Indiana University East

Learning Objectives

1) Educated persons should be exposed to a broad variety of academic fields traditionally known as the Liberal Arts (humanities, fine arts, social sciences, natural sciences) in order to develop a critical appreciation of a diversity of ideas and creative expression.

2) Educated persons should have achieved depth in some field of knowledge. A sequential accumulation of knowledge and skills in an academic discipline is essential for a focused personal and professional development.

3) Educated persons should be able to express themselves clearly, completely, and accurately. Effective communication entails sharing ideas through a variety of techniques, including reading, writing, speaking and technology.

4) Educated persons should be able to relate computational skills to all fields so that they are able to think with numbers. At a minimum, students should be able to carry out basic arithmetical and algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms.

5) Educated persons should have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation, and creativity.

6) Educated persons should develop the skills to understand, accept, and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities, and value systems.

7) Educated persons should be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices.

Assessment Rubric for Learning Objective 3

Educated persons should be able to express themselves clearly, completely, and accurately. Effective communication entails sharing ideas through a variety of techniques, including reading, writing, speaking and technology.

Writing Program
Assessment of Final Course Projects

At the semester's end, we continue our writing program assessment work with the collection and review of student papers. Guidelines are listed below for you to follow. The results of the program assessment are reviewed by the program director for making improvements to the writing program. Program assessment is not used for student or instructor evaluation. Please return your materials before leaving for the semester break.

Collection of Student Papers:

- Choose five papers at random from the last longer project assignment completed for the course. The papers should be a final copy of a paper where students have revised their work at least once.

- Fill out the writing program assessment form attached. Score each of the five papers and offer your comments on the papers' strengths and weaknesses. Use the attached scoring rubric as your guideline.

- Hand in the five papers and the program assessment score recording sheet to the writing program director's mailbox, office, or secretary.

Don't hesitate to e-mail or phone with any questions.

Thanks.
Edwina
(edhelton@indiana.edu)
765-973-8460

The Writing Program
End of Semester Projects
Program Assessment Form

Program assessment is used to learn about our courses to assist us in making improvements. Please offer a score on a 1-6 scale (6 being highest) and offer your comments on writing strengths and weaknesses.

Semester _____ Course _____

Instructor _____ Section Number _____

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1. Student Name _____ Score _____
Comments on Strengths and Weaknesses:

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2. Student Name _____ Score _____
Comments on Strengths and Weaknesses:

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3. Student Name _____ Score _____
Comments on Strengths and Weaknesses:

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4. Student Name _____ Score _____
Comments on Strengths and Weaknesses:

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5. Student Name _____ Score _____
Comments on Strengths and Weaknesses:

The Writing Program
Indiana University East

Scoring Guide for Student Papers

General Directions for Evaluators: Read each paper holistically and give it a single score on a six-point scale ("6" is high and "1" is low). Give greater weight to longer and more substantial pieces, and reward creativity and risk-taking.

Characteristics of Strong Papers:	**Characteristics of Weak Papers:**
*pieces are substantial and well developed	*pieces are short, thin, undeveloped
*clear statement of paper's purpose	*no clear statement of paper's purpose
*strong sense of paper's organization	*little or unclear paper organization
*language used creatively and effectively	*language used uncreatively and ineffectively
*takes risks that work in style, approach, or subject matter	*no risks--or risks fail
*shows when appropriate: creates scenes uses dialogue and internal monologue	*little or no showing: lots of straight telling and and summary
*assertions and generalizations supported by evidence, examples, details	*assertions and generalizations unsupported
*recognizes complexities in issues	*ignores complexities and contexts
*paper is touching or powerful	*pieces do not engage the readers' emotions
*evidence of critical thinking	*little evidence of critical thinking
*pieces are unified and focused	*pieces are disunified and unfocused
*aware of the power and uses of writing	*unaware of the power and uses of writing

Scoring Scale:

6 An **excellent** paper: its numerous and significant strengths far outweigh its few weaknesses. Substantial and original in content (both in length and development) and/or in style.

5 A **very good** paper: its many strengths clearly outweigh its weaknesses. It engages the material and explores issues, but not to the same extent as in a 6 paper.

4 A **good paper**: its strengths outweigh its weaknesses. Paper shows genuine intellectual effort and moments of focus, but suggests strong potential rather than actual achievement.

3 A **fair paper**: strengths and weaknesses are about equally balanced. Some pieces may be too brief or underdeveloped, too general or predictable, but the writing is competent.

2 A **below average** paper: its weaknesses outweigh its strengths. Usually thin in substance and undistinguished in style but perhaps clear and fairly error free.

1 A **poor paper**: its many weaknesses clearly outweigh its strengths. Appears to have been put together with little time or thought.

Public Speaking Assessment Data Collection Form Section _____ Sem. ___ Year: _____

As you evaluate the student speeches, fill out this form for speech 2 & 4 only. After each speech, quickly rate the student, on a scale of 1-2-3-4-5 on the following aspects of their creativity and ability to argue critically. Scores for speech 2 go in the left box and scores for speech 4 go in the right half. (1 is the lowest and 5 is the highest.) Be candid and honest in your evaluations. The students shouldn't see this. Though your standards will differ from other teachers, we will be able to measure change. The data will be used to *assess our teaching of the campus learning objectives* 3 and 5. Some students may drop out by the end. We will discard their data. Turn the form into the course director after round 4 of speeches is complete.

Student's name (you can use initials if you want to maintain anonymity)	#3 Creative use of language		#3 Creativity in their overall approach to communicating the topic		#5 Student used appropriate evidence to support any claims		#5 Unbiased presentation of evidence		#5 Student cited sources of information		#5 Student's credibility was enhanced by the content	
	Speech 2	Speech 4	Speech 2	Speech 4	Speech 2	Speech 4	Speech 2	Speech 4	Speech 2	Speech 4	Speech 2	Speech 4
Marcus T Cicero	2	3	3	4	2	4	1	4	2	5	1	3

Assessment Rubric for Learning Objective 4

Directions: For each of the following criteria below, assess the work by circling a numeric score.

Educated persons should be able to relate computational skills to all fields so that they are able to think with numbers. At a minimum, students should be able to carry out basic arithmetical and algebraic functions; they should have a working concept of simple statistics; and they should be able to interpret and use data in various forms.

1. Interpret mathematical models such as formulas, graphs, tables, and schematics and draw inferences from them.

Emerging		***Developing***		***Mastering***	
1	2	3	4	5	6
Student lacks understanding of model development (chart, function, equation, inequality, etc) and the use of variables. Student lacks ability to interpret the final answer (chart, function, equation, inequality, etc) and frequently reaches incorrect conclusion.		Student can develop a mathematical model (chart, function, equation, inequality, etc) appropriate for the given data with correct use of variables. Student can interpret the final answer for given data with correct use of variables (chart, function, equation, inequality, etc.)		Student has conceptual understanding of the variables and their use in development of models (chart, function, equation, inequality, etc) appropriate for the given data. Student can consistently interpret the final answer (chart, function, equation, inequality, etc) and draw appropriate conclusions to reach the objective of the original problem.	
Comments:					

2. Represent mathematical information symbolically, visually, numerically, and verbally.

Emerging		***Developing***		***Mastering***	
1	2	3	4	5	6
Student lacks understanding of data given and lacks abilities to organize the relevant data. Student lacks an understanding of information presented and/or has no coherent formation of thought. Student has difficulty stating the solution in a symbolic, visual, numerical, or verbal setting using		Student can understand data given and organize the relevant data into diagrams appropriate to the setting. Student has rote understanding of the information given (chart, sketch, formula, etc) Student can state the solution in a symbolic, visual, numerical, or verbal setting using mathematical symbols.		Student understands data given and can organize it with consistent, correct, symbolic notation. Student understands the information given conceptually, can clearly express thoughts, and could explain to others. Student can clearly state the solution in a symbolic, visual, numerical, or verbal setting using mathematical symbols and has a clear	

mathematical symbols.		understanding of the setting and solution.
Comments:		

3. Use a variety of mathematical methods (algebraic, geometric and/or statistical methods) to solve problems.

Emerging		***Developing***		***Mastering***	
1	2	3	4	5	6
Student lacks ability to manipulate data symbolically, visually, numerically, and verbally appropriate to the setting. Student makes frequent errors. Student does not use variables appropriately. Student lacks understanding in carrying out the method to arrive at the correct solution. Student shows consistent misuse of signs and arithmetic operations. Solutions have significant errors. Student shows consistent misuse or nonuse of algebraic theorems, principles, or rules. Student cannot connect the solution to the initial question and cannot make a conclusion based upon the solution.		Student can manipulate accurately the data symbolically, visually, numerically, and verbally appropriate to the setting with minimal errors. Student can express the unknown mathematically and develop the equation, formula, graph, etc. Student can correctly use the equation/sketch/formula to arrive at the correct solution Student knows the correct manipulation of signs and arithmetic operations but lacks consistent use of them. Student can accurately use algebraic theorems, principles, or rules. Student can correctly answer the initial question and can accurately use the solution in a symbolic, visual, numerical, or verbal setting using mathematical symbols.		Student can manipulate the data accurately, consistently, and with conceptual understanding symbolically, visually, numerically, or verbally, appropriate to the setting. Student can develop a clear path to the solution that is verbal, numeric and/or symbolic. Student has clear, logical sequence of steps through to the solution. Student shows consistent and accurate manipulation of signs and arithmetic operations. Student shows consistent and accurate use of algebraic theorems, principles, or rules Student expresses clear understanding of relationship between solution and the original problem.	
Comments:					

Assessment Rubric for Learning Objective 5

Directions: For each of the following criteria below, assess the work by circling a numeric score.

Educated persons should have the ability to develop informed opinions, to comprehend, formulate, and critically evaluate ideas, and to identify problems and find solutions to those problems. Effective problem solving involves a variety of skills including research, analysis, interpretation, and creativity.

1. Comprehending, formulating, and critically evaluating problems or questions.

Emerging ***Developing*** ***Mastering***

1	2	3	4	5	6
Fails to identify, summarize, or explain the main problem, or question. Represents the issues inaccurately or inappropriately.		Identifies the main problem or question but does not summarize or explain clearly or sufficiently. Successfully identifies and summarizes the main problem or question, but does not explain why/how it is a problem or creates a question.		Clearly identifies the challenge and summarizes main problem or question and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.	
Comments:					

2. Finding solutions to those problems through research, analysis, interpretation and creativity.

Emerging ***Developing*** ***Mastering***

1	2	3	4	5	6
An inappropriate strategy is selected, or no strategy is selected. No strategy is applied, or a strategy is applied incorrectly. The result is not evaluated. The solution is not presented.		A strategy is selected, but may not be appropriate. The selected strategy is partially or incorrectly applied. The result is not evaluated The solution is not correct and/or is not clearly presented.		Selects an appropriate strategy to solve the problem. Correctly applies the selected strategy. Evaluates the result for correctness and plausibility. Clearly and fully presents a correct solution.	
Comments:					

Assessment Rubric for Learning Objective 6

Directions: For each of the following criteria below, assess the work by circling a numeric score.

Educated persons should develop the skills to understand, accept, and relate to people of different backgrounds and beliefs. In a pluralistic world one should not be provincial or ignorant of other cultures; one's life is experienced within the context of other races, religions, languages, nationalities, and value systems.

1. Identifies and analyzes commonalities and differences among cultures through a variety of disciplines

Emerging		***Developing***		***Mastering***	
Mastering					
1	2	3	4	5	6
Lack of identification of commonalities and differences among cultures. Failure to analyze crossroads and common ground with regard to virtues and values. Failure to separate the compelling from the trivial in analysis.		Partial identification of commonalities and differences among cultures. Attempts to analyze crossroads and common ground with regard to virtues and values. Begins to separate the compelling from the trivial in analysis.		Readily Identifies commonalities and differences among cultures. Effectively analyzes crossroads and common ground with regard to virtues and values. Demonstrates keen ability to separate the compelling from the trivial in analysis.	
Comments:					

2. Analyzes and places in context the contributions of diverse cultures to personal identity and local/global communities

Emerging		***Developing***		***Mastering***	
Mastering					
1	2	3	4	5	6
Failure to analyze and place in context the contributions of diverse cultures to personal identity and local/global communities. Inability to recognize connections between micro-cultural contributions and meta-cultural development. Inability to personalize, localize and globalize impact of contributions of diverse cultures.		Limited ability to analyze and place in context the contributions of diverse cultures to personal identity and local/global communities. Emerging ability to recognize connections between micro-cultural contributions and meta-cultural development. Attempts to personalize, localize and globalize impact of contributions of diverse cultures.		Demonstrates ability to analyze and place in context the contributions of diverse cultures to personal identity and local/global communities. Easily recognizes connections between micro-cultural contributions and meta-cultural development. Personalize, localizes and globalizes impact of contributions of diverse cultures.	
Comments:					

Assessment Rubric for Learning Objective 7

Directions: For each of the following criteria below, assess the work by circling a numeric score.

Educated persons should be expected to have some understanding of and experience in thinking about moral and ethical problems. A significant quality in educated persons is the ability to question and clarify personal and cultural values, and thus to be able to make discriminating moral and ethical choices.

1. Recognizes, comprehends, and critically evaluates competing or conflicting values and moral or ethical issues.

Emerging ***Developing*** ***Mastering***

1	2	3	4	5	6
Fails to recognize the relationship of values or moral/ethical issues to the main question or problem. Ignores the cultural context of the issue. Represents the issues inaccurately or inappropriately.		Recognizes the values or moral/ethical issues but does not summarize or explain clearly or sufficiently. May successfully identify and summarize the values or moral/ethical issues, but does not explain why/how the values or moral/ethical issues interact with the problem.		Clearly identifies and summarizes main problem or question and successfully explains why/how they are problems or questions; and identifies embedded or implicit issues, addressing their relationships to each other.	
Comments:					

2. **Reaches a clear understanding of personal and cultural values through research, analysis, interpretation and creativity.**

Emerging ***Developing*** ***Mastering***

1	2	3	4	5	6
An inappropriate strategy is selected, or no strategy is selected. No strategy is applied, or a strategy is applied incorrectly. The result is not evaluated. The solution is not presented.		A strategy is selected, but is not appropriate. The selected strategy is partially or incorrectly applied. The result is not evaluated. The solution is not correct and/or is not clearly presented.		Selects the most appropriate strategy to solve the problem. Correctly applies the selected strategy. Evaluates the result for correctness and plausibility. ·Clearly and fully presents a correct solution.	

Comments:		