

M.Div. Curriculum Assessment Plan:
General Program Level Assessment of Learning Outcomes
Student Work Types and General Program

B. Interpretation Learning Outcomes Assessment Rubric

Date: _____

Assessor: _____

Academic Year: _____ Term: _____

Number of student products reviewed: ____

DIRECTIONS:

1. Collect a sample of end-of-term student products from the current academic year (20% to 30% of submissions)
2. Review the cluster (batch) of samplings as a whole, along
3. Indicate on the assessment rubric below your evaluation of the cluster of samples collected.
4. Complete the general evaluation for this batch of student products
5. Submit this completed evaluation form with student samples to the Dean.

Interpretation: *An educational activity which aims to reveal meanings and relationships through the use of original objects, by firsthand experience, and by illustrative media, rather than simply to communicate factual information.* (Freeman Tilden).

Students demonstrate mastery of interpretation skills when there is evidence of the following attributes.

5 = Strong evidence 4= Clear evidence 3 = Unable to discern 2 = Poor or weak evidence 1= Little or no evidence

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|---|---|---|---|---|---|
| 1. Students can accurately explain or translate data, information, concepts and principles | ⑤ | ④ | ③ | ② | ① |
| 2. Students can accurately extrapolate conclusions and implications from data | ⑤ | ④ | ③ | ② | ① |
| 3. Students can appropriately use different mediums to interpret data, concepts, information, and principles | ⑤ | ④ | ③ | ② | ① |
| 4. Students can interpret concepts, data, information, and principles to target audience appropriately, accurately, and effectively | ⑤ | ④ | ③ | ② | ① |
| 5. Students can accurately explicate or translate the meaning and implications of data, information, concepts, and principles | ⑤ | ④ | ③ | ② | ① |
| 6. If interpretation is by means of media or performance, students can both use media effectively and appropriately as well as accurately evidence interpretation | ⑤ | ④ | ③ | ② | ① |
| 7. Students can identify meaning and relationships among the objects or focus of study (e.g., text, audience, context) | ⑤ | ④ | ③ | ② | ① |

GENERAL ASSESSMENT COMMENTS:

1. Please provide an analysis of the student learning assessment **rubrics** applied to the student products related to (1) quality of rubrics (2) clarity, (3) applicability to the product, (3) connection to degree program goals.

2. Please provide an analysis of evidence of student academic **performance and learning** attainment in the products you reviewed.
3. Please provide an analysis of the **suitability** of the student work product in helping students achieve the identified program goals.
4. Please provide **general comments** related to your analysis.
5. Please provide **recommendations** for improvement of particular elements: assessment rubrics, nature of student assignments, process of faculty review and grading, ways to better connect student work with the achievement of program goals, etc.

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