

EVALUATE	Capstone (4)	Accomplished (3)	Developing (2)	Deficient (1)
Comprehension	Demonstrates purposeful and accurate understanding of the problem.	Demonstrates an understanding of the problem, but it is only partially accurate or insufficiently complex.	Demonstrates an understanding of the problem, but it is inaccurate and insufficiently complex.	Does not show a sufficient understanding of the problem.
Interpretation / Representation	Provides accurate explanation and/or conversion of relevant information.	Provides an explanation and/or conversion of relevant information with limited errors.	Provides an explanation and/or conversion of relevant information with many errors.	Provides an explanation and/or conversion of relevant information with excessive errors.
Application	Applies thorough and quantified judgment(s) and/or applies results in an insightful manner.	Applies quantified judgment(s) and/or applies results in an adequate manner.	Applies poorly quantified judgment(s) and/or applies results in an inadequate manner.	Does not apply quantified judgment(s) and/or does not apply results in a correct manner.
Inference / Conclusion	Draws accurate inferences from results that exhibit awareness of supporting evidence.	Draws mostly accurate inferences from results that exhibit awareness of supporting evidence.	Draws partially accurate inferences from results that exhibit awareness of supporting evidence.	Draws inaccurate inferences from results that exhibit a lack of awareness of supporting evidence.
Communication	Establishes and promulgates results in a clear framework that is based on the purpose of the assignment.	Establishes results in a framework that is based on the purpose of the assignment.	Establishes results in a partially constructed framework that is based on the purpose of the assignment.	Establishes results in framework that is minimally based on the purpose of the assignment.

EVALUATE

History

During the 2014-2015 AY, Florida SouthWestern State College initiated a revised assessment of the General Education Program. Throughout the process, the AAC&U Value Rubrics and one in-house rubric were utilized to score voluntarily submitted artifacts. The scorers, mainly members of the Learning Assessment Committee (LAC) General Education Sub-Committee, were asked to provide qualitative feedback on the functionality of the rubrics. They were asked to comment on the rubric dimensions, achievement levels, and appropriateness of the rubrics in relation to the submitted artifacts. The FSW “Evaluate” rubric was developed by a 9-member task force from the LAC of faculty and staff representing all five schools of the College as well as the Office of Academic Assessment as well as the Office of the Provost during special sessions held on May 7, 31, June 7, and June 8, 2017. Task members, led by the Assessment & Effectiveness Director, Dr. Joseph van Gaalen included: Martha Ambrose (English), Jane Charles (Libraries), Rebecca Harris (English), Margaret Kruger (Health Sciences), Jennifer Patterson (Business), Caroline Seefchak (Education), Amy Trogan (English & LAC Chair), Joseph van Gaalen (Dir. of Academic Assessment), and Eileen DeLuca (Assoc. VPAA).

Framework

The school representatives used FSW’s Scientific & Quantitative Reasoning rubric (developed in 2011) as a foundation for development ultimately adopting most dimensions and all achievement levels (4-3-2-1) with a 0 if no achievement is met. The rubric defines the fundamental criteria for each learning outcome and outline performance required to demonstrate levels of attainment through the use of Bloom’s Taxonomic verbiage. Rubric achievement levels, in descending order: Capstone (4), Accomplished (3), Developing (2), and Deficient (1).

Purpose

The intent of the rubric developers was to frame language such that the rubric is as inclusive as possible to any and all critical thinking assignments. Careful consideration was paid to providing descriptors detailed enough to score an artifact but yet remain in general terms as much as possible to allow for application to a wide assortment of critical thinking assignment types. In order to increase clarity, action verbs were utilized in each achievement level description. The developers also attempted to place emphasis on dimensions being mutually exclusive, such that users of this rubric can elect to omit any dimension not required of a given assignment. To ensure that non-traditional assignments are scored properly, artifacts representing a variety of modes and media should be utilized during the “Evaluate” Rubric Calibration Sessions prior to the scoring process.

Dimensions

Comprehension: Demonstrates understanding of the problem; **Interpretation/Representation:** Provides explanation and/or conversion of relevant information; **Application:** Applies thorough and quantified judgment(s) and/or applies results in an insightful manner; **Inference/Conclusion:** Draws accurate inferences from results that exhibit awareness of supporting evidence; and **Communication:** Establishes and promulgates results in a framework based on the purpose of the assignment.