

Using Canvas for Assessment: Oral and Writing Communication, Part B

Background:

Assessment is a process of gathering and responding to data about student learning in order to facilitate program or course improvement. UWM's regional accrediting body (Higher Learning Commission) requires documentation of the assessment of student learning in courses which carry general education credit.

Because general education at UWM is decentralized, this process is intended to make it **easier** for individual faculty or departments to conduct and document assessment for OWC-B courses. Faculty will complete the rubric, reflect on the results, and determine any future changes to their courses **either individually or collectively within specific departments**. At the institutional level, the goal is to facilitate and document this process.

The Rubric:

The standard OWC-B rubric was developed by a committee of UWM faculty to address the criteria established for OWC-B by the UWM Academic Program and Curriculum Committee (APCC), which oversees general education. The rubric was created by adapting AAC&U VALUE rubrics related to the established criteria. It is a developmental rubric intended to facilitate the assessment of student learning across disciplines and departments and is therefore **not recommended as a grading tool**.

Setting up Canvas with the Rubric:

1. At or near the end of the semester, create an **assignment** in Canvas. It can be titled "OWCB Assessment" (the name you choose doesn't really matter). This assignment must be **published** in order to use the Speedgrader (which you will need), however it can be created inconspicuously if you create it under "Assignments" and *do not* add it to a module on the Home page. If necessary, you can explain to students that it is a placeholder for gathering course improvement data, and does not affect their grade in the course.
2. Make it worth **16 points**. Display grade as points.
3. You may need to click "More Options" to see the whole range of settings for the assignment.
4. There is a **checkbox** "Do not count towards course grade"- make sure you have this checked.
5. Set as "No Submission." (meaning students do not have to turn anything in).
6. Then **Save and Publish**.
7. On the next screen at the bottom is an option to add a rubric. There is then a link with a **magnifying glass** that says "**Find a Rubric**"- click this.

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8. The box opens up- and you'll see 3 columns. In the left hand column, all the way at the bottom, it will say "**UW-Milwaukee-Instructional SIS Courses.**" Click on this option. Then you should see in the second column, "**OWC-B Assessment Rubric,**" with a condensed preview of the rubric in the 3rd column. Click on "OWC-B Assessment Rubric" in the **third column** at the far right, and it will be added to your assignment in Canvas.
9. At the end of the semester, you will then use the **Speedgrader** to use the rubric for each student. Once you've opened the Speedgrader, click on "**View Rubric.**"
10. The rubric will appear on the right side of the screen. Part of it will be hidden. **Drag the separator bar to the left** to show the entire rubric.
11. All you have to do is click on the **appropriate box** on the rubric for each trait. Then **save.** [Note, the "submit" button at the bottom is for comments- ignore it.] That's it.
12. **Repeat** this process (step 11) for each student enrolled in your course.
13. To see information about performance levels for each criterion, click on "**View Longer Description**" on the left side of the rubric. The full rubric text for each performance level, for that criterion, will be listed.
14. We recommend that you keep this **hidden** in the gradebook (i.e., do not "post" grades for this assignment).
15. The assessment data will be pulled from Canvas by the assessment coordinator using an automated process, however it will **still be necessary to complete the Qualtrics reporting form** at:

https://milwaukee.qualtrics.com/jfe/form/SV_9vk8DvXFE91UeJ7.

The Qualtrics form documents how faculty **interpret** and **respond** to the assessment data- which is (both practically and for accreditation) more important than the data itself. Be sure to **indicate on the form that you used Canvas** to complete the rubric, since this will allow you to **skip data entry questions.**

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How to Score Your Students:

In completing the rubric at end of the semester, you will offer a **holistic** score on a scale of 1-4 for each criterion, accounting for **all OWCB-related assignments** or activities from the entire semester.

The performance levels are **developmental**: The Capstone level (4) represents the ideal expected performance of a graduating senior, while the Developing level (1) represents a baseline for incoming First-Year students. Students who do not meet the criteria for Developing (1) should be assigned a score of Beginning (0). Ideally, few (if any) students should receive a rating of "0".

Each criterion has its own **performance level descriptions**. To see the specific description for each performance level for a specific trait on the rubric, click on "View Longer Description" (step 13 above) from the Speedgrader.

Leave the rubric blank for any students that cannot be scored (e.g., students who have withdrawn, stopped attending, or who did not submit key assignments).

Rubric criteria were written to apply broadly to both **written projects** or **oral presentations**.

The benchmark, or minimum "acceptable" score, for your students will vary by course. For a course with many freshman or sophomores, a benchmark score of "3" and a target of 75% earning that score may be appropriate, while in a course with mostly seniors, the benchmark might be "4" and you might expect 90% of your students to reach that goal. **You will decide where the goalposts are for your course**, and report your data accordingly using the Qualtrics form.