CAL STATE EAST BAY
ACADEMIC PROGRAMS & SERVICES

ILO Oral Communication Calibration Training and Assessment 5-24-21

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

Differences between course grading and ILO assessment using a rubric	
Course Grading	**ILO Assessment**
Goal: evaluate individual student performance and learning, often resulting in a numerical score - or grade.	Goal: measure student learning to analyze and make improvements in student learning at the program or university level.
Scaled differently (letter grade, percentages, credit/no credit)	Common scale
What is included: Grade could also include other factors such as attendance, participation, group work, overall performance in course, timely submission, or following instructions. Other factors may not include measures of learning outcomes. Other factors might not be direct measures of learning.	Includes **only** rubric categories (criteria) for a specific competency. Rubric categories measure Institutional Learning Outcomes. Rubric categories measure direct learning.
High stakes for students	Low stakes for students

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				
	4 **Fully meets**	**3** **Mostly meets with some gaps**	**2** **Major gaps**	**1** **Little to none**	**0**
Purpose Purpose may include conveying a key message, central idea/theme, relevant information, or emotion that aligns with the intended audience. *Inter-rater reliability*	Presentation clearly conveys the purpose throughout.	Presentation mostly conveys the purpose throughout.	Presentation somewhat conveys the purpose throughout.	Presentation does not convey the purpose.	SELECT 1-4 for how you assess purpose
Organization Organization may include logical order, cohesiveness, coherence, effective transitions, and genre.	Organization clearly supports the purpose; cohesive, understandable, and easy-to-follow.	Organization mostly supports the purpose; generally cohesive, understandable, and easy-to-follow.	Organization somewhat supports the purpose; not entirely cohesive, understandable, or easy-to-follow.	Organization does not support the purpose; limited cohesion and/or understandability.	SELECT 1-4 for how you assess organization
Evidence Evidence may include citations, examples, anecdotes, quotations, and quantitative or qualitative data.	Evidence is consistently integrated and supports the purpose.	Evidence is mostly integrated and generally supports the purpose.	Some evidence presented and somewhat integrated; mostly fails to support the purpose.	Little or no evidence and/or integration; fails to support the purpose.	SELECT 1-4 for how you assess evidence
Audience Engagement Audience engagement is, holding the interest and attention of the intended audience; may include interacting with and listening/responding to the audience.	Presenter/presentation clearly demonstrates engagement with the intended audience.	Presenter/presentation mostly demonstrates engagement with the intended audience.	Presenter/presentation somewhat demonstrates engagement with the intended audience.	Presenter/presentation demonstrates little or no engagement with the intended audience.	SELECT 1-4 for how you assess audience engagement or 0 if assignment not using this category Don't believe there is any Q and A for recordings
Delivery Delivery may include timing, flow, pace, aesthetics, posture, eye contact, voice, professionalism, movement, gestures, and facial expressions.	Delivery strongly enhances the effectiveness of the presentation.	Delivery mostly enhances the effectiveness of the presentation; minor errors do not significantly detract from the effectiveness of the presentation.	Delivery is somewhat effective; errors somewhat detract from the effectiveness of the presentation.	Delivery is not effective; errors significantly detract from the effectiveness of the presentation.	SELECT 1-4 for how you assess purpose

Language Language may include precise word choice, vocabulary, jargon, grammar, as appropriate to the audience.	Language strongly supports the clear expression of ideas.	Language mostly supports the clear expression of ideas.	Language somewhat supports the clear expression of ideas.	Language provides little or no support for the clear expression of ideas.	SELECT 1-4 for how you assess purpose
Presentation Aids (as applicable) Presentation aids may include audio, video, graphics, slides,posters, props, demonstrations, and clothing. *Inter-rater reliability*	Presentation aids are clearly relevant, understandable, and complement and enhance the purpose/presentation.	Presentation aids are mostly relevant and understandable,and generally complement and enhance the purpose/presentation.	Presentation aids are somewhat relevant and understandable,and sometimes detract from the purpose/presentation.	Presentation aids have little or no relevance and/or understandability;significantly detract from the purpose/presentation.	SELECT 1-4 for how you assess audience engagement or 0 if assignment not using this category

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