

Multi-State Collaborative (MSC) to Advance Quality Student Learning Refinement Year

Regarding the Assignment Cover Sheet (which follows in this document)

INSTITUTION LEAD SHOULD COMMUNICATE THE FOLLOWING TO INSTRUCTORS:

Instructors may want to know the reasons why we are requesting assignment instructions and why a completed cover sheet must be submitted with the corresponding student work. Below are some talking points:

- Instructors are asked to submit their assignment instructions along with the student work as part of the evaluation of the validity of the VALUE rubrics. Evaluation of the validity of the assessment tool—the VALUE rubrics—in part depends upon assignment design. As such, a random sample of assignments will be selected and evaluated with respect to their conformity to the assignment parameters and their alignment with the dimensions of the specific VALUE rubric. The de-identification process will ensure a blind evaluation of assignment instructions; assignment evaluators will be unable to identify the course, faculty member, institution, segment or state from which the assignment originated.
- Assignment instructions will be returned with the student work to institutions. Institutions may wish to undertake second-level analysis with willing faculty participants on their campuses. Examination of learning outcome dimensions where students performed at expected levels, below expected levels, or received a score of zero may be helpful for identifying discernable patterns with respect to the corresponding assignment instructions. This second-level analysis is useful in continuing professional development activities about assignment design and the use of the VALUE rubrics for assessing student work.
- The requested matrix information in the Assignment Cover Sheet will also allow for second-level analysis of student work assessment scores at the multistate, state, and campus levels. If student work was given a score of zero, follow-up analysis could determine if the score reflected lower-than-expected performance in this area, or if the student work did not demonstrate that learning outcome dimension because the assignment instructions did not call for the student to address that learning outcome dimension, and/or the faculty member did not intend for the student work to be assessed against that specific learning outcome dimension.
- If faculty ask what will be available for the faculty who will be scoring student work (Scorers), the following bullets contain suggested language and some talking points for explaining why faculty will not have the Assignment Instructions or the Assignment Cover Sheet available to reference when scoring the student work.
- - Faculty Scorers will assess student work **without** the corresponding assignment instructions and without the corresponding Assignment Cover Sheet Matrix information.
 - Faculty Scorers will not evaluate assignment instructions.
 - In general, scoring with the assignment instructions often moves faculty toward grading the paper based upon whether the student followed the assignment instructions and met the assignment requirements as opposed to assessing whether a student demonstrated the learning outcome and at

what level. Faculty Scorers also often begin to evaluate the assignment instructions (informally) which tends to bias their scoring, and Scorers often try to ascertain whether the faculty actually asked students to demonstrate a certain dimension in the assignment instructions or not, which also influences scoring.

- The faculty member who assigns the work, not the Faculty Scorer, should be the one who determines if students should be expected to demonstrate specific dimensions/criteria of the learning outcome rubric. The Assignment Cover Sheet submitted by the faculty member will indicate which dimensions of the learning outcome the student work should be assessed against. But, the Assignment Cover Sheet will NOT be available to Faculty Scorers. Faculty Scorers will assess the student work against all rubric dimensions/criteria. Students may demonstrate dimensions/criteria of the learning outcome that the instructor was not necessarily looking for or calling for in this specific assignment. The student may demonstrate this dimension because of learning in previous courses or experiences. The MSC is working to determine what students know and are able to do based upon the student's whole academic experience, not just on what was acquired from a specific course or the course the student work is drawn from. Second-level analysis would involve examining scores to see if the student did or did not demonstrate that dimension of the rubric; and if the student had not demonstrated the outcome, is it because: a) the faculty member did not ask students to demonstrate that dimension/criterion; or b) the faculty member expected students to demonstrate that dimension/criterion but the student failed to do so.

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NOTE TO INSTITUTION LEAD:

It is important for the Institution Lead to clarify exactly how faculty should submit student identifying information (such as a "studentID" or "name") because you, the Institution Lead, will need to link each piece of student work ("artifact") to that specific student and that student's demographic information when loading them into the Taskstream MSC database. The Institution Lead will send a list of student ID numbers or the student's name and non-duplicative ID number linked to each artifact to the IR office and have that office provide a file with the demographic information.

The following email template may be used to provide instruction to faculty who will be submitting artifacts.

To: <instructor submitting the student work>
From: Institution Project Leader
Subject: Participation in the Multi-State Collaborative to Advance Quality Student Learning (MSC) Refinement Year (fall 2016—spring 2017)
Date:

Thank you for agreeing to participate in the Multi-State Collaborative Refinement Year work. As part of this assessment project, we are asking you to submit the following material to [INSERT CONTACT] who will be uploading these documents to the Taskstream MSC database:

1. A completed Assignment Cover Sheet (see attached)
2. Your assignment instructions (the instructions that prompted the student to generate the work selected)
3. Supplementary assignment information for Faculty Scorers, if appropriate (see attached)
4. All written student work (artifacts) submitted for this specific course assignment

It is imperative that all four of the documents listed above are submitted.

ASSIGNMENT COVER SHEET

Faculty Name:

Department:

Course Name:

Course Number and Section:

The above information is collected for INSTITUTIONAL tracking purposes only. All identifying information will be removed prior to forwarding the Assignment Cover Sheet information, provided below, to the Multi-State Collaborative. Assessed work will not be able to be traced by the Multi-State Collaborative or by your individual state to a student, course, or faculty member.

Please check the student learning outcome(s) that the submitted course assignment and student work addresses.

_____ Written Communication

_____ Critical Thinking

_____ Quantitative Literacy

_____ Civic Engagement

For the student learning outcome(s) checked off, please complete the corresponding Matrix (Matrices) below. The criteria listed come from the corresponding VALUE rubric. For those who are assessing student work for other learning outcomes, please edit the Matrix below inserting the criteria from the corresponding VALUE rubric.

The purpose of collecting the requested information below is to avoid incorrectly scoring or assessing student work as “deficient” when a criterion in the rubric is not demonstrated in the student work because students were not required to address that criterion or the assignment was not appropriate to be assessed against that criterion.

A. 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.

Criteria of rubric	The submitted student work should be assessed against this criterion.
Context and Purpose of Writing* <i>Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).</i>	YES NO
Content Development	YES NO
Genre and Disciplinary Conventions <i>Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields</i>	YES NO
Sources and Evidence	YES NO
Control of Syntax and Mechanics	YES NO

*Please indicate on the attached written communication supplementary assignment information document the intended audience and purpose. This information will provide the basis on which scorers can evaluate the context of the writing assignment.

B. Quantitative Literacy—also known as Numeracy or Quantitative Reasoning—is a “habit of mind,” competency, and comfort in working with numerical data. Individuals with strong QL skills possess the ability to reason and solve quantitative problems from a wide array of authentic contexts and everyday life situations. They understand and can create sophisticated arguments supported by quantitative evidence and they can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Criteria of rubric	The submitted student work should be assessed against this criterion.
Interpretation <i>Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)</i>	YES NO
Representation <i>Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, words)</i>	YES NO
Calculation*	YES NO
Application / Analysis <i>Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis</i>	YES NO
Assumptions <i>Ability to make and evaluate important assumptions in estimation, modeling, and data analysis</i>	YES NO
Communication <i>Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)</i>	YES NO

*If applicable, please provide on the attached quantitative literacy supplementary assignment information document the required calculations. This information will provide the basis upon which scorers can evaluate whether the students' calculations were successful and complete.

c. Critical Thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Criteria of rubric	The submitted student work should be assessed against this criterion
Explanation of issues	YES NO
Evidence <i>Selecting and using information to investigate a point of view or conclusion</i>	YES NO
Influence of context and assumptions	YES NO
Student's position (perspective, thesis/hypothesis)	YES NO
Conclusions and related outcomes (implications and consequences)	YES NO

c. Civic Engagement is “working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes.” (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Criteria of rubric	The submitted student work should be assessed against this criterion
Diversity of Communities and Cultures	YES NO
Analysis of Knowledge	YES NO
Civic Identity and Commitment <i>When one sees her or himself as an active participant in society with a strong commitment and responsibility to work with others towards public purposes</i>	YES NO
Civic Communication <i>Communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.</i>	YES NO
Civic Action and Reflection <i>Civic engagement can take many forms, from individual volunteerism to organizational involvement to electoral participation. For students this could include community-based learning through service-learning classes, community-based research, or service within the community.</i>	YES NO
Civic Contexts/Structures <i>Organizations, movements, a place or locus where people and/or living creatures inhabit, plus a variety of approaches intended to benefit a person, group, etc., including community service or volunteer work, academic work.</i>	YES NO

WRITTEN COMMUNICATION SUPPLEMENTARY ASSIGNMENT INFORMATION TEMPLATE

Instructions

So that scorers have the context necessary to score an artifact please provide a statement describing the context and purpose of the assignment being submitted for scoring. For the purposes of scoring this assignment for the LEAP VALUE rubric, the context and purpose of writing is defined as:

The context of writing is the situation surrounding a text: Who is reading it? Who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.

QUANTITATIVE LITERACY SUPPLEMENTARY ASSIGNMENT INFORMATION TEMPLATE

Instructions

So that scorers have the context they need to score artifacts, please provide the required calculations for the assignment. This information will provide the basis upon which scorers can evaluate whether students' calculations were successful and comprehensive.