General Education
Assessment Plan

Tidewater Community College

(Effective Spring 2019)

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Competencies

Each course offering at Tidewater Community College (TCC) develops students in one or more of the following competencies: Critical Thinking, Written Communication, Quantitative Literacy, Civic Engagement, Professional Readiness, and Scientific Literacy. Faculty identify the competencies students develop for each course on the Official Course Outlines. All faculty members must incorporate course activities and assignments to facilitate student development for the applicable competency's learning outcomes identified on the TCC-adapted Association of American Colleges and Universities (AAC&U) VALUE Rubrics (Appendix A).

Learning Outcomes

The college defines competency-learning outcomes across a four-point scale as described on the TCC-adapted AAC&U VALUE Rubrics.

Assessment Strategies

TCC measures student learning by assessing student work products (SWPs) completed in general education courses, which support the applicable competencies, as identified on Official Course Outlines using TCC-adapted AAC&U Value Rubrics.

In addition to assessing student learning in general education courses, TCC assesses assignment design in non-general education courses. This assessment determines the extent to which assignments prompt students to demonstrate the learning outcomes for the applicable competencies.

Assessment Methods

Student Learning

Sample

Office of Institutional Effectiveness (OIE) identifies the random, stratified sample of students from TCC's general education courses, which support the competency under study, as indicated on Official Course Outlines. The sample includes courses offered in a variety of formats (traditional, hybrid, online) and with a significant number of enrollees with 45 or more credits at TCC. The sample is representative of students from both degree types, career/technical and transfer. Sample size is 282 with the goal of collecting and assessing 200 student work products.

Methods

Faculty of selected students submit to Academic Affairs the assignments their students will complete for the assessment of student learning via the Authentic Assignment Tool form (AAT) (Appendix B). They also provide their expectations of student performance for each

learning outcome of the competency. Academic Affairs staff provide feedback to faculty on the choice of assignments.

Faculty forward ungraded copies of the chosen assignments completed by selected students. Academic Affairs staff remove all student, course, and faculty identifiers before assessment to protect anonymity.

Two assessors assign scores for each student work product (SWP) by dimension as follows: 4 (exemplary), 3, (proficient), 2 (developing), 1 (emerging), 0 (not demonstrated), and NA[1] (not demonstrated and not applicable to/required by assignment). When the score differential between the two assessors is one or less, the two scores are averaged resulting in the student's final score for the dimension. If scores differ by more than one on any dimension, a third assessor scores the SWP. The third scores are included in the average for the dimension score[2]. A third assessor also scores the SWP when one of the first two assessors submits a numerical score and the other submits an NA score. If the third assessor submits a numerical score, the two numerical scores are averaged for the student's final dimension score. If the third assessor submits an NA score, the student's final dimension score is NA.

OIE analyzes scores for each competency to arrive at an overall mean score (overall score), for possible rating on a scale from 0 to 4 or NA on each dimension and independent mean scores for comparisons among groups such as degree type and underrepresented populations in the Virginia Plan's Measures and Targets (non-white; Pell grant recipient; and/or age 25 or older).

Assignment Design

Sample

OIE identifies the random, stratified sample of 10 non-general education courses which support the competency under study as indicated on Official Course Outlines and are offered in a variety of course formats (traditional, hybrid, online).

Methods

Faculty from selected courses submit completed AAT forms and assignment instructions. Academic Affairs staff provide feedback on the choice of assignments to faculty and remove all course and faculty identifiers before assessment to protect anonymity.

Two assessors assign scores for each assignment by learning outcome. Scores include "Supports Dimension" for assignments that require students to demonstrate the learning outcome and "Does Not Support Dimension" for assignments that do not require students to demonstrate the learning outcome. A third assessor scores the assignment when the first two scores are different for any learning outcome dimension of the rubric. Final scores are the scores agreed upon by two assessors.

[1] NA scores identify the lack of support for learning outcomes in assignment design; NA scores do not provide a measure of student learning.
[2] When a third assessor is needed for any dimension, the third assessor's scores are included in the computations for average scores on all dimensions.

Competency Rotation

Competencies are assessed once in a three-year cycle.

Competency	19-20	20-21	21-22	22-23	23-24	24-25
Written Communication	SPRING			SPRING		
Quantitative Literacy		SPRING			SPRING	
Critical Thinking		FALL			FALL	
Scientific Literacy	FALL			FALL		
Professional Readiness			SPRING			SPRING
Civic Engagement			FALL			FALL

Communication and Use of Findings

The Office of Institutional Effectiveness collates assessment data for the general education assessment report, which is in the TCC Curriculum portal (i-INCURR) at:
https://apollo.tcc.edu/pls/apex/f?p=122:38:10515623906943::NO

Academic Affairs provides discipline-specific reports to the Pathway Deans for distribution to faculty the semester following assessment. Faculty review and discuss assessment results to assess student learning and identify areas for improvement. Academic Affairs collects and reviews faculty recommendations and provides input to faculty and Pathway Deans.

Appendix A: TCC-Adapted VALUE Rubrics

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CIVIC ENGAGEMENT RUBRIC

DEFINITION

Civic Engagement is the ability to contribute to the civic life and well-being of local, national, and global communities as both a social responsibility and a life-long learning process. Degree graduates will demonstrate the knowledge and civic values necessary to become informed and contributing participants in a democratic society.

FRAMING LANGUAGE

This rubric is designed to evaluate the students' knowledge of and ability to engage in civic life.

GLOSSARY

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Knowledge**: Includes facts, information, and skills acquired by a person through experience or education; the theoretical or practical understanding of a subject. (TCC Faculty)
- **Civic Values**: Principles and standards for, and informed judgments about, the well-being of social groups and political communities. (TCC Faculty)
- **Evaluates**: To judge or calculate the quality, importance, amount, or value of something, (Cambridge English Dictionary)
- **Analyze**: To break down a concept into its parts and using those parts to support inferences. (TCC Faculty)
- **Relate**: To make or showing a connection between. (TCC Faculty)
- **Describe**: To give an account in words of (someone or something), including all the relevant characteristics, qualities, or events.(TCC Faculty)

CIVIC ENGAGEMENT VALUE RUBRIC

for more information contact value@aacu.org

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Civic Knowledge	Evaluates the impact of knowledge (facts, theories, etc.) in one's own academic study/field/discipline to civic life.	Analyzes relevant connections between knowledge (facts, theories, etc.) of one's own academic study/field/discipline and civic life.	Relates knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic life.	Begins to describe a connection of knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic life but does not demonstrate a clear understanding of the connection.
Civic Values * (included but not limited to freedom, integrity, accountability, perseverance, justice, equality, tolerance, etc.)	Evaluates the impact of civic values *	Analyzes relevant connections between civic values *	Relates civic values *	Begins to describe a connection of civic values *

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CRITICAL THINKING RUBRIC

DEFINITION

Critical thinking is the ability to use information, ideas and arguments from relevant perspectives to make sense of complex issues and solve problems. Degree graduates will create, evaluate, interpret, and combine information to reach well-reasoned conclusions or solutions.

FRAMING LANGUAGE

This rubric is designed to be transdisciplinary, reflecting the recognition that success in all disciplines requires habits of inquiry and analysis that share common attributes. Critical thinkers from all disciplines increasingly need to be able to apply those habits in various and changing situations encountered in all walks of life.

GLOSSARY

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Context:** Conditions in which something exists or occurs (Merriam-Webster); the circumstances that form the setting for an event, statement, idea and in terms of which it can be fully understood and assessed (Dictionary.com).
- **Degree of Credibility:** Acknowledgement that some sources are more accurate than others. Endure scrutiny through authority in the field (TCC Faculty).
- **Probative Value:** Sufficient and relative facts or data to prove/support the issue, establish the existence of other facts, and weighed against alternative points of view. Evaluates the strengths and relevance of arguments on a particular question or issue within a given Stanford Encyclopedia of Philosophy).
- **Rationale:** An explanation of controlling principles, opinion, belief, practice or phenomena; an underlying reason (Merriam-Webster).
- **Reasoning:** The process of thinking about something in a logical way to form a conclusion or judgement (Merriam-Webster).

*Note to assessor: Source(s) are determined by the assignment. Student may not be required to do research. Not all sources may be academic and/or popular sources may be appropriate. See assignment instructions.

CRITICAL THINKING VALUE RUBRIC

for more information contact value@aacu.org

Evaluators should assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Topic/issue identification	Topic/issue to be considered is clearly stated and the relevance of context is acknowledged and comprehensively explained. The descriptions are extensive, delivering all relevant information for full understanding.	Topic/issue to be considered is stated and the relevance of context is acknowledged and explained. The descriptions are clear, unambiguous and/or well defined terms, minor omissions.	Topic/issue to be considered is stated and the relevance of context is acknowledged. The descriptions are unclear, ambiguous and/or undefined terms, serious omissions.	Topic/issue to be considered is stated without any clarification, relevance of context, or descriptions.
Information use	Information is derived from source(s) to support the topic/issue completely, is accurately quoted and/or correctly paraphrased and conveys intended meaning.	Sufficient information is derived from source(s) to support the topic/issue, is accurately quoted and/or correctly paraphrased and conveys intended meaning.	Some information is derived from source(s) to support the topic/issue, is accurately quoted and/or correctly paraphrased and mostly conveys intended meaning.	Little to no information is derived from source(s) to support the topic/issue, is not accurately quoted and/or correctly paraphrased and/or does not convey intended meaning
Conclusion(s)	Conclusion(s) is well developed, strongly supported, based upon the probative value of evidence/ information, and reflects student's informed evaluation.	Conclusion(s) is well developed and supported, but value of evidence is not weighed to differentiate degrees of credibility when informing student's evaluation.	Conclusion(s) is based upon partial support or with weak evidence, data may be incorrectly interpreted, or does not support all claims, data reflects some informed evaluation but mostly superficial.	Conclusion(s) is based upon little to no support, evidence/information seems unconnected, and reflects little to no informed evaluation beyond restating topic/issue.
Rationale	Rationale demonstrates a well-reasoned justification for the conclusion(s), connecting it to the topic/issue being considered. The reasoning is coherent, comprehensively explained and consistent.	Rationale demonstrates a reasoned justification for the conclusion(s). The reasoning is coherent, explained clearly, and consistent.	Rationale demonstrates some coherency and consistency to justify the conclusion(s) but is not explained clearly or is disconnected from identified topic/issue being considered.	Rationale is incoherent and inconsistent. Conclusion(s) are not justified.

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QUANTITATIVE LITERACY RUBRIC

DEFINITION

Quantitative Literacy (QL) is the ability to perform accurate calculations, interpret quantitative information, apply and analyze relevant numerical data, and use results to support conclusions.

Degree graduates will calculate, interpret and use numerical and quantitative information in a variety of settings.

FRAMING LANGUAGE

This rubric has been designed for the evaluation of work that addresses quantitative reasoning in a substantive way. QL is not just computation, not just the citing of someone else's data. QL is a habit of mind, a way of thinking about the world that relies on data and on the mathematical analysis of data to make connections and draw conclusions. Teaching QL requires us to design assignments that address authentic, data-based problems. Such assignments may call for the traditional written paper, but we can imagine other alternatives: a video of a PowerPoint presentation, perhaps, or a well-designed series of web pages. In any case, a successful demonstration of QL will place the mathematical work in the context of a full and robust discussion of the underlying issues addressed by the assignment.

GLOSSARY

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Interpretation:** Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, and words).
- **Representation:** Ability to convert relevant information into various mathematical forms (e.g., equations, graphs, diagrams, tables, words).
- **Application/Analysis:** Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis.
- **Assumptions:** Ability to make and evaluate important assumptions in estimation, modeling, and data analysis.
- **Communication:** Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and contextualized)

QUANTITATIVE LITERACY VALUE RUBRIC

for more information contact value@aacu.org

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Interpretation	Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. *For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events.*	Provides accurate explanations of information presented in mathematical forms. *For instance, accurately explains the trend data shown in a graph.*	Provides somewhat accurate explanations of information presented in mathematical forms, but occasionally makes minor errors related to computations or units. *For instance, accurately explains trend data shown in a graph, but may miscalculate the slope of the trend line.*	Attempts to explain information presented in mathematical forms, but draws incorrect conclusions about what the information means. *For example, attempts to explain the trend data shown in a graph, but will frequently misinterpret the nature of that trend, perhaps by confusing positive and negative trends.*
Representation	Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding.	Competently converts relevant information into an appropriate and desired mathematical portrayal.	Completes conversion of information but resulting mathematical portrayal is only partially appropriate or accurate.	Completes conversion of information but resulting mathematical portrayal is inappropriate or inaccurate.
Calculation	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.)	Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.	Calculations attempted are either unsuccessful or represent only a portion of the calculations required to comprehensively solve the problem.	Calculations are attempted but are both unsuccessful and are not comprehensive.
Application / Analysis	Uses the quantitative analysis of data as the basis for deep and thoughtful and logical judgments, drawing insightful, carefully qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for logical judgments, drawing reasonable and appropriately qualified conclusions from this work.	Uses the quantitative analysis of data as the basis for workmanlike (without inspiration or nuance, ordinary) judgments, drawing plausible conclusions from this work.	Uses the quantitative analysis of data as the basis for tentative, basic judgments, although hesitant or uncertain about drawing conclusions from this work.
Assumptions	Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.	Explicitly describes assumptions and provides compelling rationale for why assumptions are appropriate.	Explicitly describes assumptions.	Attempts to describe assumptions.
Communication	Uses quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.	Uses quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explication may be uneven.	Uses quantitative information, but does not effectively connect it to the argument or purpose of the work.	Presents an argument for which quantitative evidence is pertinent, but does not provide adequate explicit numerical support. (May use quasi-quantitative words such as "many," "few," "increasing," "small," and the like in place of actual quantities.)

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SCIENTIFIC LITERACY RUBRIC

DEFINITION

Scientific Literacy is the ability to apply the scientific method and related concepts and principles to make informed decisions and engage with issues related to the natural, physical, and social world. Degree graduates will recognize and know how to use the scientific method, and to evaluate empirical information.

FRAMING LANGUAGE

This rubric has been designed for the evaluation of work that addresses scientific literacy in a substantive way. A person who is competent in scientific literacy will demonstrate the ability to: explain phenomenon using scientific principles; demonstrate proper usage of credible and relevant scholarly resources in support of inquiry; identify or apply methods of inquiry that lead to scientific knowledge; organize and interpret quantitative or qualitative evidence; and draw conclusions based on evidence.

GLOSSARY

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Analyze:** To break down a concept into its parts and using those parts to support inferences. (TCC faculty)
- **Evidence:** Can include written, oral, experimental, or graphical data. (TCC faculty)
- **Integrate:** To incorporating multiple concepts together for broader explanation. (TCC faculty)
- **Methodology:** Is methods of inquiry which may be unique to each discipline and includes tools, techniques, and strategies. (TCC faculty)
- **Phenomenon:** Are facts or situations that are observed to exist or happen, especially one whose cause or explanation is in question. (Oxford dictionaries)
- **Scientific Principles:** Include discipline specific knowledge and are based on empirical (observable) evidence which may be unique to each discipline. (TCC faculty)
- **Scholarly Sources:** Are recognized as accurate and authoritative within the discipline. (TCC faculty)

SCIENTIFIC REASONING VALUE RUBRIC

for more information contact value@aacu.org

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone	Milestones		Benchmark
	4	3	2	1
Explain phenomenon using scientific principles	Student applies relevant scientific principles and makes connections to wider applications.	Student applies relevant scientific principles and makes connections to other related applications.	Student applies relevant scientific principles to a specific application.	Student applies irrelevant or incorrect scientific principles.
Demonstrate proper usage of credible and relevant scholarly sources in support of inquiry	Integrates an in-depth scope of information from credible and relevant scholarly sources which may include various approaches.	Analyze information from credible and relevant scholarly sources, which may include various approaches.	Presents information from credible and relevant scholarly sources representing limited points of view/approaches.	Presents information from non-credible or irrelevant sources, or misinterprets information from relevant sources.
Identify or apply methods of inquiry that lead to scientific knowledge	All elements of the methodology are appropriately developed.	Fundamental elements of the methodology are appropriately developed; however, some elements are ignored or unaccounted for.	Fundamental elements of the methodology are missing, incorrectly developed or unfocused.	Inquiry demonstrates a misunderstanding of the methodology.
Organize and interpret quantitative or qualitative evidence	Organizes and interprets evidence to clearly identify all fundamental relationships (such as differences, similarities, patterns, or trends).	Organizes and interprets evidence to reveal fundamental relationships, however, some relationships are ignored or unaccounted for.	Organizes and interprets evidence, but is not effective in revealing fundamental relationships.	Poorly organizes or incorrectly interprets evidence.
Draw conclusions based on evidence	States an evidence-based conclusion that addresses relationships, limitations, or implications.	States a conclusion that arises specifically from and responds to the inquiry findings.	States a conclusion that, because it is so general, also applies beyond the scope of the inquiry findings.	States an ambiguous, illogical, or unsupportable conclusion.

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WRITTEN COMMUNICATION RUBRIC

DEFINITION

Written Communication is the ability to develop, convey, and exchange ideas in writing, as appropriate to a given context and audience. Degree graduates will express themselves effectively in a variety of written forms.

FRAMING LANGUAGE

This rubric focuses assessment on how specific written work samples or collections of work respond to specific contexts. The central question guiding the rubric is "How well does writing respond to the needs of audience(s) for the work?" In focusing on this question the rubric does not attend to other aspects of writing that are equally important: issues of writing process, writing strategies, writers' fluency with different modes of textual production or publication, or writer's growing engagement with writing and disciplinarity through the process of writing.

Evaluators using this rubric must have information about the assignments or purposes for writing guiding writers' work. Also recommended is including reflective work samples of collections of work that address such questions as: What decisions did the writer make about audience, purpose, and genre as s/he compiled the work in the portfolio? How are those choices evident in the writing -- in the content, organization and structure, reasoning, evidence, mechanical and surface conventions, and citational systems used in the writing? This will enable evaluators to have a clear sense of how writers understand the assignments and take it into consideration as they evaluate.

The first section of this rubric addresses the context and purpose for writing. A work sample or collections of work can convey the context and purpose for the writing tasks it showcases by including the writing assignments associated with work samples. But writers may also convey the context and purpose for their writing within the texts. It is important for faculty and institutions to include directions for students about how they should represent their writing contexts and purposes.

GLOSSARY

The definitions that follow were developed to clarify terms and concepts used in this rubric only.

- **Content Development:** The ways in which the text explores and represents its topic in relation to its audience and purpose.

- **Context of and purpose for writing:** The context of writing is the situation surrounding a text: who is reading it? who is writing it? Under what circumstances will the text be shared or circulated? What social or political factors might affect how the text is composed or interpreted? The purpose for writing is the writer's intended effect on an audience. Writers might want to persuade or inform; they might want to report or summarize information; they might want to work through complexity or confusion; they might want to argue with other writers, or connect with other writers; they might want to convey urgency or amuse; they might write for themselves or for an assignment or to remember.

- **Disciplinary conventions**: Formal and informal rules that constitute what is seen generally as appropriate within different academic fields, e.g. introductory strategies, use of passive voice or first person point of view, expectations for thesis or hypothesis, expectations for kinds of evidence and support that are appropriate to the task at hand, use of primary and secondary sources to provide evidence and support arguments and to document critical perspectives on the topic. Writers will incorporate sources according to disciplinary and genre conventions, according to the writer's purpose for the text. Through increasingly sophisticated use of sources, writers develop an ability to differentiate between their own ideas and the ideas of others, credit and build upon work already accomplished in the field or issue they are addressing, and provide meaningful examples to readers.

- **Evidence:** Source material that is used to extend, in purposeful ways, writers' ideas in a text.

- **Genre conventions:** Formal and informal rules for particular kinds of texts and/or media that guide formatting, organization, and stylistic choices, e.g. lab reports, academic papers, poetry, webpages, or personal essays.

- **Sources:** Texts (written, oral, behavioral, visual, or other) that writers draw on as they work for a variety of purposes -- to extend, argue with, develop, define, or shape their ideas, for example.

WRITTEN COMMUNICATION VALUE RUBRIC

for more information contact value@aacu.org

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

	Capstone 4	Milestones 3	Milestones 2	Benchmark 1
Context of and Purpose for Writing *Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).*	Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.	Demonstrates adequate consideration of context, audience, and purpose and a clear focus on the assigned task(s) (e.g., the task aligns with audience, purpose, and context).	Demonstrates awareness of context, audience, purpose, and to the assigned tasks(s) (e.g., begins to show awareness of audience's perceptions and assumptions).	Demonstrates minimal attention to context, audience, purpose, and to the assigned tasks(s) (e.g., expectation of instructor or self as audience).
Content Development	Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
Genre and Disciplinary Conventions *Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).*	Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices.	Demonstrates consistent use of important conventions particular to a specific discipline and/or writing task(s), including organization, content, presentation, and stylistic choices.	Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation.	Attempts to use a consistent system for basic organization and presentation.
Sources and Evidence	Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing.	Demonstrates consistent use of credible, relevant sources to support ideas that are situated within the discipline and genre of the writing.	Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing.	Demonstrates an attempt to use sources to support ideas in the writing.
Control of Syntax and Mechanics	Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.	Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors. information.	Uses language that generally conveys meaning to readers with clarity, although writing may include some errors.	Uses language that sometimes impedes meaning because of errors in usage.

Appendix B: Authentic Assignment Tool Form

NAME:	COURSE:	DATE:

General Education Assessment: Authentic Assignment Tool

Competency:

Competency-specific AAT forms are being created and are more user-friendly. To determine if a competency-specific ATT form is available for the applicable competency, visit the college website at www.tcc.edu, search, keyword: GEARS.

The General Education Assessment (GEA) Authentic Assignment Tool (AAT) is designed to help you evaluate how comprehensively an authentic assignment requires students to demonstrate the learning outcomes dimensions of a general education rubric.

Authentic Assignments require students to apply standard-driven knowledge and skills to real-world challenges by demonstrating understanding through active use of the material. For example, Authentic Assignments may direct students to construct, perform, analyze, synthesize and/or apply concepts and/or skills.

Traditional Assignments require student to recall or recognize through multiple choice, True/False, matching, or fill in the blank.

***Traditional assignments are not appropriate for the GEA.**

STEP 1 **Read the general education rubric for the selected competency.**

STEP 2 **Identify an authentic assignment required in your course which directs students to provide detailed/substantial demonstrations of all the learning outcome dimensions identified in the selected general education rubric.**

If you do not require an assignment which prompts students to demonstrate all dimensions of the selected rubric, you may adapt an existing assignment to do so, or you may identify multiple assignments which in combination comprehensively support the rubric. If submitting multiple assignments, complete a separate AAT form for each assignment.

Title of Assignment:

Due Date for Students:

STEP 3 **Complete the Assignment Support and Expected Score sections of the AAT (pages 2-7.)**

STEP 4 **In a brief narrative, summarize how your course supports the selected competency (page 8.)**

Row 1 of selected rubric	
Assignment Support: Identify and document how your assignment prompts students to demonstrate the learning outcome dimension in the first row of the selected rubric.	**Expected Score: On average, what level of performance do you expect your students to demonstrate on this dimension?** ◯ 4 (Exemplary) ◯ 3 (Proficient) ◯ 2 (Developing) ◯ 1 (Emerging) ◯ NA (Assignment does not require dimension) **If NA, how could the assignment be adapted to require this dimension?**

AAT 2

Row 2 of selected rubric	
	Assignment Support: Identify and document how your assignment prompts students to demonstrate the learning outcome dimension in the second row of the selected rubric.
	Expected Score: On average, what level of performance do you expect your students to demonstrate on this dimension? ◯ 4 (Exemplary) ◯ 3 (Proficient) ◯ 2 (Developing) ◯ 1 (Emerging) ◯ NA (Assignment does not require dimension) **If NA, how could the assignment be adapted to require this dimension?**

AAT 3

Row 3 of selected rubric
Assignment Support: Identify and document how your assignment prompts students to demonstrate the learning outcome dimension in the third row of the selected rubric.
Expected Score: On average, what level of performance do you expect your students to demonstrate on this dimension? ◯ 4 (Exemplary) ◯ 3 (Proficient) ◯ 2 (Developing) ◯ 1 (Emerging) ◯ NA (Assignment does not require dimension) **If NA, how could the assignment be adapted to require this dimension?**

AAT 4

Row 4 of selected rubric	
Assignment Support: Identify and document how your assignment prompts students to demonstrate the learning outcome dimension in the fourth row of the selected rubric.	**Expected Score: On average, what level of performance do you expect your students to demonstrate on this dimension?** ◯ 4 (Exemplary) ◯ 3 (Proficient) ◯ 2 (Developing) ◯ 1 (Emerging) ◯ NA (Assignment does not require dimension) **If NA, how could the assignment be adapted to require this dimension?**

AAT 5

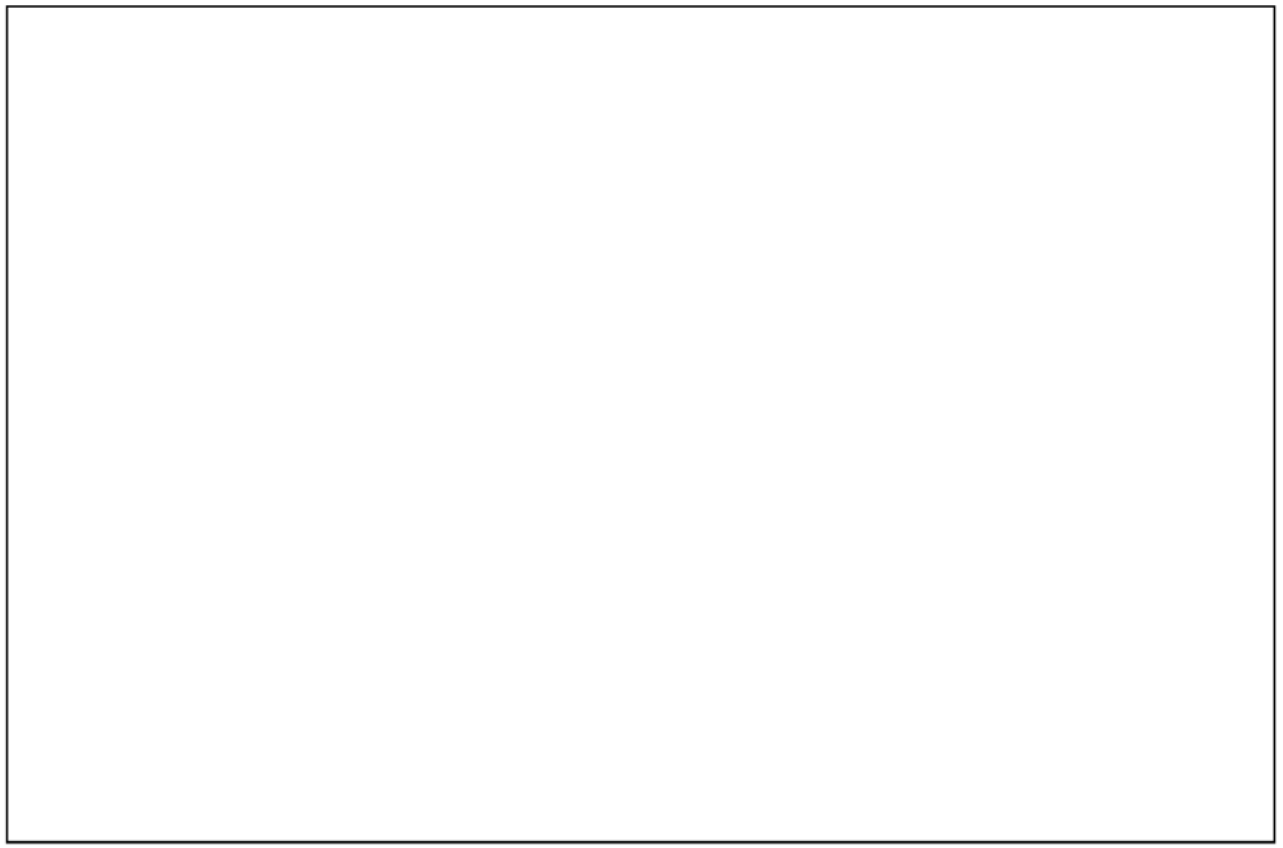
Row 5 of selected rubric	
Assignment Support: Identify and document how your assignment prompts students to demonstrate the learning outcome dimension in the fifth row of the selected rubric.	**Expected Score: On average, what level of performance do you expect your students to demonstrate on this dimension?** ◯ 4 (Exemplary) ◯ 3 (Proficient) ◯ 2 (Developing) ◯ 1 (Emerging) ◯ NA (Assignment does not require dimension) **If NA, how could the assignment be adapted to require this dimension?**

AAT 6

Row 6 of selected rubric	
	Assignment Support: Identify and document how your assignment prompts students to demonstrate the learning outcome dimension in the sixth row[1] of the selected rubric.
	Expected Score: On average, what level of performance do you expect your students to demonstrate on this dimension? ◯ 4 (Exemplary) ◯ 3 (Proficient) ◯ 2 (Developing) ◯ 1 (Emerging) ◯ NA (Assignment does not require dimension) **If NA, how could the assignment be adapted to require this dimension?**

[1] Some general education rubrics do not have a sixth dimension.

Instructor's Narrative - In a brief narrative, summarize how your course supports the selected competency:



Instructor Narrative 8