Agenda for 5-24-21

Get Started
- Goals for today
  - Re-calibrate to the ILO Oral Communication rubric.
  - Complete assessments.
  - Questions, insights, comments from 5/21 meeting.

Logistics
- Recordings all working.
- Assessment tracking working.

Practice Calibration
- Brief review ILO Oral Communication rubric categories.
- Practice 1 calibration from 2-3 colleges: CLASS, CSCI, CEAS

Assess Student Work
- Assess student samples on own and take breaks as needed
- Check back in at 11:45 am for feedback on rubric and suggestions for improvement of student learning.

Feedback and Next Steps (11:45)
- End of morning evaluation
- Next steps
  - Come to agreement on date any unfinished assessments will be completed
  - Julie will check assessment tracking and contact you if any are missing

Trouble-shooting: Call Julie and we’ll take it from there.
### How ILO assessment is different from grading

<table>
<thead>
<tr>
<th>Differences between course grading and ILO assessment using a rubric</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Grading</strong></td>
</tr>
<tr>
<td>Goal: evaluate individual student performance and learning, often resulting in a numerical score - or grade.</td>
</tr>
<tr>
<td>Scaled differently (letter grade, percentages, credit/no credit)</td>
</tr>
<tr>
<td>What is included: Grade could also include other factors such as attendance, participation, group work, overall performance in course, timely submission, or following instructions.</td>
</tr>
<tr>
<td>Other factors may not include measures of learning outcomes.</td>
</tr>
<tr>
<td>Other factors might not be direct measures of learning.</td>
</tr>
<tr>
<td>High stakes for students</td>
</tr>
</tbody>
</table>

**Question:** As experienced assessors, what has been most helpful for you when differentiating between grading and assessment?
## Calibration

### Review of ILO Oral Communication categories

**Cal State East Bay ILO Oral Communication Rubric**  
Approved Academic Senate March 19, 2019

Oral communication is a prepared, purposeful presentation designed for a specific audience to increase knowledge, foster understanding, or promote change in the listeners' attitudes, values, beliefs, or behaviors. Consideration should be made for communication by individuals with diverse backgrounds (e.g., English as a non-primary language, communication disabilities, etc.).

**Below are categories or criteria**  
4, 3, 2, 1 are levels of achievement or performance descriptors

<table>
<thead>
<tr>
<th>Category</th>
<th>4: Fully meets</th>
<th>3: Mostly meets with some gaps</th>
<th>2: Major gaps</th>
<th>1: Little to none</th>
<th>0: Do not assess</th>
<th>1-4 to assess performance</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Presentation clearly conveys the purpose throughout.</td>
<td>Presentation mostly conveys the purpose throughout.</td>
<td>Presentation somewhat conveys the purpose throughout.</td>
<td>Presentation does not convey the purpose.</td>
<td></td>
<td>SELECT 1-4 for how you assess purpose</td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>Organization clearly supports the purpose; cohesive, understandable, and easy-to-follow.</td>
<td>Organization mostly supports the purpose; generally cohesive, understandable, and easy-to-follow.</td>
<td>Organization somewhat supports the purpose; not entirely cohesive, understandable, or easy-to-follow.</td>
<td>Organization does not support the purpose; limited cohesion and/or understandability.</td>
<td></td>
<td>SELECT 1-4 for how you assess organization</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td>Evidence is consistently integrated and supports the purpose.</td>
<td>Evidence is mostly integrated and generally supports the purpose.</td>
<td>Some evidence presented and somewhat integrated; mostly fails to support the purpose.</td>
<td>Little or no evidence and/or integration; fails to support the purpose.</td>
<td></td>
<td>SELECT 1-4 for how you assess evidence</td>
</tr>
<tr>
<td><strong>Audience Engagement</strong></td>
<td>Presenter/presentation clearly demonstrates engagement with the intended audience.</td>
<td>Presenter/presentation mostly demonstrates engagement with the intended audience.</td>
<td>Presenter/presentation somewhat demonstrates engagement with the intended audience.</td>
<td>Presenter/presentation little or no engagement with the intended audience.</td>
<td></td>
<td>SELECT 1-4 for how you assess audience engagement; or 0 if assignment not using this category</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>Delivery strongly enhances the effectiveness of the presentation.</td>
<td>Delivery mostly enhances the effectiveness of the presentation; minor errors do not significantly detract from the effectiveness of the presentation.</td>
<td>Delivery is somewhat effective; errors somewhat detract from the effectiveness of the presentation.</td>
<td>Delivery is not effective; errors significantly detract from the effectiveness of the presentation.</td>
<td></td>
<td>SELECT 1-4 for how you assess purpose</td>
</tr>
</tbody>
</table>
**Overview of Calibration**

Calibration is the term used to describe a process to where faculty work together to practice “calibrating” the use of the rubric in the same way so that regardless of which rater assesses the work that the ratings come within a close range.

**Practice Calibration #1 CLASS**

**Assess Student Work**

1. Review [assignment instructions and student recording](#) (keep window open, )
2. [Complete assessment](#) (one assessment at a time; keep a window open)
3. Provide check ✅ after each assessment has been completed. (Keep window open)
4. Complete [assessor feedback/observations/themes](#) as you go.

**Complete Feedback**

11:45 [End of morning feedback](#)