SPRING 2017 ePortfolio Development Community
Folio Thinking: Effectively Integrating ePortfolios into Your Curriculum

ASSESSMENT

These materials are adapted from Simon Fraser University's Rethinking Teaching workshop, building on work done at McGill University and detailed in Alenoush Saroyan and Cheryl Amundsen's 2004 book *Rethinking Teaching in Higher Education: From Course Design Workshop to a Framework for Faculty Development*.

Preparation for February 21

1. Based on the preliminary brainstorming exercises completed on February 7, continue to consider how you will move from learning outcomes to learning assessment.

2. Bring your revised evaluation profile and a draft assignment (with guidelines and rubric) to our next session.

3. Readings – required:

    a. Assessment section **(below)** of the Development Community resource binder or website.

    b. Sections from *Documenting Learning with ePortfolios* specifically focused on learning activities, especially Ch 3 – Designing Effective ePortfolio Learning Activities. (book)

    c. Eynon, B., & Gambino, L. (2017). Outcomes assessment that closes the loop. *High-Impact* ePortfolio *Practice*. Stylus. (book)

    d. University of Waterloo – [Course Design Fundamentals](#) (Assessment Slides 26-35)

    e. ENGL 100 IKP Assignment [PDF. Sample ePortfolio-focused assignment from a section of ENGL 100.]

    f. HCA 102 ePortfolio Assignment [PDF. As above.]

    g. WGST 222 Critical Reflection Assignment [PDF. As above.]

    h. WGST 222 Cultural Artifact Analysis Assignment [PDF. As above.]

4. Readings – supplementary:

    a. Clark, E.J. (2016). From selfies to self-representation in electronically mediated reflection. *A Rhetoric of Reflection*. Utah State University Press. [Contact Aurelea for a copy of this essay or to borrow this book.]

    b. Reddy, Y.M., & Andrade, H. (2010). A Review of rubric use in higher education. *Assessment & Evaluation in Higher Education*. 35(4). [.pdf accessible via devcomm WordPress site.]

c. McDonald, C.R. (2016). Toward defining a social reflective pedagogy for ePortfolios. *A Rhetoric of Reflection*. Utah State University Press. [Contact Aurelea for a copy of this essay or to borrow this book.]

d. Silver, N. (2016). Reflection in digital spaces: publication, conversation, collaboration. *A Rhetoric of Reflection*. Utah State University Press. [.pdf accessible via devcomm WordPress site.]

e. Walvoord, B.E., & Anderson, V.J. (2010) Clarifying goals, constructing assignments. *Effective Grading: A Tool for Learning and Assessment in College*. [.pdf accessible via devcomm WordPress site.]

Objectives for February 21

1. Present our assessment plans (evaluation profiles) to the development community for idea sharing and feedback.

Assessment considerations

Glossary of assessment terms

Assessment

- Measuring quality of product, process, or progress
- Either comparing individuals (norm-referenced) or comparing with a standard (criterion-reference)

Purposes of assessment

- ***Diagnostic*** to identify students' current knowledge of a subject, skills, and capabilities
  - o Not graded: helps with planning what and how to teach
  - o Examples include pre-tests (content and abilities), self-assessments (skills and competencies), discussion board responses (content-specific prompts), and brief interviews
- ***Formative*** for improvement and growth (both learning and teaching)
  - o Often informal and not graded (e.g. debriefings, one-minute papers); students are not aware of it as assessment
  - o Feedback on practice
  - o Ongoing during learning process
  - o Often not graded but may be; students are then aware of it (e.g. assessment of draft paper)
- ***Summative*** to judge (both learning and teaching)
  - o Usually formal, both student and teacher aware of it (e.g. final exam)
  - o For decision making
  - o End of learning process
  - o Usually graded

Methods

- *Traditional* methods of assessment (e.g. essays) tend to
  - Assess the products of learning (summative)
  - Assign traditional roles to instructor and student (i.e. instructor assesses)

- *Alternative* methods of assessment (e.g. portfolio) tend to
  - Focus on student thinking
  - Assess students' ability to apply learning in authentic situations
  - Assess progress or growth (formative and summative)
  - Often use sources other than the instructor

Sources: Instructor, self, and peer

Criteria: Characteristics being assessed

Standards: Measure of range of quality for each criterion

Weighting: Shows relative importance of each characteristic

Reliability: Consistency across time, assessor

Suggested steps to linking outcomes and instructional strategies

You may be wondering, "How will I, and the students, be able to assess progress towards the learning outcomes?" In addition, to the glossary above, the section below focuses on what assessment methods to use (alignment) and the completeness and appropriateness of the decisions (adjustment). A working table is available on pages 5 and 6 to help you map out your learning outcomes and instructional strategies. Subsequent pages provide you with additional reference materials about assessments.

Making and assessing decisions about assessment in your course
Adapted from P. Knight

Alignment (start here)	Adjustment
Choose assessment methods that reflect learning outcomes (outcomes may often be grouped). If you need to gauge where students are at, consider a diagnostic assessment. Otherwise, consider both formative and summative methods.	Check that you are not putting too big a time load on yourself and the students. If so, modify the plan.
See if there are any learning outcomes that don't have an assessment connected to them.	If so, develop methods in line with your earlier planning; this may involve adjustments to that plan.
Verify that the weight of the assessment methods (in terms of student effort and time) accurately reflects the relative important of the different outcomes.	If not, modify the plan. Then check that you are putting too big a time load on yourself and the students. If so, modify again.
Check that the instructional strategies and formative assessments you have planned actually enable students to practice and get feedback on the tasks they will be evaluated on summatively.	If there is a problem, revisit your decisions regarding strategies. Then, check that you are not putting too big a time load on yourself and the students. If so, modify the plan.
Check that there is a balance of types of assessment methods (e.g. avoid having only short answer tests); also check that assessment is distributed over the course as much as a possible to reduce overload for you and the students.	Make final adjustments.

Suggested criteria for evaluating assessments

1. Are methods aligned with outcomes? Does the use of language make the alignment explicit?

2. Is the weighting of the different methods appropriate in relation to the importance of the outcomes and the time that students will spend on learning?

3. Are the assessment methods distributed over the course to reduce stress and provide feedback to learners on progress towards achieving the outcomes?

4. Is a range of methods used, including alternative and informal, to support different kinds of learning?

5. Can you make explicit the criteria you would use to a) help students understand the nature of the learning task and b) ensure reliability when grading?

6. Is it do-able? Not too much work for you and your students?

7. Are you giving choices or options if possible?

Linking learning outcomes with assessment methods and instructional strategies

Learning Outcome	Formative Assessment: Method + instructional strategies	Summative Assessment: Method + instructional strategies	% of Final Mark

Linking learning outcomes with assessment methods and instructional strategies

Learning Outcome	Formative Assessment: Method + instructional strategies	Summative Assessment: Method + instructional strategies	% of Final Mark

Additional Reference Materials

Impact of assessment on learning: Deep, surface or strategic approach to learning?
Ideas drawn from K. Struyven et al, 2002

Different types of assessment seem to encourage different approaches to learning. In other words, students are very strongly influenced by the form of assessment they expect.

Traditional assessment: Since teachers have the final say on such indicators of academic success as student grades, it seems reasonable that students seek information and form opinions about "what the teacher wants." "Figuring out the teacher" enables them to tailor study strategies that fit the task.

Multiple choice formats, or an emphasis on detailed factual answers, push students towards a surface approach, while open, essay-type questions encourage a deep approach. Thus, notes taken by students expecting an essay examination are qualitatively, but not quantitatively, different from those taken by students expected a multiple-choice test. The latter focus on facts and details while those expecting essay tests concentrate on information of higher structural importance, such as main ideas and topic sentences.

A change from multiple-choice to essay-type examinations may shift the overall tendency of the students from a surface approach towards a deep approach. However, any component within the learning environment (e.g. lack of time) which contradicts the direction of influence of the other components might prevent the intended effect from being achieved. Thus, a clear implication for effective teaching is that all aspects of a course must convey the same message to students regarding what will be rewarded through assignments and examinations.

Alternative assessment: Learners think positively about new assessment strategies, such as portfolio assessment, self- and peer-assessment, and simulations. Thus, when students discuss alternative assessment, perceptions about conventional assessment formats contrast strongly with students' more favourable perceptions of alternative methods. From the student point of view, assessment has a positive effect on their learning and is "fair" when it

> (1) relates to authentic tasks, (2) represents reasonable demands, (3) encourages applying knowledge to realistic contexts, (4) emphasizes the development of a range of skills, and (5) is perceived to have long-term benefits.

Overall, since different assessment methods assess different skills and abilities, it is important to make choices about assessment methods in relation to the learning which is intended as well as in relation to its impact on student perceptions.

Types of assessment methods

There are several types of assessment methods. The following are ways in which to consider their selection based on your outcomes. On the next page, *select an activity or product* based on the revised Bloom's level and *for the type of understanding* you'd like your students to achieve.

Bloom's revised taxonomy for the cognitive domain

Accessed via Simon Paul Atkinson's *enabling learning : educational technologies and social change* site on December 19, 2017: https://spatkinson.wordpress.com/tag/blooms-taxonomy/

Taxonomy of Educational Objectives
Cognitive Domain
Version 3 – October 2012

Remember & Understand – ability to recognise information and comprehend it and to recall and restate said information. *NB: Rather than reference this domain against a 'knowledge dimension' a separate structured Subject Domain is suggested.*

Apply – ability to apply factual information and presented theories, models and structures to real world contexts and problems.

Analyze – ability to construct complex relationships from single factual elements, reconstruct relationships and assess needs.

Evaluate – ability to make complex judgments about the nature of context, information and processes to establish new conclusions not represented in the original information.

Synthesize – ability to create new representations of knowledge structures, combining complex assemblages of information in original contexts.
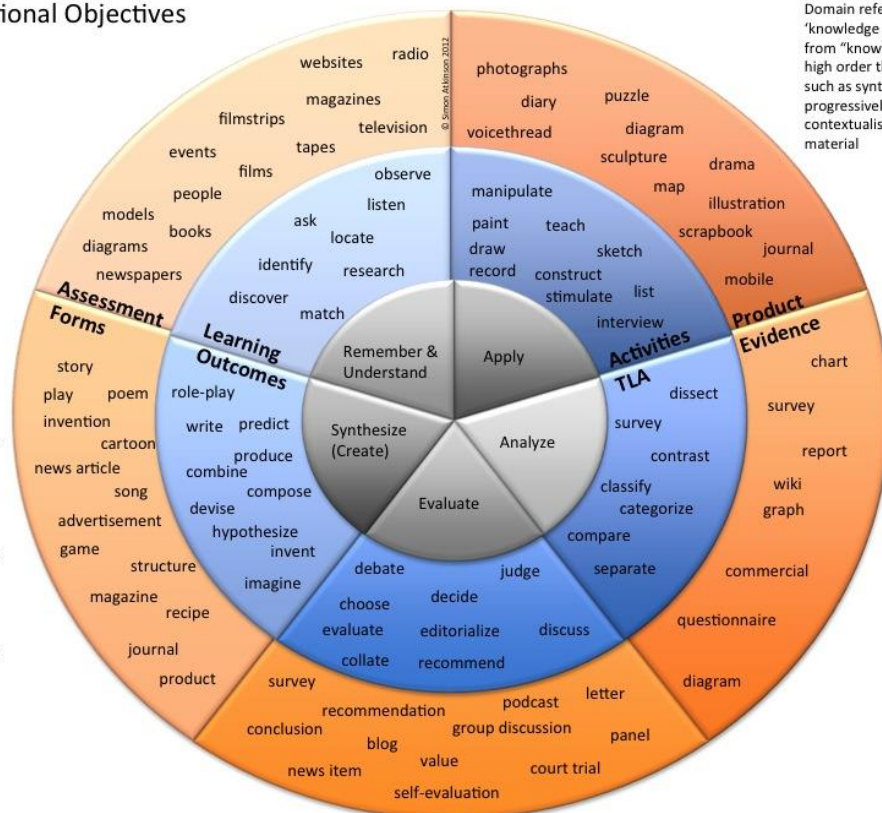
Domain refers to 'knowledge structures' from "knowing the facts" to high order thinking skills such as synthesis, the progressively complex contextualisation of material

Atkinson 2010 adapted from
Anderson, L W, & Krathwohl D R (eds.) (2001). A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives. NY, Longman

Psychomotor Domain: Assessment Examples
Source: University of Connecticut. Retrieved 19 December 2017 from: http://assessment.uconn.edu/

Psychomotor learning is demonstrated by physical skills: coordination, dexterity, manipulation, grace, strength, speed; actions which demonstrate the fine motor skills such as use of precision instruments or tools, or actions which evidence gross motor skills such as the use of the body in dance or athletic performance

Level and Definition	Illustrative Verbs	Example
Perception: The ability to use sensory cues to guide motor activity. This ranges from sensory stimulation, through cue selection, to translation.	chooses, describes, detects, differentiates, distinguishes, identifies, isolates, relates, selects, separates	Listening to the sounds made by guitar strings before tuning them. Recognizing sounds that indicate malfunctioning equipment. Estimates where a ball will land after it is thrown and then moving to the correct location. Adjusts heat of stove to correct temperature by smell and taste of food.
Set: Readiness to act. It includes mental, physical, and emotional sets. These three sets are dispositions that predetermine a person's response to different situations (sometimes called mindsets).	begins, displays, explains, moves, proceeds, reacts, responds, snows, starts, volunteers	Knowing how to use a computer mouse. Having instrument ready to play and watching conductor at start of a musical performance. Showing eagerness to assemble electronic components to complete a task. Knows and acts upon a sequence of steps in a manufacturing process. Recognize one's abilities and limitations.
Guided response: The early stages in learning a complex skill that includes imitation and trial and error. Adequacy of performance is achieved by practicing.	assembles, builds, calibrates, constructs, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches	Using a torque wrench just after observing an expert demonstrate a its use. Experimenting with various ways to measure a given volume of a volatile chemical. Performs a mathematical equation as demonstrated. Follows instructions to build a model.
Mechanism: This is the intermediate stage in learning a complex skill. Learned responses have become habitual and the movements can be performed with some confidence and proficiency.	assembles, builds, calibrates, constructs, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches	Demonstrating the ability to correctly execute a 60 degree banked turn in an aircraft 70 percent of the time. Use a personal computer. Repair a leaking faucet.
Complex or overt response: The skillful performance of motor acts that involve complex movement patterns. Proficiency is indicated by a quick, accurate, and highly coordinated performance, requiring a minimum of energy. This category includes performing without hesitation, and automatic performance. For example, players often utter sounds of satisfaction or expletives as soon as they hit a tennis ball or throw a football, because they can tell by the feel of the act what the result will produce.	assembles, builds, calibrates, constructs, dismantles, displays, dissects, fastens, fixes, grinds, heats, manipulates, measures, mends, mixes, organizes, sketches	Dismantling and re-assembling various components of an automobile quickly with no errors. Maneuvers a car into a tight parallel parking spot. Operates a computer quickly and accurately. Displays competence while playing the piano.
Adaptation: Skills are well developed and the individual can modify movement patterns to fit special requirements.	adapts, alters, changes, rearranges, reorganizes, revises, varies	Using skills developed learning how to operate an electric typewriter to operate a word processor. Responds effectively to unexpected experiences. Modifies instruction to meet the needs of the learners. Perform a task with a machine that it was not originally intended to do.
Origination: Creating new movement patterns to fit a particular situation or specific problem. Learning outcomes emphasize creativity based upon highly developed skills.	arranges, combines, composes, constructs, creates, designs, originates	Designing a more efficient way to perform an assembly line task. Constructs a new theory. Develops a new and comprehensive training program. Creates a new gymnastic routine.

Affective Domain: Assessment Examples
Source: University of Connecticut. Retrieved 19 December 2017 from: http://assessment.uconn.edu/

Affective learning is demonstrated by behaviors indicating attitudes of awareness, interest, attention, concern, and responsibility, ability to listen and respond in interactions with others, and ability to demonstrate those attitudinal characteristics or values which are appropriate to the test situation and the field of study

Level and Definition	Illustrative Verbs	Example
Receiving refers to the student's willingness to attend to particular phenomena of stimuli (classroom activities, textbook, music, etc.). Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.	asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, replies, uses	Listening to discussions of controversial issues with an open mind. Respecting the rights of others. Listen for and remember the name of newly introduced people.
Responding refers to active participation on the part of the student. At this level he or she not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment). The higher levels of this category include those instructional objectives that are commonly classified under "interest"; that is, those that stress the seeking out and enjoyment of particular activities.	answers, assists, complies, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes	Completing homework assignments. Participating in team problem-solving activities. Questions new ideals, concepts, models, etc. in order to fully understand them.
Valuing is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the simpler acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under "attitudes" and "appreciation" would fall into this category.	completes, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works	Accepting the idea that integrated curricula is a good way to learn. Participating in a campus blood drive. Demonstrates belief in the democratic process. Shows the ability to solve problems. Informs management on matters that one feels strongly about.
Organization is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his or her need for both economic security and social service). Instructional objectives relating to the development of a philosophy of life would fall into this category.	adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes	Recognizing own abilities, limitations, and values and developing realistic aspirations. Accepts responsibility fro one's behavior. Explains the role of systematic planning in solving problems. Accepts professional ethical standards. Prioritizes time effectively to meet the needs of the organization, family, and self.
Characterization by a value or value set. The individual has a value system that has controlled his or her behavior for a sufficiently long time for him or her to develop a characteristic "life-style." Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here.	acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies	A person's lifestyle influences reactions to many different kinds of situations. Shows self-reliance when working independently. Uses an objective approach in problem solving. Displays a professional commitment to ethical practice on a daily basis. Revises judgments and changes behavior in light of new evidence.

General List of Assessments

- Projects (performance; practical)
- Problem sheets
- Memos, reviews, and journalism
- Oral presentations or oral questioning after observation
- Dossiers and portfolios (possibly self-assessment)
- Pop quizzes
- Exhibitions
- Presentations
- Posters
- Concepts mapping
- Participation in class
- Multiple choice or short answer questions
- Essays
- Design and build
- Simulations
- Group projects and reports
- Peer assessment
- Self-assessment
- Broadcasts or photo-journalism
- Time-constrained individual assessment
- Examinations
- In-tray exercises and real-time simulations
- Case studies
- Course readers

What other methods can you think of?

Types of Assessment Methods

Options	Methods	Examples
Objectively scored (mostly appropriate for the first three levels of Bloom's taxonomy)		
Individual (most common) o test	Objective supply	Short answer Completion Multiple choice
	Objective selection	Matching true/false
Subjectively scored (mostly appropriate for the top four levels of Bloom's taxonomy)		

Individual or team-based
   o   test
   o   assignment
	Essays	Essay: Restricted response
		Essay: Extended response

	Performance-based	Papers Projects Portfolios Presentations Demonstrations Exhibitions Conferences Online conferencing Discussion Interviews Simulations Observations
Individual	Peer-assessment	Questionnaires Inventories Rating scales Checklists
	Self-assessment	Attitude survey Socio-metric devices Questionnaires Inventories Portfolios Journals Anecdotal records Rating scales

Creating Assessments: Rubrics

Resources to support you in learning how to create rubrics:

Stevens, D., & Levi, A.J. (2005) *An Introduction to Rubrics: An Assessment Tool to Save Grading Time, Convey Effective Feedback and Promote Student Learning*. Stylus Publishing.

> Website for above book:
> https://styluspub.presswarehouse.com/resources/introductiontorubrics.aspx

Reddy, Y.M., & Andrade, H. (2010). A review of rubric use in higher education. *Assessments & Evaluation in Higher Education*, 34(4), 435-448. [A review of literature concerning rubric use. .pdf accessible via devcomm WordPress site.]

Assessment Rubric or Rating Method

Source: Excerpt (pp. 22-24) from Carustta, E. (n.d.) *Designing student assessment tools: Tests, problems, and essays*. Centre for Enhanced Teaching and Learning, UNB Fredericton, NB.

Assessment rubrics or rating methods are used when it is I not practical to draft a model answer because the responses are so complex or extensive that isolating a host of key elements is cumbersome. Each answer is judged for quality by a previously determined set of rating criteria (e.g. completeness, clarity, accuracy, integration). An assessor can be the course instructor, a peer, or someone who is deemed capable of assessing a student's performance.

When student assignments must be assessed on the basis of subjective or qualitative standards, the instructor can make such assessments more equitable and useful by developing either a checklist or an assessment rubric. When assessing a student's performance on an assignment, a checklist calls for the assessor to simply check off whether or not the student used the listed behaviour; an assessment rubric calls for the assessor to rate the quality of the listed behaviour or requirement.

A checklist is a list of behaviours or requirements that an assessor expects to see in a student performance. No numerical value is assigned to these behaviours or requirements but the assessor may establish a minimum number that should be checked off to give a student a passing grade.

A holistic rubric calls for the instructor to rate the overall performance of the student, often on a rating scale of 1-5, with 1 usually the highest score and 5 the highest. The instructor can then change the score to a letter grade or numeric mark and include it as a percentage of the student's total grade or mark. A holistic rubric does not call for the assessor to separate out specific behaviours but does call for a subjective overall assignment of a grade.

An analytic rubric calls for an assessor to rate performance on selected behaviours that contribute to the overall performance. Each behaviour is rated, often on a scale of 1-3 or 1-5. The ratings are then summed and used to create a grade or mark. Sometimes the separate behaviours are rank ordered (i.e. rated against each other) and the most important behaviours are assigned a multiplying factor in accordance with their relative importance.

To develop an assessment rubric, the following tasks need to be carried out:

1. For each learning objective, identify specific observable attributes that you want to see in a student's assignment or performance (e.g. in written assignments, students will use correct spelling and grammar; in oral presentations, students will speak clearly and audibly). You may also need to identify feature of an attribute that you do not want to see (e.g. in written assignments, more than 10 spelling or grammar errors will lead to a deduction of marks).

2. For each attribute, generate a list of specific features that describe or define it (e.g. spelling must follow either Canadian or American rules).

3. For each attribute, define what constitutes above average, average, and below average.

4. For each attribute, write a clear narrative description for each level of performance.

   a. Begin by writing the descriptions for the highest and lowest levels;
   b. Then write descriptions for the intervening levels.

5. Decide whether attributes are equivalent in value. If they are not, determine a multiplying factor to be assigned to each attribute.

6. Test the rubric by using it to score student work. Decide if the final mark assigned according to the scoring key is appropriate.

7. Revise the rubric.

8. Collect samples of student work relevant to each attribute and level of performance for future reference.

Note: For some assessments, it is appropriate to ask students to discuss and decide what constitutes each level of the various attributes and/or determine the attributes for assessment. For example, with a grade out of 5 for participation in a group project which will be peer-assessed, you could ask students what a 1, a 3, and a 5 would look like, and fill in 2 and 4 yourself.

Examples

Example 1: Criteria for Evaluating Essays in English
Nicky Didicher, Department of English, Simon Fraser University

Element	Criteria	Comments
Title	Informative and catchy: Introduces topic and approach in an interesting way.	
Layout/formatting	Uses a legible font, information block upper left page 1, left justification, p#s in upper right corner, p# on Works Cited page; proper	

Element	Criteria	Comments
	formatting of quotations and parenthetical references; double spacing throughout.	
Introduction	Clear introduction of topics, including name(s) of work(s), author(s), date(s); thesis statement: clear presentation of the approach you will take in your argument, outlining the direction you will take without giving away conclusions.	
Body	Internal structure matches argument, with paragraphs divided in appropriate ways; argument points strong, logical and worth making; strong effective transitions between paragraphs; sufficient and verifiable evidence; argument stays on topic, no extraneous material; argument is complete, no major points missing; argument deals with possible opposition to your points.	
Conclusion	Does not repeat the argument, but instead pushes it further in the direction you were going, showing why the essay is important and valuable.	
Style	Consistently formal: No contractions or colloquialism, limited exclamations, dashes, and rhetorical questions; sentences vary in length and structure; modes of address appropriate; "I" to distinguish your argument from others', "we" for general readers.	
Writing techniques	Spelling clean, no homophonic substitutions ("there" for "their" etc.); no major problems with grammar or punctuation; sentences complete and well-structured.	
Works cited	On a separate page titled "Works Cited"; in alphabetical orders using hanging indents; correct listing for primary sources and secondary sources.	
Other		

Example 2: Scoring Guide for Argumentative or Research Essay
Excerpted from Fenwick, T., & Parsons, J. (2000). *The Art of Evaluation: A Handbook for Educators and Trainers*. Toronto: Thompson Educational Publishing, Inc.

Thoughts and ideas   _____ / 5 x 5
Organization and focus   _____ / 5 x 2
Voice and style   _____ / 5 x 1

Diction and clarity _____ / 5 x 1
Control of conventions _____ / 5 x 1
Total _____ / 50

Thoughts and Ideas

1. Main idea difficult to discern, including minimal or vague information or detail. Little demonstration of understanding of issues, limited use of resources, minimal or no support for ideas.
2. Partially developed main idea. Issues discussed simply and concretely without detail or depth. Some unsubstantiated opinions; few resources. Some irrelevance or confusion.
3. Clear main idea that focuses on single dimension of issue. Strong development and discussion of issues although clarity sometimes wobbles. Variety of resources.
4. Well-developed, clear main idea considering more than one perspective of issue. Solid discussion and understanding of issues. Convincing support with details, using multiple resources effectively.
5. Well-developed, clear and original main idea integrating multiple perspectives smoothly. Sophisticated analysis and evaluation of evidence. Strong supporting arguments. Synthesize and evaluates multiple resources effectively to present main argument.

Organization and Focus

1. Random or scattered ideas lacking focus. Difficult to follow. No apparent deliberate organization.
2. Minimal simple organization. Some orderly progression of ideas and general focus, but some sections are confusing or unrelated to main idea.
3. Clear pattern of development in organization. General focus and coherence, logical sequence of ideas.
4. Clear, logical, sometimes complex sustained pattern of organization appropriate to the ideas and purpose of paper. Transitions between ideas are smooth and effective.
5. Elegant, subtle, seamless pattern of organization, structure may be innovative, ideas flow naturally and smoothly, reinforce and support content.

Voice and Style

1. No sense of writer's voice. No rhetorical devices or imagery. Unaware of reader's presence. No attempt to involve reader. Little sense of impact of statements.
2. Point of view discernable in parts. Some voice. Some awareness of reader. Simple style with minimal use of rhetorical devices.
3. Clear but sometimes inconsistent point of view. Clear voice and awareness of readers' responses and questions. Considers effects of statements on reader. Uses language to achieve a particular effect, or to express subtle meaning.
4. Assured confident voice through language. Experiments with imagery or figurative language. Successfully attends to the readers' needs.

5. Strong individual distinctive voice that may successfully use humour, irony, or other tone to appeal to the reader. Well-defined point of view. Innovative or artful use of language evident in imagery, unusual combinations, figurative language, and so on.

Diction and Clarity

1. Limited vocabulary; simple sentence structure. Unconnected or wandering ideas.
2. Some inconsistency in flow of ideas. Simple concrete vocabulary. Mostly simple sentences with some attempts at more complex sentences.
3. Clear convincing diction, appropriate vocabulary. Smooth flow of ideas, with few disruptions.
4. Wide vocabulary used correctly. Tight, varied sentence structures. Clear and expressive language.
5. Mature vocabulary used correctly and appropriately to purpose. Sophisticated use of sentence patterns and syntax appropriate to purpose. Effortless flow of ideas.

Mechanics

1. Many critical errors in spelling, usage, grammar, and punctuation that impeded meaning.
2. Significant errors in spelling, usage, grammar, and punctuation that sometimes are awkward constructions or confused in meaning.
3. Evidence of control of written language conventions, with occasional errors in spelling, usage, grammar, and punctuation that disrupts clarify or otherwise interfere with meaning.
4. Skillful control of written language conventions with some inconsistencies or a few minor errors. These errors, however, do not interfere with meaning.
5. Effective control of written language conventions. Only minimal, surface errors that may result from occasional carelessness or experimentation.

Example 3: Rating Scale for Evaluating Journals
Excerpted from Fenwick, T., & Parsons, J. (2000). *The Art of Evaluation: A Handbook for Educators and Trainers*. Toronto: Thompson Educational Publishing, Inc.

Name: Evaluation Module:

1 = Weak   2 = Limited   3 = Adequate   4 = Competent   5 = Proficient   6 = Superior

Criteria	Rating	Comment
Responses are complete.		
Response extend beyond description and report to interpret, analyze, and connect.		
Responses demonstrate close listening and deep reading.		

Criteria	Rating	Comment
Responses link personal experience and other resources with course material.		
Responses demonstrate an ability to follow an idea.		
Responses consider various perspectives and viewpoints.		
Questions reveal insightful, perceptive listening/reading.		
Responses demonstrate an ability to compare and evaluate.		
Responses build on previous entries.		
Responses show growth in insight, risk, appreciation of issue complexity, understanding of patterns.		