

## **Agenda – Rubric Calibration Session**

2016-17 Gen Ed Assessment

February 10, 2017

### **I. Team Introductions (5 min.)**

### **II. Purpose of Calibration (5 min.)**

Increase Reliability, Decrease Variability of Ratings: Ensure that raters consistently apply criteria in assessing student work.

Calibration = Several individuals read the same piece of student work, compare that work to a rubric, evaluate it, and share their results with one another, discussing discrepancies until consensus is reached.

### **III. Rubric Clarification (10 min.)**

*Guiding Questions:*

- *Are the criteria clear to you?*
- *Is the number system clear?*

4- Highly Competent, 3- Mostly Competent, 2- Needs Improvement, 1- Not Competent, NA – Not assessable

### **IV. Examination of Student Papers (30 min. total)**

- a. Paper #1 (10 min.)
- b. Paper #2 (10 min.)
- c. Paper #3 (10 min.)

*Guidelines – Independent Scoring:*

- *Independently score student sample.*
- *Note words and phrases from the rubric's performance level descriptions that best describe the qualities of the work.*
- *Make notes on the student work samples to explain and justify the scores.*
- *Rate each dimension of the rubric separately, and apply the criteria without concern for how often each score (level of mastery) is used.*
- *There won't always be an example of every score point within a given set of student work. (Ex: You may not have any sample that is particularly strong or weak in each criterion on the rubric.)*

*Guiding Questions – Alignment & Consensus:*

- *Are there areas of disagreement or discrepancy?*
- *How consistent were we in our assessment of the three samples of student work?*
- *Can we reach consensus?*
- *Do we feel ready to move forward with scoring another paper, or are there lingering areas of disagreement?*
- *What were some elements of the best papers that I read?*
- *What features seemed to be missing from the low quality papers?*

### **V. Rating Guidelines for Assessor Team Members (5 min.)**

### **VI. Distribution of Scorer Packets (5 min.) – DUE DATE FOR ALL MATERIALS: FRIDAY, MARCH 10, 2017**

If you have questions, or require assistance, please contact Julie McDevitt, [jmcdevitt@alamo.edu](mailto:jmcdevitt@alamo.edu).

Course Information			
Point of Contact:	Julie McDevitt		
Event Name:	Gen Ed Rating Process & Rubric Calibration Session		
Department Name: (The area hosting the event.)	VPAS		
Location: (Building., Room#, Campus)	Guadalupe 120		
Date of Event:	2/10/2017	Time of Event:	9:00 to 10:00 AND 10:00 to 11:00
Will this event have multiple sessions? (Please enter additional dates/times/instructors in Comments.)	<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO		
List of instructors:	Beth Tanner and Julie McDevitt		
COMMENTS: (Attached as page 2 is a list of faculty that need to attend at 9:00 and at 10:00.)			
Event Description			
2016-17 Faculty Assessors for Gen Ed Assessment will receive information on rating processes and will take part in rubric calibration.			
Event Learning Outcomes			
1. Review processes and guidelines for rating student artifacts. 2. Analyze, discuss, assess sample artifacts.			
Keywords: <i>Ex. Cornerstone, Learning, Admin</i> (Helps with searching for your course)		Assessment, Rubric, Calibration, Rating, General Education	
Prerequisites: (Are there any events that the attendees should have completed prior to registration?)		no	
Maximum Registration: (Based on size of room)		9:00 – 9; 10:00 - 15	
Who is the course open to? (check all that apply)		<input type="checkbox"/> PAC faculty <input type="checkbox"/> All AC employees <input type="checkbox"/> PAC staff <input checked="" type="checkbox"/> By invite only	
Event Status			
Has this event occurred? (If so, please attach the attendee names along with their ACES IDs. <b>Please copy your supervisor when submitting the event.</b> ) If not, once the event ends, forward the attendance roster to Brenda Espinoza at <a href="mailto:bespinoza8@alamo.edu">bespinoza8@alamo.edu</a>		<input type="checkbox"/> YES <input checked="" type="checkbox"/> NO	
Please use the following link for assistance with some required action words used when writing your learning outcomes for events <a href="http://tll.mit.edu/help/intended-learning-outcomes">http://tll.mit.edu/help/intended-learning-outcomes</a> or contact Brenda Espinoza 210-486-3928.			

**9:00**

**TEAM 6: PERSONAL RESPONSIBILITY**

**Greg Pasztor, Denise Barkis-Richter, Ellen Shull**

**TEAM 7: PERSONAL RESPONSIBILITY**

**Jenny Scheidt, Diana Nystedt, Evangeline Velez-Cobb**

**TEAM 8: PERSONAL RESPONSIBILITY**

**Ruth Ann Gambino, Jennifer Andermatt, Terrence Flannery**

**10:00**

**TEAM 1: SOCIAL RESPONSIBILITY**

**Rena Denham, Lynn Parker, Ramon Hernandez**

**TEAM 2: SOCIAL RESPONSIBILITY**

**Tori Beckman-Wilson, Vincent Claudio, Oliver Jones**

**TEAM 3: SOCIAL RESPONSIBILITY**

**Peter Myers, Rex Field, Robert Hines**

**TEAM 4: SOCIAL RESPONSIBILITY**

**Ginny Traina, Ryan Schuermann, Sandra Gieseler,**

**TEAM 5: SOCIAL RESPONSIBILITY**

**John Hernandez, Mary Apolinar, Aurora Yañez**