation of Teaching) and cannot be used without the instructor's permission in performance or merit evaluations. Instead, assessment should be a transparent process that [protects individual instructor and student confidentiality](#) while encouraging departments and instructors to strengthen instructional delivery, materials, and assignments, and build on areas of strength. The GEOC will rely heavily on the Continued Improvement phase of assessment. Our goal is to provide the best General Education program we can for our students.

The Gen Ed Assessment Process is led by [General Education Assessment Fellows](#) and the GEOC; however, the success of our

WSU'S CONTEXT FOR GEN ED ASSESSMENT

See the General Education Oversight Committee's [Gen Ed assessment website](#) for more information.

INSTRUCTOR RESPONSIBILITIES

(FALL AND WINTER)

Design
syllabus

- Incorporate:
 - Course description
 - Gen Ed learning outcomes and rubric

Select
assignment(s)

- 1 or more
- Which best elicit evidence of each Gen Ed LO?

Score with
Gen Ed rubric

- Used as assessment data, separate from grade for student
- Canvas submissions preferred

SOME DEFINITIONS

- **Learning outcomes** are statements that describe what students should know or be able to do.
 - Gen Ed outcomes are set by the General Education Oversight Committee (GEOC).
- **Rubrics** are scoring tools that describe different levels of performance on each learning outcome.
 - Performance levels can be differentiated by quantity, quality, or both.
- **Course assignments** are activities that elicit student performance, such as tests, projects, presentations, homework, and more.
 - A **Canvas assignment** is a digital placeholder for your course assignment.

CIVIC RUBRIC GLOSSARY

The definitions were developed to clarify terms and concepts as used in this rubric only.

Citizenship – A person’s legal, social, and/or economic status as a member of a state, where that membership entails specific rights and responsibilities.

Citizenship status – The degree to which the rights, responsibilities, and opportunities of citizenship extend to different categories of people within a state based on laws (e.g., those pertaining to immigration) or social group membership (e.g., racial disparities).

Civic participation or engagement – Involvement in formal/political or informal/non-political ways to address issues of public concern.

Civic life – The public life of a citizen concerned with the affairs of the community or the nation (as contrasted with personal or private life, which is devoted to the pursuit of personal or private interests).

Democratic principles – Foundational guiding beliefs in a democracy, such as an inalienable right to life, liberty, and property; freedom of assembly, speech, and religion; adherence to the rule of law; and voting and/or participating in free elections.

National identity - The collective perception of shared attributes, such as geographic boundaries, language, religion, or culture, that create a sense of belonging to a particular state

Political institutions - Elected or appointed governmental systems or structures with the authority to make or implement decisions on behalf of society

| CIV Learning Outcomes (The student...) | Exceeds expectations | Meets expectations | Partially meets expectations | Does not meet expectations |
|-------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|
| LO1: Describes concepts and contexts relevant to US history, political institutions, and democratic principles. | Analyzes concepts and contexts relevant to US history, political institutions, and democratic principles to civic life. | Describes concepts and contexts relevant to US history, political institutions, and democratic principles. | Identifies concepts and contexts relevant to US history, political institutions, and democratic principles. | Does not identify concepts and contexts relevant to US history, political institutions, and democratic principles. |
| LO2: Describes the significance of citizenship status and national identity, past or present. | Analyzes the significance of citizenship status and national identity, past or present, in specific cases. | Describes the significance of citizenship status and national identity, past or present | Identifies the significance of citizenship status and national identity, past or present. | Does not identify the significance of citizenship status and national identity, past or present. |
| LO3: Describes forms, barriers, and facilitators to civic participation or engagement by individuals and groups. | Analyzes forms, barriers, and facilitators to civic participation or engagement by individuals and groups. | Describes forms, barriers, and facilitators to civic participation or engagement by individuals and groups. | Identifies forms, barriers, and facilitators to civic participation or engagement by individuals and groups. | Does not identify forms, barriers, and facilitators to civic participation or engagement by individuals and groups. |
| LO4: Describes the economic, historic, political, and social bases for conflict and cooperation between groups. | Analyzes the economic, historic, political, and social bases for conflict and cooperation between groups. | Describes the economic, historic, political, and social bases for conflict and cooperation between groups. | Identifies the economic, historic, political, and social bases for conflict and cooperation between groups. | Does not identify the economic, historic, political, and social bases for conflict and cooperation between groups. |

← Levels are implicational

A "not submitted" column is also included in your Canvas rubric.

NSI RUBRIC GLOSSARY

The definitions were developed to clarify terms and concepts as used in this rubric only.

Describe data – Any form of presenting, organizing, representing, or explaining data.

Inference – The process of drawing conclusions about observable phenomena based on reasoning and using data.

Natural phenomena – Any state or process known through the senses (i.e. observable, measurable) rather than solely by intuition or reasoning.

Scientific concepts – Theories, principles, ideas, or methods formulated to explain facts or phenomena in the natural world and confirmed through experiment or observation.

Societal subject - Issues and/or events that affect or occur within or among human populations.

| NSI Learning Outcomes (The student...) | Exceeds expectations | Meets expectations | Partially meets expectations | Does not meet expectations |
|-------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| LO1: Explains scientific concepts related to natural phenomena. | Applies scientific concepts related to natural phenomena. | Explains scientific concepts related to natural phenomena. | Identifies scientific concepts related to natural phenomena | Does not identify scientific concepts related to natural phenomena |
| LO2: Discriminates between valid and invalid inferences made using scientific concepts and evidence. | Creates valid inferences using scientific concepts and evidence. | Discriminates between valid and invalid inferences made using scientific concepts and evidence. | Identifies inferences using scientific concepts and evidence. | Does not identify inferences using scientific concepts and evidence. |
| LO3: Describes the relevance of scientific concepts to historical or contemporary societal subjects. | Applies scientific concepts to historical or contemporary societal subjects. | Describes the relevance of scientific concepts to historical or contemporary societal subjects. | Identifies scientific concepts related to a historical or contemporary societal subject. | Does not identify scientific concepts related to a historical or contemporary societal subject. |
| *LO4: Describes data collected via the scientific method. (*LO4 required for lab courses only) | Relates data collected via the scientific method to stated hypotheses. | Describes data collected via the scientific method. | Identifies data collected via the scientific method. | Does not identify data collected via the scientific method. |

← Levels are implicational

A "not submitted" column is also included in your Canvas rubric.

SELECTING ASSIGNMENTS FOR GEN ED ASSESSMENT

- Summative (end-of-learning) assignments, not formative (learning-in-progress) assignments
- Think about the instructions for the course assignments on your syllabus or the sections/questions on your tests and quizzes. Which ones ask students to perform the behaviors in each outcome? Creating a map or blueprint can help you identify a strategic option:

| | Essay 3 | HW 5 | Final Exam |
|-----|---------|------------|-------------------|
| LO1 | - | #1-4, 7-10 | Section 4, part B |
| LO2 | All | All | Sections 1, 3 |

- Of the course assignments that you mapped to each learning outcome, which elicit at least the “Meets expectations” level of performance on the Gen Ed rubric?
 - You may need to consider tweaking a course assignment to elicit that level.

SI SAMPLE ASSIGNMENT: FINAL ESSAY

LO1: Explain the behaviors, practices, institutions, and/or systems that define a society or social group.

LO2: Explain concepts or methods that are used in analyzing societies or social groups.

LO3: Explain social institutions and social interactions.

Prompt: Building on your thematic response papers, use the readings we have covered so far to answer the following question: [WHY LO₂] AND [HOW DO STATES FORM LO₁]? [WHAT ROLE DO STATES PLAY IN "MEDIEVAL" AFRICA LO₃]?

- Papers should have a well-developed argument (NOT a descriptive thesis) and should use evidence and examples from the readings to support their argument.
- Papers should include citations for all information obtained or learned from other sources.
- Students are ONLY allowed to use readings assigned in class.
- You should not rely on lecture notes to make your argument.
- Your paper should be thoroughly rooted in the texts we have read together. No outside sources are allowed.
- Papers should be 4-5 pages.

DEI SAMPLE ASSIGNMENT: DISCUSSION BOARD PROMPTS

LO1: Explain current DEI issues within the context of US history, institutions, practices, or policies.

LO2: Explain how cultural values and prejudices influence individual or group behavior.

LO3: Explain the ethical and moral issues related to DEI present in complex domestic (US) situations

LO4: Explain strategies that promote DEI at the local or national level.

Prompt #1: In "Why Don't Dystopias Know How to Talk About Race?" Angelica Jade Bastién argues that dystopian fictions largely ignore the place of race within their narratives. [What are the problems of doing this? How do you see this manifesting in representations of dystopias you are familiar with? **LO2**] [How can we push back against this? **LO4**]

Prompt #2: According to Alexandra Alter in "How Feminist Dystopian Fiction Is Channeling Women's Anger and Anxiety," "one of the things about looking at the world through a feminist lens is that we are already in a dystopia." Do you agree or disagree with her assessment? [How do you see this quotation manifesting itself in our current climate? **LO3**]

Prompt #3: Very early in *Born in Flames*, Honey begins her radio station by stating: "A station not only for the liberation of women, but for the liberation of all." [How does the society depicted harm all citizens, not only women? You may want to also consider some of the displays of intersectionality we've discussed. How does this society unequally harm Black women and white women, for example? **LO1**]

NSI SAMPLE ASSIGNMENT: LAB REPORT

LO1: Explain scientific concepts related to natural phenomena.

LO2: Discriminate between valid and invalid inferences made using scientific concepts and evidence.

LO3: Describe the relevance of scientific concepts to historical or contemporary societal subjects.

LO4: Describe data collected via the scientific method.

Introduction: Explain background concepts in detail and introduce vocabulary [LO1]. Provide background information about the tests and methods used in the lab. Provide an explanation of the specific lab objectives.

Materials and Methods: Summarize the lab procedure in sentence/paragraph form. Note any deviations to the protocol or errors made.

Results: Describe the data and results without interpretation or opinion in written text [LO4]. Include your raw data at the end of the report. Present your data in graphical or tabular form, with proper axis labels and figure legends, and reference these in the text.

Discussion: Discuss trends in the data using relevant content [LO2].

- What did the results reveal about the experiment? [LO2]
- What do the results mean in the context of your lab objectives?
- Did your data support your initial predictions? [LO2]
- What are the real-world applications of your results [LO3], and do you have ideas for future experiments?

ASSIGNMENT SELECTION REMINDERS

- Your assignment(s) must elicit at least the “Meets expectations” level.
- The levels of rubric are implicational, so assignments that elicit the “Meets” and “Exceeds” levels can typically capture performance at the lower levels as well, which is ideal.
- The assignment(s) should be selected from ones given toward the end of the semester to reflect the full sum of your students’ learning rather than only part of it.
- See [marked-up sample assignments](#) on the Gen Ed assessment website.

AFTER TODAY'S WORKSHOP: SCORE SAMPLE RESPONSES

Try using your Gen Ed rubric to score former students' responses. Comparing examples of actual students' responses can help differentiate performance across the rubric's levels and identify needed adjustments to the assignment's design.

As you review student samples, ask yourself:

1. Do students actually perform or demonstrate the learning outcomes that the assignment was meant to elicit?
 - a. If not, what modifications to the assignment (or what other assignment) might work better?
2. What kind, amount, or quality of information differentiates a response at the "Meets" level from the "Exceeds" level? What differentiates "Meets" from "Partially meets"?

USING THE RUBRIC IN CANVAS

- Log in to your course/section(s) through Academica or directly at <https://canvas.wayne.edu>
- Navigate to the **Modules** section of your Gen Ed course
- Find the module for *Gen Ed Assessment*. (Contact gened@wayne.edu if you can't find it.)

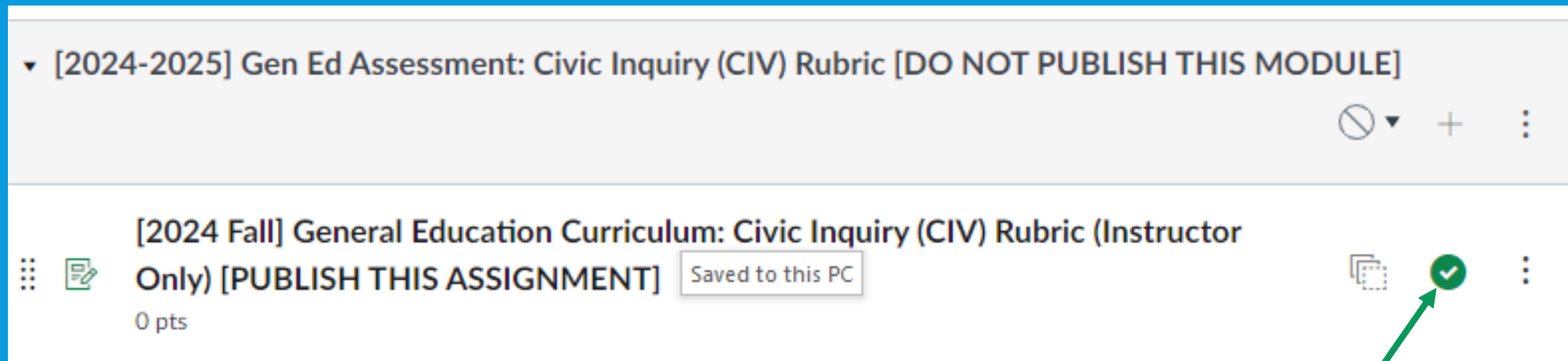
The circle/slash icon indicates that the module is not published. This is intentional. Please do not change it.

▼ [2024-2025] Gen Ed Assessment: Civic Inquiry (CIV) Rubric [DO NOT PUBLISH THIS MODULE]



NAVIGATE TO THE GEN ED ASSIGNMENT

- Open the module for *General Education Assessment* to see the assignment.



The screenshot shows a Canvas LMS interface. At the top, there is a collapsed module titled "[2024-2025] Gen Ed Assessment: Civic Inquiry (CIV) Rubric [DO NOT PUBLISH THIS MODULE]". Below this, a module titled "[2024 Fall] General Education Curriculum: Civic Inquiry (CIV) Rubric (Instructor Only) [PUBLISH THIS ASSIGNMENT]" is visible. The text "[PUBLISH THIS ASSIGNMENT]" is highlighted in a grey box. To the right of the module title, there is a green checkmark icon, which is pointed to by a green arrow. Other icons include a document with a pencil, a "Saved to this PC" button, a copy icon, and a vertical ellipsis menu icon.

The green check mark indicates that the Canvas assignment is published, but students will not see the scores you enter and the assessment data will not appear in their final grades because the module is hidden. The Canvas **assignment** must be published for SpeedGrader to work.

CANVAS ASSIGNMENT DESCRIPTION: INSTRUCTOR VIEW

- Click on the Canvas assignment title to open it.
 - GEOC has not created an activity for your students to complete.
 - Instead, the Canvas assignment is just a placeholder. It has instructions for how to use a course assignment for Gen Ed assessment, too.

This assignment does not count toward the final grade.

[2024 Fall] General
Education

Curriculum: Civic
Inquiry (CIV) Rubric
(Instructor Only)

[PUBLISH THIS
ASSIGNMENT]

 Blueprint  Published  Assign To  Edit 

***PLEASE DO NOT MODIFY THIS ASSIGNMENT IN ANY WAY. IT IS FOR GEN ED ASSESSMENT ONLY AND WILL NOT AFFECT YOUR COURSE GRADES ***

Dear instructor:

Your course is part of the General Education program at Wayne State; it is designated as a Civic Inquiry (CIV) course. Your course is required to participate in Gen Ed assessment this term, and your participation is expected as an instructor.

To complete the assessment, please follow the following steps:

1. Review the Gen Ed assessment [learning outcomes and rubric](#) for CIV.
2. Choose at least one assignment from your course that elicits the learning outcomes. This can be an assignment you are already using to evaluate your students in the course. During the term, you can use [workshops](#) or our [online presentation](#) to help you select appropriate assignments.
3. Use the assignment(s) you've chosen for assessment to score each student on the CIV rubric attached to this Canvas assignment. Detailed instructions for using the rubric are below.
4. Submit your scores prior to **January 7, 2025**.

This Canvas assignment is not a graded assignment, and the students will not see their assessment scores; it

USE SPEEDGRADER TO ACCESS THE RUBRIC

The screenshot displays a course management system interface. At the top, the breadcrumb navigation reads: GEN_ED_CIV_2024_2025_BP > Assignments > [2024 Fall] General Educatio... To the right of the breadcrumb are two buttons: "View as Student" and "Immersive...". A green-bordered box highlights the text "Click on SpeedGrader within the assignment to use the rubric", with a green arrow pointing to the "SpeedGrader" link in the "Related Items" section. The main content area features a light blue notification bar stating "This assignment does not count toward the final grade." Below this, the assignment title is "[2024 Fall] General Education Curriculum: Civic Inquiry (CIV) Rubric (Instructor Only) [PUBLISH THIS ASSIGNMENT]". To the right of the title is a toolbar with buttons for "Blueprint", "Published" (highlighted in green), "Assign To", "Edit", and a menu icon. On the left side, a sidebar menu lists various course elements: Home, Announcements, Syllabus, University Policies, Modules, Grades, Assignments, Discussions, and Course Tools. The "Academic Year 2024-2025" is also indicated at the top left of the sidebar.

GEN_ED_CIV_2024_2025_BP > Assignments > [2024 Fall] General Educatio...

View as Student Immersive...

Academic Year 2024-2025

Home

Announcements

Syllabus

University Policies

Modules

Grades

Assignments

Discussions

Course Tools

This assignment does not count toward the final grade.

[2024 Fall] General Education Curriculum: Civic Inquiry (CIV) Rubric (Instructor Only) [PUBLISH THIS ASSIGNMENT]

Blueprint Published Assign To Edit

Related Items

SpeedGrader

Grading

2023-2024 General Education Curriculum: Diversity, Equity, and Inclusion (DEI) Rubric

| Criteria | Ratings | | | | | Pts |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-----------|
| LO1: Explains current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies threshold: 2 | 3 pts (Exceeds expectations) Analyzes current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies | 2 pts (Meets expectations) Explains current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies | 1 pts (Partially meets expectations) Identifies current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies | 0 pts (Does not meet expectations) Does not identify current diversity, equity, or inclusion issues within the context of U.S. history, institutions, practices, or policies | -1 pts Student did not complete assignment | 3 / 3 pts |
| LO2: Explains how cultural values and prejudices influence individual or group behavior | 3 pts (Exceeds expectations) Analyzes how cultural values and prejudices influence individual or group behavior | 2 pts (Meets expectations) Explains how cultural values and prejudices influence individual or group behavior | 1 pts (Partially meets expectations) Identifies how cultural values and prejudices influence individual or group behavior | 0 pts (Does not meet expectations) Does not identify how cultural values and prejudices influence individual or group behavior | -1 pts Student did not complete assignment | / 3 pts |

This student does not have a submission for this assignment

This message will appear for every student because they won't directly attach their work to this Canvas assignment.

Click on the relevant score in the rubric for each outcome. Click SAVE at the bottom of the rubric when you're done. (Do not enter a numeric score instead of clicking a score.)

AutoSave Off | nsi_ios_and_sample_assignments | Dan Kashian

File Home Insert Draw Design Layout References Mailings Review View Help Acrobat | Editing

Clipboard | Font | Paragraph | Styles | Editing | Create and Share Adobe PDF | Request Signatures | Dictate | Sensitivity | Editor | Add-ins

Sample Assignment #1b: Student Work

Seed Germination Lab Report

Seed germination is a crucial process that every seed plant must go through to grow.

Germination is the process of a seed breaking open and forming a new generation of a plant (Pendarvis & Crawley, 409). Seeds are living units that contain an embryo, some sort of nutritive tissue (endosperm and cotyledons-small seed leaves, are examples) that acts as food storage and provides nutrients for the developing plant embryo, and an integument that constitutes its seed coat (DuPont, 1). **For a seed to germinate, and the root to emerge out of the seed and its outer coat, the conditions it is in must be 'favorable' to it, meaning the seed cannot break open and grow in just any of the conditions it is in. If the conditions are favorable, the seed can leave its stage of dormancy, or state of being temporality inactive. The conditions/factors that influence germination include temperature, light, and oxygen. Scarification (factors like stomach acid from an animal that has eaten the seed, or fire) (Pendarvis & Crawley, 409). When these factors are favored by it, the seed increases its metabolic activities to break through its seed coat. (Pendarvis & Crawley, 409). If these factors are absent, the seed will not go to germinate and grow.**

Seed dormancy is an important aspect of seed germination.

Page 4 of 22 | 6340 words | English (United States) | Text Predictions: On

Mail - Daniel Kashian - Outlook | [2021 Winter] General Education | [2021 Winter] General Education

canvas.wayne.edu/courses/202028/gradebook/speed_grader?assignment_id=1680049&stude...

Weather Channel | Home | mgoblog | Login - Wayne Con... | Academica | My Profile - Zoom | YouTube | Google Scholar

[2021 Winter] General Education Curriculum: ... | 0/2 Graded | 1/2 | Nathan Chavez

Due: No Due Date - ba8704_01

Grading

2021 GenEd: NSI

| Criteria | Ratings | Pts |
|------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|
| LO1: Explain natural phenomena using contemporary scientific concepts, theories, and/or principles. threshold: 3 | <p>3 pts (High) Articulate/Explain Applies contemporary scientific concepts, theories, and/or principles to explain causal relationships of natural phenomena.</p> <p>2 pts (Moderate) Describe/Define Correctly describes natural phenomena using contemporary scientific concepts, theories, and/or principles.</p> <p>1 pts (Low) Identify Identifies some natural phenomena.</p> <p>0 pts (No) Limited Evidence Unable to identify natural phenomena.</p> <p>-1 pts (N/A) No Submission Student did not complete assignment.</p> | <p>3</p> <p>/ 3 pts</p> |
| LO2: Describe the process of scientific inquiry. threshold: 3 | <p>3 pts (High) Articulate/Explain Articulates how scientific inquiry can be used to make valid inferences about patterns, relationships, or themes involving natural phenomena.</p> <p>2 pts (Moderate) Describe/Define Discriminates between valid and invalid inferences using basic concepts and methods of scientific inquiry.</p> <p>1 pts (Low) Identify Identifies basic concepts or methods of scientific inquiry.</p> <p>0 pts (No) Limited Evidence Unable to identify or define basic concepts of scientific inquiry.</p> <p>-1 pts (N/A) No Submission Student did not complete assignment.</p> | <p></p> <p>/ 3 pts</p> |

This student does not have a submission for this assignment.

If you open two windows on your desktop – one with the assignment to be graded (left) and the other with the rubric in SpeedGrader (right), you can grade the assignment for the course and the assessment at the same time.

SAVE AFTER EACH STUDENT; IGNORE POINTS

| | | | | | | |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------|--------------------------------------------------|
| <p>LO3: Compare artistic practices, cultural forms, artifacts, or philosophical ideas threshold: 2</p> | <p>3 pts (High) Interprets similarities and differences across multiple artistic practices, cultural forms, artifacts, or philosophical ideas</p> | <p>2 pts (Moderate) Compares similarities and differences across multiple artistic practices, cultural forms, artifacts, or philosophical ideas</p> | <p>1 pts (Low) Identifies different types of artistic practices, cultural forms, artifacts, or philosophical ideas</p> | <p>0 pts (No) Unable to identify</p> | <p>-1 pts Student did not submit relevant work</p> | <p>2 / 3 pts</p> <p>Total Points: 5 out of 9</p> |
|------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------|--------------------------------------------------------|--------------------------------------------------|

Points are automatically entered when you click on a score. They are just default placeholders. They do not affect students' grades.

Save Cancel

CONFIRMATION OF STUDENT SCORES

Assessment

Grade out of 0

[View Rubric](#)



2021-2022 Gen Ed Assessment: Global Learning (GL)

| Criteria | Ratings |
|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|
| <p>🕒 LO1: Explain social, economic, cultural, and/or political phenomena in a global context threshold: 2</p> | <p>(Low) Identifies social, economic, cultural, and/or political phenomena in a global context</p> <p>1 / 3 pts</p> |
| <p>🕒 LO2: Explain how worldviews are shaped by differing historical, scientific, and/or cultural contexts threshold: 2</p> | <p>(Low) Identifies factors or contexts that shape worldviews</p> <p>1 / 3 pts</p> |
| <p>🕒 LO3: Relate their worldview to those in communities outside of the US threshold: 2</p> | <p>(Moderate) Relates their worldview to those in communities outside of the US</p> <p>2 / 3 pts</p> |
| Total Points: 4 | |

Assignment Comments

[Download Submission Comments](#)

MOVE TO THE NEXT STUDENT

0/1 Graded 1/1

Pilot assignment
Due: No Due Date - GEN_ED_TEST_CI_2109

Jaime Goodrich

Grading

2021-2022 Gen Ed Assessment: Cultural Inquiry (CI)

| Criteria | Ratings | | | | |
|--------------------------------------------------------------------------------|-------------------------------------------------------------------------------|--------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------------------------------------------|----------------------------------------------------------------|
| LO1: Explain basic concepts in artistic or humanistic analysis threshold: 2 | 3 pts (High) Applies different concepts in artistic or humanistic analysis | 2 pts (Moderate) Explains basic concepts in artistic or humanistic analysis | 1 pts (Low) Identifies basic concepts in artistic or humanistic analysis | 0 pts (No) Unable to identify basic concepts in artistic or humanistic analysis | -1 pt Student did not submit relevant work for this outcome |

2 / 3 pts

Click on the arrow to move to the next student.

This student does not have a submission for this assignment

When you're done with the last student, close the SpeedGrader window.

TO CHECK THAT YOUR SCORES WERE SUCCESSFULLY SUBMITTED

Generate a Rubrics and Outcomes Report:

1. Go to Course Tools
2. Select “Export Outcomes”
3. Select the relevant rubric, outcomes, and students for your report
4. Click “Generate Report”

Rubrics & Outcomes Report

Instructions

1. Choose the rubric or rubrics you wish to report on. Rubrics that are outcome-aligned will be prefaced with an “[O]”
2. For each rubric you select a new dropdown box will appear allowing you to choose specific outcomes (if the rubric is outcome-aligned) or rubric criteria (if it is not outcome-aligned)
3. Choose the students you wish to report on and hit “Generate Report” at the bottom of the form area

Notes

- Blank point values indicate there is no score to assess.
- Not all outcomes have mastery criteria.

Rubric(s) to Report On

**2022-2023 GenEd:
Intermediate Composition (IC)
Outcome(s)**

Student(s) to Report On

ASSIGNMENTS THAT DON'T USE RUBRICS

While we highly recommend directly scoring an assignment with the rubric, we know that not all courses give assignments that work with rubric scoring. Large classes with multiple choice exams only would be one example.

To address this situation, GEOC has created an alternate assessment option that still uses a course assignment, but scores are submitted in Excel. To begin:

1. "Blueprint" or "map" your assignment
 - Which items or sections elicit evidence of each Gen Ed learning outcome at the "Meets expectations" level or higher?
 - Do you have at least 3 items/questions for each LO?
2. Identify a range of scores on the items for each learning outcome that corresponds to each level of the rubric.

1. BLUEPRINTING/MAPPING EXAMPLE (CI)

1. When art historians speak about *composition* in painting, what are they talking about?

- a. the actions and expressions of the figures on the canvas
- b. the materials the painting is made with
- c. the story being told in the painting
- d. the way the figures and objects are arranged on the canvas

2. Which one of these meanings or ideas is NOT covered by the concept of *disegno*?

- a. making art look more naturalistic
- b. design
- c. drawing
- d. turning an abstract idea into art

| CI Learning Outcome | Exceeds expectations | Meets expectations | Partially meets | Does not meet |
|-----------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------|
| LO1: Explain basic concepts in artistic or humanistic analysis. | <i>Applies</i> different concepts in artistic or humanistic analysis. | <i>Explains</i> basic concepts in artistic or humanistic analysis. | <i>Identifies</i> basic concepts in artistic or humanistic analysis. | <i>Unable to identify</i> basic concepts in artistic or humanistic analysis. |

Good question selection, but...

While these questions reach at least the “Meets” level, having only 2 questions will only result in 3 possible scores (100%, 50% and 0%), so would not correspond to the 4 levels of the rubric. Be sure to have at least 3 questions per outcome, but more is better!


2. IDENTIFY A RANGE OF SCORES

- Use your expert judgment to identify a range of scores that corresponds to each level of the rubric.
 - e.g., “Meets” performance = Scores from 75% to 90% on *relevant questions/items

| Learning Outcome | Exceeds expectations (3 pts) | Meets expectations (2 pts) | Partially meets expectation (1 pt) | Does not meet expectations (0 pts) |
|------------------------------------------------------------------------|-----------------------------------------------------------------------|--------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------|
| Score range: | 91%-100% | 75%-90% | 60%-74% | <60% |
| LO1: Explain basic concepts in artistic or humanistic analysis. | <i>Applies</i> different concepts in artistic or humanistic analysis. | <i>Explains</i> basic concepts in artistic or humanistic analysis. | <i>Identifies</i> basic concepts in artistic or humanistic analysis. | <i>Unable to identify</i> basic concepts in artistic or humanistic analysis. |

After setting these ranges, convert students' scores into the rubric levels and submit those results in the Gen Ed Excel template. (e.g., 93% = 3 pts on rubric)

SUBMITTING SCORES IN EXCEL



WAYNE STATE UNIVERSITY

Instructor's Name:

Instructor's Access ID:

Course Number:

CRN:

Semester:

Scale for Scores:
 3 = High evidence
 2 = Moderate evidence
 1 = Low/limited evidence
 0 = No evidence student has achieved learning outcome
 -1 = Student did not submit assessment assignment

| Final DEI Assessment Scores | | | | | |
|-----------------------------|------------|-----------|-----------|-----------|-----------|
| Student Name | Student ID | LO1 Score | LO2 Score | LO3 Score | LO4 Score |
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- Use the GEOC Excel template to report your assessment data.
 - Instructions in a separate tab
- Contact gened@wayne.edu to request the template or ask questions.

GETTING INDIVIDUAL ITEM SCORES FROM CANVAS: STUDENT ANALYSIS REPORT

1. Click on the quiz in Canvas
2. Click on *Quiz Statistics*
3. Click on *Student Analysis*
4. Use Excel to calculate the number of:
 - correct answers
 - students in each score range for the rubric performance levels

| Section | Section_id | Submitted | Attempt | Question 1 (ID and stem) | Points possible | Question 2 (ID and stem) | Points possible |
|----------------------------------------|------------|-----------|---------|--------------------------|-----------------|--------------------------|-----------------|
| Fall 2018 American Govt System Sec 003 | CRN | date/time | 1 | student 1 response | student 1 score | student 1 response | student 1 score |
| Fall 2018 American Govt System Sec 003 | CRN | date/time | 1 | student 2 response | student 2 score | student 2 response | student 2 score |

DEADLINES AND REPORTS

Deadlines:

- Please submit your scores close to when you submit final grades. Specific deadlines for each semester are included in messages from gened@wayne.edu.
- The deadline for Fall 2024 is **January 7th, 2025**.

Reports:

- [GEOC-level reports](#) summarize de-identified and aggregated results by Gen Ed designation.
- Individual instructor reports provide your students' performance compared to all students in the same designation. You will receive a confidential individual instructor report for each section you taught in a [data collection year](#).
 - See [Using Your Assessment Reports](#) for information on interpreting and applying the results to improve student learning in your Gen Ed class.

WANT FEEDBACK OR MORE HELP?

- You can request individual feedback or a consultation!
 - General Education Assessment (Email: gened@wayne.edu)
 - Office for Teaching and Learning (otl.wayne.edu)
- The [General Education Program Assessment website](#) has information about other aspects of assessment as well.
- CIV and NSI instructors can [self-enroll](#) in a Canvas training course for Gen Ed assessment where you will be able to access this information.
- Questions about Canvas should be directed to lmsadmin@wayne.edu.



WANT FEEDBACK OR MORE HELP?

- Lots of great info and resources here:
 - wayne.edu/engaging-gened
- Link to these slides:
 - wayne.edu/engaging-gened/instructors/assessment/workshops
- Link to CIV and NSI rubrics:
 - wayne.edu/engaging-gened/instructors/assessment/rubrics
- Link to sample assignments:
 - wayne.edu/engaging-gened/instructors/assessment/scores

