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**Developmental Education – Cascade Campus**

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**Rubric Assessment of RD 115 Inquiry project through the PCC Student Core Learning Outcomes and Course outcomes**:

A rubric utilizing the core learning outcomes is currently in development by the students and instructor of RD 115, Fall 2010.

**Background:**

College Reading 115 is an exciting course that allows students and staff multiple opportunities for learning and student choice. The outcomes are important for life far beyond PCC, and align perfectly with PCC’s Core Outcomes. The Course Outcomes include the following:

* Thinking critically and inferring in text that is more challenging and less explicit.
* Increasing individual vocabulary knowledge and usage.
* Building schema (background) for comprehending all genres of text.
* Building a bank of strategies and skills for accessing all reading genres.
* Understanding research techniques by determining how to interpret the Internet and various sources of information by determining validity (Data vs. Perception).
* Working collaboratively in small groups to discuss concepts, inquire and present concepts, particularly current issues and events.
* Increasing understanding of cultural and individual behaviors in a learning environment that is safe and highly engaging.
* Choosing inquiry questions, sharing and understanding a content book (Superfreakonomics) through student-led discussions. The instructor is leading from behind to allow students to deepen their reading comprehension through projects of their choice.

**The final project for RD 115** is a multi-media presentation answering an Inquiry area, which were voted upon by the class, including:

* Education.
* Gangs and Addiction
* The Judicial System and Prisons
* U.S. Government (money, treasury, and jobs).
* Note: The students self-selected the area they wanted to research after voting on multiple topics to which they each contributed one topic. When small groups begin meeting on October 25th, they will define the question they choose to answer in their area.

 **Steps for Creating the Rubric:**

 **Review the Core Learning Outcomes**

* Students reviewed the PCC Core Outcomes on October 13, 2010. A discussion was held about possible ways this document could inform us about their learning, especially, the Inquiry Question project. For some students, the Core outcomes were just words that teachers say, (some admitted this) thus, it is important for them to grapple with the core outcomes in depth to see how they might be reflected in their learning in RD 115, which will occur on Oct. 25th.
* **Note:** I shared my respect for the substantial amount of work and decision-making by the Learning Assessment Council to articulate the outcomes for deeper learning that will affect students long after PCC.
* **Small Group Meetings to design the rubric for assessment of their Inquiry Presentations**
* Students will meet in small groups October 25th to design a rubric from one of the six areas (all areas will be covered). The group will decide on three skill areas (from one of the six headings), for the Inquiry project assessment related to the integration of the course and core outcomes. The class will then vote to select two measurable outcomes from each group to create a rubric from (six areas, two each, creating twelve assessed outcomes total). We may end up with one each, but will shoot for two.
* **Example of area and rubric design:**

 The process, hopefully, will look like this example:

1. The Cultural Awareness group could decide on three rubric measurements that lead to the highest level of excellence. They might include the following:
2. The presentation will explicitly discuss cultural norms or behaviors, which include global awareness and ethnicities in the United States. Each inquiry group will discuss and demonstrate cultural appreciation in the collaborative project through defining roles for each member that support their strengths. The areas of the presentation include research, writing, using multi-media sources, and talking to an audience. ESOL students will participate equally by utilizing their strength and possible areas requiring more support (which all members defined in a safe and supportive environment)**.**
3. **Rubric Assessment Design:**
4. There will be six to twelve measurable rubric areas.
5. There will be three levels of competency for each area to describe how well the group carried it out, including:
6. Highest, Moderate, and Not Evident (adherence to rubric).
7. The Instructor will score the areas for final grading, while the group will design their presentation with the highest level of demonstration possible in mind.
8. Students will also score their presentation with the rubric after the presentation.
9. Collaboration skills are highly valued in this project so the areas of communication and self-reflection will be particularly key to this self-assessment.