

STUDENT
LEARNING
ASSESSMENT

OPTIONS *and* RESOURCES

Middle States Commission on Higher Education



Figure 7

Excerpt from a Simple Rating Scale

Employer's Final Performance Evaluation of Knowledge, Skills, and Attitudes (KSAs) of: _____

Dear Employer:

The College of Business Economics (CBE) understands the need for its graduates to be broadly trained and ready to perform immediately upon entering the job market, both as individuals and in teams. Therefore, its curriculum contains concrete, measurable, and attainable objectives throughout. As a result, each CBE graduate is expected to perform successfully in the following areas of Knowledge, Skills, and Attitudes.

Please rate your intern or employee's performance only on the areas that apply to his/her job.

The rating scale is: 5=Excellent; 4=Good; 3=Satisfactory; 2=Fair; 1=Poor; N/A=Not Applicable.

Excerpt:

COMMUNICATION: WRITTEN, SPOKEN, GRAPHIC, AND ELECTRONIC	5	4	3	2	1	n/a
1. Write articulate, persuasive, and influential business reports, proposals, and letters						
2. Make articulate, persuasive, and influential individual and team presentations						
3. Develop graphic, spreadsheet, and financial analysis support for position taken						
4. Display presentation skills						
5. Generate appropriate visual aids						
6. Use correct written structure, spelling, grammar, and organization						
7. Articulate another's viewpoint through verbal and non-verbal cue interpretation						
8. Resolve interpersonal and team conflicts						
9. Negotiate effectively						
THINKING: CRITICAL, CREATIVE, AND INTEGRATED	5	4	3	2	1	n/a
10. Use problem-solving techniques						
11. Use adaptable, flexible thinking						
12. Use critical thinking to produce comprehensive, supported, integrated conclusions						
13. Use creative thinking methods to produce ideas						
14. Distinguish fact from opinion, and critical from non-critical information						
15. Develop several workable solutions to a problem						
16. Show common sense						
17. Demonstrate continuous learning (learning to learn)						

Source: College of Business and Economics, Towson University, November 2001. Adapted with permission.

Some of the other characteristics that could be evaluated in the manner shown in Figure 7 include:

- | | |
|--|--|
| <input type="checkbox"/> Technology | <input type="checkbox"/> Diversity - International and Demographic |
| <input type="checkbox"/> Ethics and Values | <input type="checkbox"/> Practical Excellence |
| <input type="checkbox"/> Business Disciplinary Content | <input type="checkbox"/> Job Experience and Career Development |
| <input type="checkbox"/> Leadership, Entrepreneurship, | |

Figure 8

Example of a Detailed Rating Scale

This scale is adapted from one used to evaluate a “book journal and review” for a cognitive psychology class. For the assignment, students were expected to read one full-length book, chosen from a list provided by the instructor and related to the content of the course but not included on the required course reading list. The purpose of the assignment was to provide a basis for making connections between the course content, other professional or popular work in the field, and students’ daily exposure to topics or situations related to cognitive psychology in their personal lives and in their other courses. A further purpose of the assignment was to enable students to develop skills in describing research in cognitive psychology to the lay public. The assignment involved reading the chosen book during the course of the semester and keeping a journal of reflections related to the purpose of the assignment. Students also were expected to write a professional style book review (of the type that might appear in the *New York Times* Review of Books). The rubric is abbreviated for inclusion here.

	Unacceptable	Fair	Proficient	Exemplary
Book Journal				
Use of grammar and style to communicate ideas effectively	Grammar and style that interfere with a reader’s ability to understand the ideas presented	Grammar and style adequate for the reader to grasp the main concepts presented	Grammar and style allow the reader to understand easily the concepts presented	Grammar and style enhance the reader’s ability to understand the concepts presented, including nuances of thought; May provide a pleasurable reading experience
Engagement with the author’s ideas	Author’s ideas are simply repeated, indicating that engagement was at or below a surface level	Occasional discussion of the author’s ideas, suggesting ability to engage	Frequent discussion and analysis of the author’s ideas, including expression of well-supported opinions about those ideas, suggesting almost constant engagement	Rich, mature grasp of the author’s ideas, coupled with analysis and synthesis with own ideas and ideas of other writers and scholars, suggesting constant and sophisticated engagement
Connections between the course and the book	Very few connections with course material	Sporadic but meaningful connections with course material	Regular and meaningful connections to course material	Continual connections to course material and sophisticated discussion of those connections
Connections between other experiences and the book	Very few connections with other experiences	Sporadic but meaningful connections with other experiences	Regular and meaningful connections with other experiences	Continual connections to other experiences and sophisticated discussion of those connections

Figure 9

Example of a Holistic Scoring Guide (For Critical Thinking)

by Facione and Facione

[Ed. Note: The criteria below are shown from the highest score to the lowest.]

4 Consistently does all or almost all of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies the salient arguments (reasons and claims) pro and con
- Thoughtfully analyzes and evaluates major alternative points of view
- Draws warranted, judicious, non-fallacious conclusions
- Justifies key results and procedures, explains assumptions
- Fair-mindedly follows where evidence and reasons lead

3 Does most or many of the following:

- Accurately interprets evidence, statements, graphics, questions, etc.
- Identifies relevant arguments (reasons and claims) pro and con
- Offers analyses and evaluations of obvious alternative points of view
- Draws warranted, non-fallacious conclusions
- Justifies some results or procedures, explains reasons
- Fair-mindedly follows where evidence and reasons lead

2 Does most or many of the following:

- Misinterprets evidence, statements, graphics, questions, etc.
- Fails to identify strong, relevant counter-arguments
- Ignores or superficially evaluates obvious alternative points of view
- Draws unwarranted or fallacious conclusions
- Justifies few results or procedures, seldom explains reasons
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions

1 Consistently does all or almost all of the following:

- Offers biased interpretations of evidence, statements, graphics, questions, information, or the points of view of others
- Fails to identify or hastily dismisses strong, relevant counter-arguments
- Ignores or superficially evaluates obvious alternative points of view
- Argues using fallacious or irrelevant reasons, and unwarranted claims
- Does not justify results or procedures, nor explain reasons
- Regardless of the evidence or reasons, maintains or defends views based on self-interest or preconceptions
- Exhibits close-mindedness or hostility to reason

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For further information, contact the authors at Insight Assessment (info@insightassessment.com; Phone: 650-692-5628) or visit the website at <http://calpress.com/rubric.html> for a reproducible version and instructions.