NORMING ON STUDENT ARTIFACTS FOR GENERAL EDUCATION ASSESSMENT: TIPS AND TRICKS

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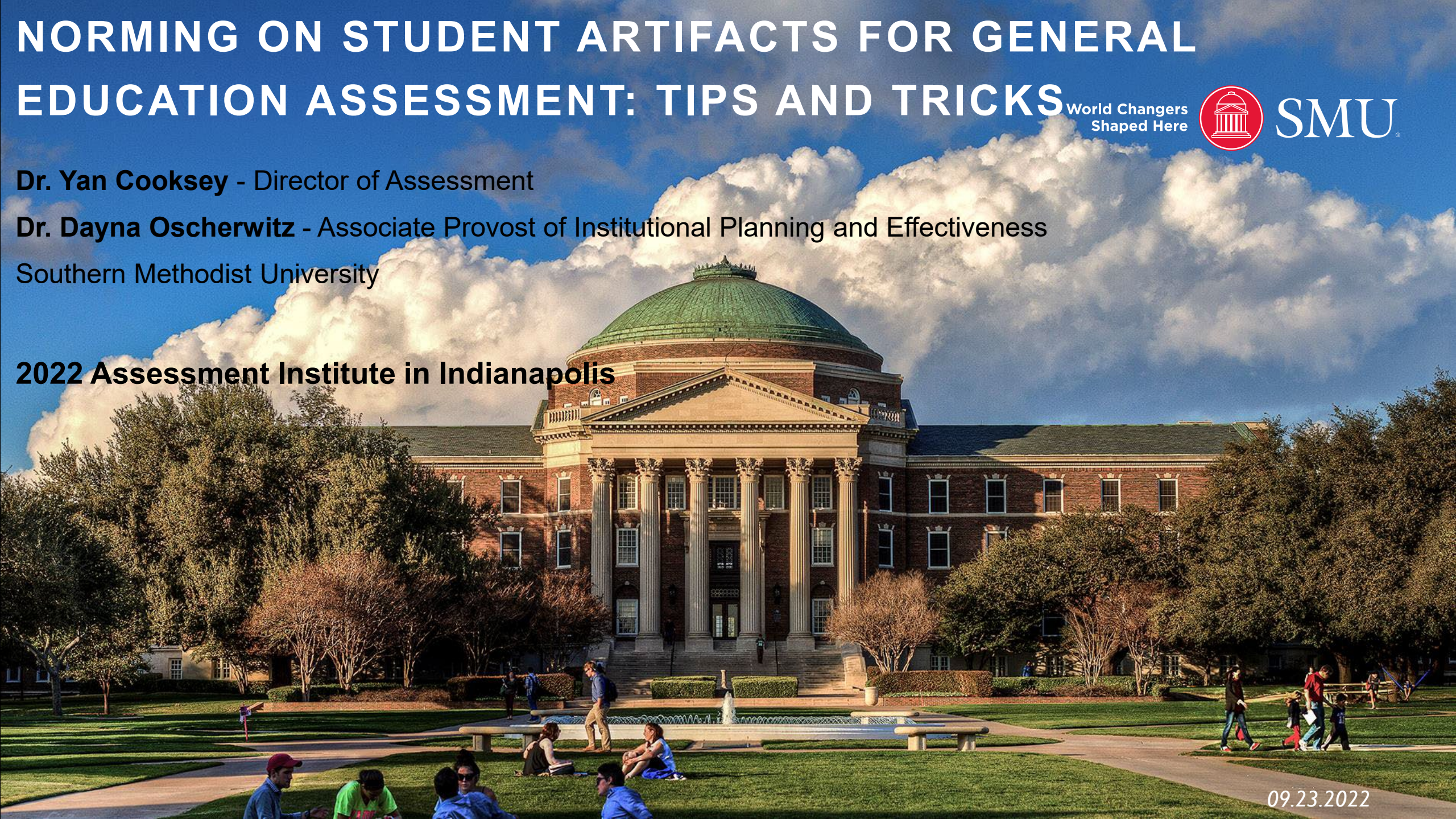
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2022 Assessment Institute in Indianapolis

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LEARNING OBJECTIVES

At the end of session, participants will be able to:

(1) understand the process of norming raters who will score student artifacts for general education assessment,

(2) apply the rubric to score samples of student work, and

(3) identify challenges and strategies of managing general education assessment.
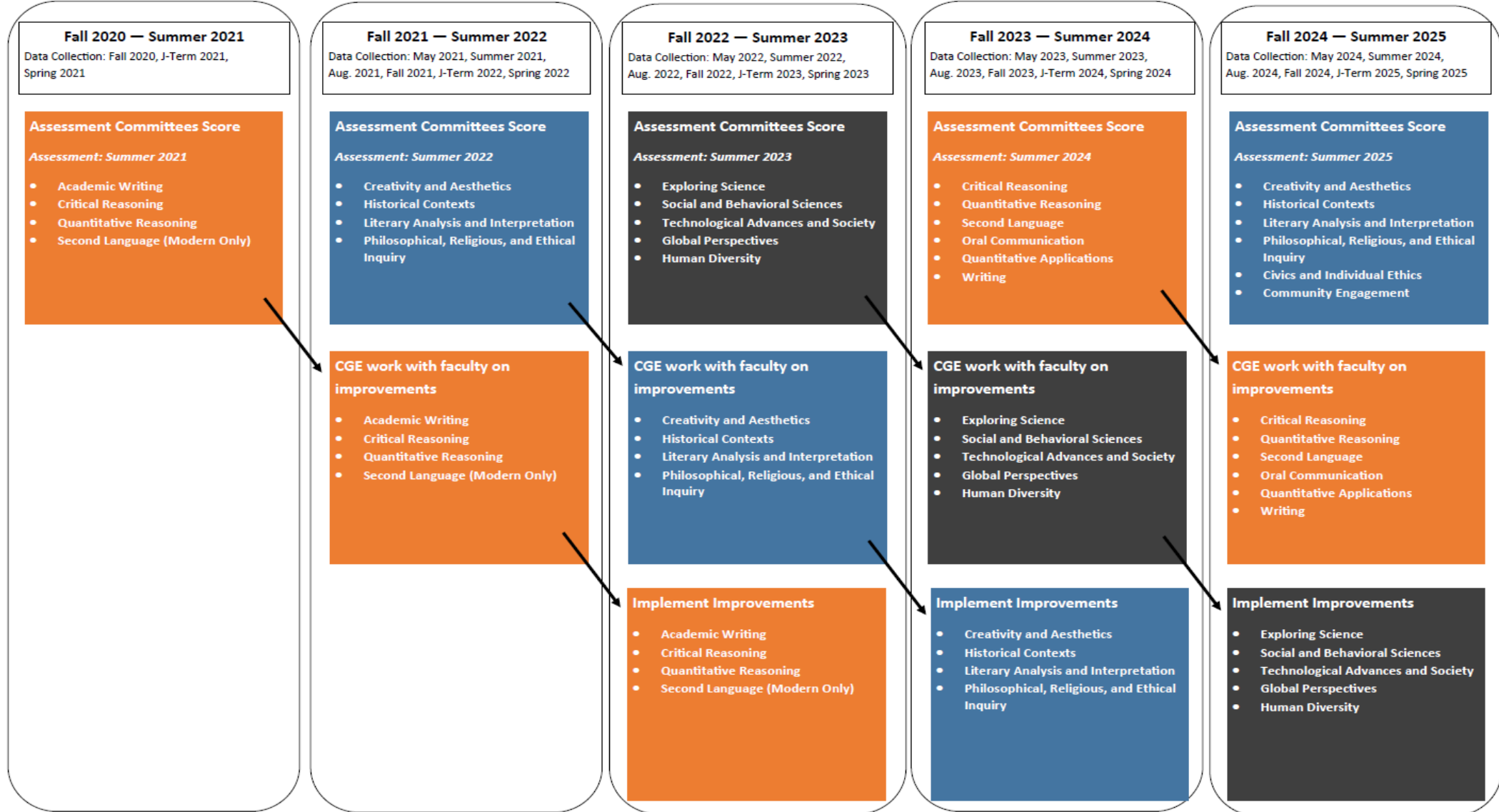
INTRODUCTION

❖ Tell us one word or short phrase about general education.

❖ What challenges do you face when you assess general education in your institution?

❖ Do you conduct a rubric norming session in your general education assessment process?

❖ What do you hope to take away from this session?

COMMON CURRICULUM ASSESSMENT CALENDAR: GENERAL EDUCATION & GRADUATION REQUIREMENTS

Fall 2020 — Summer 2021
Data Collection: Fall 2020, J-Term 2021, Spring 2021

Assessment Committees Score

Assessment: Summer 2021

- Academic Writing
- Critical Reasoning
- Quantitative Reasoning
- Second Language (Modern Only)

Fall 2021 — Summer 2022
Data Collection: May 2021, Summer 2021, Aug. 2021, Fall 2021, J-Term 2022, Spring 2022

Assessment Committees Score

Assessment: Summer 2022

- Creativity and Aesthetics
- Historical Contexts
- Literary Analysis and Interpretation
- Philosophical, Religious, and Ethical Inquiry

CGE work with faculty on improvements

- Academic Writing
- Critical Reasoning
- Quantitative Reasoning
- Second Language (Modern Only)

Fall 2022 — Summer 2023
Data Collection: May 2022, Summer 2022, Aug. 2022, Fall 2022, J-Term 2023, Spring 2023

Assessment Committees Score

Assessment: Summer 2023

- Exploring Science
- Social and Behavioral Sciences
- Technological Advances and Society
- Global Perspectives
- Human Diversity

CGE work with faculty on improvements

- Creativity and Aesthetics
- Historical Contexts
- Literary Analysis and Interpretation
- Philosophical, Religious, and Ethical Inquiry

Implement Improvements

- Academic Writing
- Critical Reasoning
- Quantitative Reasoning
- Second Language (Modern Only)

Fall 2023 — Summer 2024
Data Collection: May 2023, Summer 2023, Aug. 2023, Fall 2023, J-Term 2024, Spring 2024

Assessment Committees Score

Assessment: Summer 2024

- Critical Reasoning
- Quantitative Reasoning
- Second Language
- Oral Communication
- Quantitative Applications
- Writing

CGE work with faculty on improvements

- Exploring Science
- Social and Behavioral Sciences
- Technological Advances and Society
- Global Perspectives
- Human Diversity

Implement Improvements

- Creativity and Aesthetics
- Historical Contexts
- Literary Analysis and Interpretation
- Philosophical, Religious, and Ethical Inquiry

Fall 2024 — Summer 2025
Data Collection: May 2024, Summer 2024, Aug. 2024, Fall 2024, J-Term 2025, Spring 2025

Assessment Committees Score

Assessment: Summer 2025

- Creativity and Aesthetics
- Historical Contexts
- Literary Analysis and Interpretation
- Philosophical, Religious, and Ethical Inquiry
- Civics and Individual Ethics
- Community Engagement

CGE work with faculty on improvements

- Critical Reasoning
- Quantitative Reasoning
- Second Language
- Oral Communication
- Quantitative Applications
- Writing

Implement Improvements

- Exploring Science
- Social and Behavioral Sciences
- Technological Advances and Society
- Global Perspectives
- Human Diversity

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	Year One	Year Two
Rubric	Academic Writing, Critical Reasoning, Second Language Modern, Quantitative Reasoning	Creation and Aesthetics, Historical Contexts, Literary Analysis and Interpretation, Philosophical, Religious, and Ethical Inquiry
Rater's Recruitment & Training	❖ 22 faculty recruited as raters across four teams ❖ 1 day norming training; 4+ days scoring	❖ 29 faculty recruited as raters across five teams ❖ 2 days for norming training; 7+ days of scoring
Inter-rater Reliability		

Year One

Component	IRR
AW	.46
CR	.42
SLM	.85
QR	.72

Year Two

Component	IRR
CAC	.51
CAA	.44
HC	.57
LAI	.73
PREI	.52

DATA SOURCE: ALL COMPONENTS (YEAR ONE)

CC Component*	# of Course Sections	# of Student Artifacts
Academic Writing (AW)	69	221
Critical Reasoning (CR)	66	192
Second Language Modern (SLM)	17	181
Quantitative Reasoning (QR)	15	210
TOTAL	**167**	**804**

AW courses came from Fall 2020 and Spring 2021. Courses from other components came from Spring 2021.

DATA SOURCE: ALL COMPONENTS (YEAR TWO)

CC Component	# of Course	# of Sections	# of Student Artifacts
Creativity and Aesthetics – Creation (CAC)	16	28	269
Creativity and Aesthetics – Analysis (CAA)	20	25	318
Historical Contexts (HC)	36	43	291
Literary Analysis and Interpretation (LAI)	21	34	316
Philosophical, Religious, and Ethical Inquiry (PREI)	31	49	393
Total	**124**	**179**	**1587**

- *This report is based on the data collected in the academic year 2021-22*
- *Terms: May 2021, Summer 2021, Fall 2022, Jan 2022 and Spring 2022*

VALUE OF NORMING AND SCORING

❖ The measurement is meaningful if the instrument or rubric is consistently applied, and if everyone applies the scoring in the same way.

❖ Consistency among scorers/raters in rubric interpretation and rubric application is called "inter-rater reliability (IRR)."

❖ Our goal is to establish an acceptable IRR.

WHAT IS NORMING?

❖ Norming is an interactive process in which raters assess samples of student work against criteria presented in a rubric to establish an acceptable level of consistency in scoring (Schoepp et al., 2018).

❖ Norming ensures that raters understand the rubric in a similar manner, which promotes consistency in scoring, and thereby enhances reliability (Bresciani et al.,2004).

THE NORMING PROCESS*

❖ **Review the rubric**

❖ Read and score a sample artifact, and discuss the rationale for assigning a particular score

❖ Read and score a **second** sample artifact, and discuss your scores

❖ Read and score a **third** sample artifact, and discuss your scores

❖ Read and score **additional** sample artifacts, and discuss your scores as necessary

Adapted from the Old Dominion University's Calibration and Analysis Plan. Special acknowledgment to Dr. Tisha M. Paredes.

ACTIVITY: DISCUSS AND REVIEW THE RUBRIC

❖ History of the CA rubric.

❖ Application of the CA rubric.

❖ *Get into groups of 2-3 people. The person who was born in the location that is closest to Indianapolis will serve as the reporter for your group. In your groups, discuss the rubric and each specific skill. Discuss your understanding of the levels described in the rubric (Exemplary, Accomplished, etc.). Start with Exemplary and move to Absent. Discuss what you understand each level to mean and how you believe it should be applied in interpreting student work. You will have 4 minutes to discuss, and then you will share your findings.*

Creativity and Aesthetics

Student Learning Outcome: Students will demonstrate an understanding of the conventions of a particular art form in a <u>specified context</u> through production and/or analysis of that form.

The Value of Creativity and Aesthetics

Art is a form of creative and/or communicative expression that has the capacity to move its creators and audiences emotionally and intellectually: it can delight, entertain, empower, transform, instruct, challenge, or provoke. Art can expand our understanding of ourselves and others across place and time, foster collaboration and communal experience, and encourage nuanced and non-literal thinking. The creation and analysis of art can offer insight into this power, spur original and divergent thinking, and promote a broader understanding of cultures past and present.

Supporting Skills

Creation

1. Students will demonstrate an understanding of the <u>conventions</u> of an artistic form.
2. Students will apply the elements of an artistic form.

Analysis

1. Students will identify the conventions of a particular artistic form.
2. Students will analyze the formal <u>elements</u> of an artistic form within a specified context.

Course Content Criteria

1. Courses in this category have a primary and sustained focus on the creative arts.
2. Courses in this category typically focus on the analysis and/or creation of art in the visual, performing, and communication arts.
3. Courses in this category ask students to consider how and why artistic works are conceived, realized, presented and/or utilized, evaluated, experienced.
4. Courses in this category invite students to reflect on the purpose and effects of art, both in the students' own time and in other places and times.

5. Courses in this category include an assessment assignment that requires students to demonstrate each of the skills in the Creativity and Aesthetics Rubric (below). This assessment assignment should be one of the following: an objective exam, an essay question on an exam, an essay, or a research paper; or a creative work of some kind, such as a musical composition, play, poem, sculpture, painting, dance, film, advertisement, etc.

Glossary

1. **Creativity**: The use of the imagination or original ideas, especially in the production of an artistic work.
2. **Conventions**: The set of inherited practices, materials, and ideas about how artistic works are made, observed, and valued.
3. **Elements**: The components and/or practices that constitute the art work.

4. **Relevant**: Determined by the course material and the specific parameters of an assignment.
5. **Specified context**: A circumscribed historical period, location, industry, institution, or other venue, as defined by the course syllabus.

Creativity and Aesthetics Assessment Rubric: Creation

Supporting Skills	Exemplary 5	Accomplished 4	Developing 3	Beginning 2	Absent 1
Demonstrate an understanding of the conventions of an artistic form.	Demonstrates a proficient understanding of the relevant artistic conventions introduced in the course.	Demonstrates a clear understanding of the relevant artistic conventions introduced in the course.	Demonstrates a basic understanding of the relevant artistic conventions introduced in the course.	Demonstrates a minimal understanding of the relevant artistic conventions introduced in the course.	Is unable to demonstrate an understanding of the relevant artistic conventions introduced in the course.
Apply the elements of an artistic form.	Applies the appropriate elements of an artistic form, with abundant creativity.	Applies the appropriate elements of an artistic form, with evident creativity.	Applies the appropriate elements of an artistic form, with some creativity.	Applies the appropriate elements of an artistic form, with minimal creativity.	Fails to apply the appropriate elements of an artistic form.

Creativity and Aesthetics Assessment Rubric: Analysis

Supporting Skills	Exemplary 5	Accomplished 4	Developing 3	Beginning 2	Absent 1
Identify the conventions of a particular artistic form.	Masterfully identifies the relevant artistic conventions introduced in the course.	Proficiently identifies the relevant artistic conventions introduced in the course.	Acceptably identifies the relevant artistic conventions introduced in the course.	Minimally identifies the relevant artistic conventions introduced in the course.	Fails to identify the relevant artistic conventions introduced in the course.
Analyze the formal elements of an art form within a specified context.	Analyzes all of the relevant elements of an artistic form within a specified context.	Analyzes most of the relevant elements of an artistic form within a specified context.	Analyzes some of the relevant elements of an artistic form within a specified context.	Analyzes few of the relevant elements of an artistic form within a specified context.	Fails to identify the relevant elements of an artistic form within a specified context.

ACTIVITY: READ AND RATE THE SAMPLE ARTIFACT

❖ Read the entire artifact through one time.

❖ Work independently and score the artifact on each supporting skill.

You can go back and forth from the sample student artifact to the rubric as necessary to complete the scoring.

❖ Once you have finished scoring, wait for other raters to finish.

ACTIVITY: REPORT SCORES

Report your scores.

When everyone finishes scoring, ask each rater to report their scores on each supporting skill.

ACTIVITY: COMPARE SCORES AND DISCUSS

❖ Compare your scores and discuss any differences among raters.

– *Look at supporting skills where you scored similarly but particularly focus on any skills where there were significant differences in scoring (2 or more points).*

– *Look at the variability in scores – do they differ by one point or less?*

– *Ask raters who score a supporting skill as "Exemplary" to share why. Repeat for reach supporting skill and for different scores.*

❖ Try to reach consensus.

NORMING PRACTICE GUIDELINES

❖ Scoring is not grading.

❖ Focus on supporting skills and performance descriptors (assignment instructions are not available).

❖ Focus on the evidence in the student artifact to support your score.

❖ Take note for rubric tuning but save rubric revision at another time.

❖ Identify a content expert to be the rubric norming facilitator.

CHALLENGES OF MANAGING GENERAL EDUCATION ASSESSMENT

❖ Many faculty do not see the value of General Education or Assessment.

❖ The first round of juried assessment will not, in many cases, yield actionable results, as there will be a need to tune the rubric and you will find issues with misalignment between the assignments used and the outcomes. Build this into your assessment and improvement process.

STRATEGIES OF MANAGING GENERAL EDUCATION ASSESSMENT

❖ Involve faculty at all stages of the process. Make sure results are shared with faculty and that they see action taken as a result.

❖ Try to recruit expert faculty who teach in the relevant areas, and try to recruit some faculty who are direct colleagues and have a habit of working together.

❖ Ensure that the institution validates the importance of the process and gives incentives to faculty who participate.

❖ Recruit the same raters over time, which builds competence and increases IRR.

❖ Plan early and communicate with faculty often.

❖ Provide faculty development opportunities (i.e. workshop, training, etc.).

REFERENCES AND RESOURCES

References:

Nunnally, J. (1978). *Psychometric theory* (2nd ed.). New York: McGraw-Hill.

Schoepp, K., Danaher, M., & Ater Kranov, A. (2018). An effective rubric norming process. *Practical Assessment, Research, and Evaluation, 23*(11), 1-12. https://doi.org/10.7275/z3gm-fp34

Resources:

2020 Calibration Training and Scoring Guidelines, VALUE Institute.
2019 Calibration and Analysis Plan, Old Dominion University.

QUESTIONS AND COMMENTS?

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https://www.smu.edu/provost/assessment