

# CORE ABILITY ASSESSMENT



## Assessment at Schoolcraft College

Schoolcraft College supports a performance-based learning (PBL) model of curriculum development. This model helps faculty shift the focus away from “what do I teach?” toward “**what will the students be able to do?**” and aligns assessment, teaching, and learning with the intended outcomes.

## Assessment Process

Assessment is a part of a continuous quality improvement process:

- Analysis of the current curriculum in order to **Prepare and Plan** for the assessment;
- **Collection** of the assessment items [or artifacts];
- **Review and Analysis** of the artifacts;
- Development of **Recommendations and Reports**;
- **Implementation of Changes** that lead to continuous quality improvements.

## Common Terms

**Core Abilities** – broad outcomes or skills. These skills are important in every area of learning and have been indicated as essential by employers and other stakeholders. Schoolcraft College requires candidates for all associate degrees to demonstrate Core Ability competency.

**Core Ability Indicators** – components or characteristics of a Core Ability. The Core Ability indicators serve as a guide in assessing whether a student’s performance demonstrates the overall Core Ability.

**Artifact** – a product developed by a student as a result of an assignment given in a course which demonstrates the student’s performance of the expected outcomes.

**Competency** – describes what learners are able to perform at the end of their learning experience (employ verbs at the application level or higher on Bloom’s Taxonomy\*).

### Identifying your Artifact (Student Assignment)

#### 1. Check your Common Syllabus

- Which **Core Ability is assessed** in your course? *Check your Common Syllabus.*
- Is an artifact or type of artifact or assignment reflected in the **Grading Rationale**? *Check your Common Syllabus.*

#### 2. What assignment(s) have you identified that will create a student artifact for this assessment?

- Is your artifact **measurable**?
  - Authentic (reflects a performance that is indicative of the discipline) and rigorous (supports high standards of learning).
  - Assignment and subsequent artifact is in alignment with the competency as it is written (verb, intent, etc.) and is clearly defined.
  - The artifact will be able to be a stand-alone assessment piece.
  - Supportive documents are readily available such that someone outside of the discipline will be able to evaluate the identified criteria.
  - Artifacts may be evaluated within 10-15 minutes per artifact per outcome.
- Does your artifact **align with the Indicators** for the identified Core Ability? *Check the appropriate CA rubric at <http://www.schoolcraft.edu/oca>.*
- What parts of the artifact reflect the core ability indicators (EX: “Look at problems 10, 17, and 20” or “look at the entire artifact,” etc.)? *This information is helpful on your artifact coversheet.*

*Students learn through the continuous assessment of their abilities. Their performance is measured and then new learning opportunities are planned.*

### Thinking About Learning and Developing Learning Plans

**What** are you trying to have the students learn?

*Competencies, Core Abilities, Program Outcomes, External Standards*

Generally, **how** will you know they have learned it?

*Performance Assessment Strategies*

**Where** are the students starting? *Student Readiness*

What do students **need to know**? *Skills, Knowledge, Attitudes as reflected in Competencies and Core Abilities*

What **steps** do they have to take to develop their understanding? *Learning Objectives*

**How** are you going to achieve each of the steps? *Learning Plans*

What **learning strategies** might engage the student and carry the message?

How will you **introduce** the learning?

How will students **practice** and **achieve** the intended learning?

How does the assessment of their performance

**demonstrate their learning**? *Performance Assessment Tasks and Artifacts using a Rubric or Scoring Guide*

### \*USING BLOOM'S TAXONOMY TO WRITE OUTCOMES

Bloom's Taxonomy consists of three learning domains: cognitive, psychomotor, and affective. Once a domain goal is determined, the level of verb selected in writing the goals and objectives will indicate the level of the students' measureable (assessable) performance. Course Competencies are written at the application (or performance) level or higher. If you'd like to learn how better to incorporate the verbs of **Bloom's Taxonomy** into your **learning plans**, go to: [http://www.schoolcraft.edu/pdfs/oca/blooms\\_taxonomy\\_verb\\_list.pdf](http://www.schoolcraft.edu/pdfs/oca/blooms_taxonomy_verb_list.pdf)

### Winter 2018 & Fall 2020

#### Demonstrate Creative and Critical Thinking

*The artifact demonstrates that the Learner...*

- Analyzes and interprets problem(s) or issue.
- Generates a creative idea or solution.
- Evaluates multiple approaches to achieve goal of the assignment.

#### Use Mathematics

*The artifact demonstrates that the Learner...*

- Recognizes situations that require mathematical solutions
- Employs the appropriate concepts.
- Accurately reads and interprets graphical information.
- Interprets numerical data and draws meaningful conclusions.
- Uses mathematical symbols, concepts, or formulas appropriately to solve problems.

### Fall 2018 & Winter 2021

#### Manage Information

*The artifact demonstrates that the Learner...*

- Acquire information: The information or data is acquired by the student from reliable and varied source(s) to support the subject and purpose.
- Record information: The information or data is recorded accurately based on the artifact provided.
- Organize information: The information or data has a meaningful order, is accessible, and has a design that supports a purpose.
- Evaluate information: The information or data is timely, relevant, credible, integrated, prioritized, analyzed and/or synthesized for specific reasons.
- Comply with regulations or requirements: The information or data complies with a discipline's standards and practices for collection, acquisition, recording, analysis, documentation, verification, protection, storage and/or maintenance.

#### Act Responsibly

*The artifact demonstrates that the Learner...*

- Complies with course instructions and/or instructional standards.
- Analyzes an ethical position.
- Recognizes the connection between personal behavior and an ethical position.
- Demonstrates behavior that is consistent with ethical or legal standards.

### Winter 2019 & Fall 2021

#### Work Cooperatively

*The artifact demonstrates that the Learner...*

- Assumes leadership or supporting roles as required by the group activity.
- Contributes valuable information, ideas, opinions, and efforts that demonstrate commitment to the goals of the group according to the group.
- Successful completion of group work with minimal instructor intervention.

#### CA Team Leaders for 2019

[Communicate Effectively](#) – [Ron Gerich](#)

(Ext 4419)

[Demonstrate Creative and Critical Thinking](#) –

[Jeremy Salo](#)

(Ext 4419)

[Use Technology Effectively](#) – [Michael Waldyke](#)

(Ext 7164)

[Use Mathematics](#) – [Paul Holody](#)

(Ext 7169)

[Manage Information](#) – [Wayne Pricer](#)

(Ext 5317)

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[Act Responsibly](#) – [Crystal Glass-Boyd](#)

(Ext 4419)

[Demonstrate Cultural and Social Awareness](#) –

[Diane O'Connell](#)

(Ext 7167)

#### Core Ability Team Co-Chairs

[Debra Amaro](#) – Nursing Resource Instructor

(Ext 7117)

[Cynthia Cicchelli](#) – Assoc. Dean of OCA (Ext 4798)

#### Demonstrate Social and Cultural awareness

*The artifact demonstrates that the Learner...*

- Articulates insight into one's own social or cultural biases and rules.
- Analyzes the similarities and/or differences of other social or cultural groups.
- Demonstrates how a world event impacts a social or cultural group.
- Analyzes the impact of globalization on cultures.

### Fall 2017 & Winter 2020

#### Communicate Effectively

*The artifact demonstrates that the Learner...*

- Writes clearly, concisely, and accurately, using appropriate language structure including grammar and punctuation.
- Speaks clearly, concisely, and accurately, using appropriate language structure.
- Conveys ideas and/or emotions using a principally artistic media.

#### Use Technology Effectively

*The artifact demonstrates that the Learner...*

- Interprets specifications/directions to use technology effectively.
- Selects procedures, equipment, appropriate tools, and technological resources to produce desired results.
- Applies specifications/directions to use technology effectively.
- Uses technology to facilitate the production of desired results.

**Core Ability Rubrics** – tools used to assess students' artifacts to determine a level of skill or performance based on the indicators that define each Core Ability. Rubrics to assess the Core Abilities have been created by faculty members. Rubrics can be found at <http://www.schoolcraft.edu/oca/institutional-assessment>