

# *Returning to Learning in an Age of Assessment*

**[cla]**

[collegiate**learning**assessment]

Alex Nemeth  
Program Manager  
Collegiate Learning Assessment [cla]

# The CLA is Not Just a Test

The CLA is committed to improve teaching and learning through assessment, research, best practice, community building and professional development



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Bloomington, MN

October 29<sup>th</sup>, 2009

# CLA Programs

## What they share:

Focus on the  
importance of  
Performance

Desire to assist in  
the improvement of  
teaching and  
learning

CLA Assessment Services

CLA Education



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# What do we mean by Performance?

## Reference

See J. Lave's work on "situated learning"—the notion that meaning should be presented in settings and situations that would normally involve such knowledge: embedded in activity, context and Culture (1990).

The presentation of curriculum and assessment in a way that authentically mimics the types of tasks students will be posed with once they graduate from college.



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# The Performance Task

Many faculty already use performance tasks that focus on content knowledge or skills:

Modern dance teacher has students choreograph and dance

Engineering professor has students build a model bridge

English instructor has students write a play

Sociology professor has students conduct a research study



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# The Performance Task

## Skills focused on:

Critical Thinking  
Analytic Reasoning  
Problem Solving  
Written Communication

Are open-ended, where students write constructed responses.

Are based upon real-life scenarios.

Focus on students' ability to gather evidence and use information to prepare a response.



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# Sample Performance Task



**Tanisha Harris, Private Investigator**  
Civil and Criminal Cases  
A Professional Agency, Since 1987

## MEMORANDUM

To: Mayor Pat Stone  
From: Tanisha Harris, PI  
Date: October 2, 2001  
Subject: Strive Drug Education

At your request we conducted a discreet investigation of possible connections between Jamie Eager and the Strive Drug Education program. During the course of this investigation we conducted a thorough review of public records and we interviewed a small number of Strive employees. Our investigation yielded two major findings.

First, we could find no financial connections between Dr. Eager and the program. Strive is a not-for-profit corporation, and its records are publicly disclosed. Neither Eager nor any close relatives have any financial stake in the corporation. They do not serve on the Board of Directors, and they have not been employed by Strive.

Second, there is at least one indirect personal connection between Dr. Eager and Strive. For about three years (from 1996 to 1999), Ms. Ann Kaplan was employed as a Community Liaison on Dr. Eager's staff. Prior to that time, Ms. Kaplan was enrolled in the Strive treatment program after being arrested on a drug possession charge. Ms. Kaplan completed the program and was subsequently hired by Dr. Eager's office. She apparently performed well in that job, but left to take a higher paying position in advertising. The Strive staff consider her to be one of their success stories.



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## Crime Reduction

# Sample Performance Task

## Jefferson Daily Press

Evening Edition

TUESDAY, September 21, 2001

\$1.50

### Smart-Shop Robbery Suspect Caught Drug-Related Crime on the Rise in Jefferson

By PETRA SURIC

JEFFERSON TOWNSHIP — On Monday police arrested a man suspected of robbing the Smart-Shop grocery store of \$125. The arrest came less than six hours after Esther Hong, the owner of the Smart-Shop store, reported the robbery.

The suspect, Chris Jackson, was found just a few blocks from the store and he put up no resistance when police arrested him. He was apparently high on drugs he had purchased with some of the money taken from the store.

Ms. Hong told reporters that Mr. Jackson came into the store just after it opened and demanded all the money from the cash register. He threatened the owner with a knife, and Ms. Hong gave him all the cash she had. The suspect fled, and Ms. Hong called the police.

A few hours later police responded to a telephone complaint and found Mr. Jackson in an alley a few blocks from the store. The arresting officer said he appeared to be stoned and did not attempt to evade arrest. The officers found a syringe and other drug paraphernalia in Jackson's pocket. He was charged with armed robbery and possession of drugs.

This is the fifteenth drug-related arrest in Jefferson this month, and the police are calling it an epidemic. Sergeant Heather Kugelmass said "Drugs are now the number one law enforcement problem in Jefferson. Half of our arrests involve drugs."

Mayor Stone has called for more money to hire more police officers to reduce the growing crime rate in Jefferson. But the Council is divided on what to do.

City Council members Alex Nemeth and LeighAnn Rodd called a press conference to demand that the rest of the council support an increase in the police budget. "If we put more cops on the street," they said, "we will show that criminals are not welcome in Jefferson."

Mayoral candidate Dr. Jamie Eager called for a different approach. "More police won't make a difference, we need more drug treatment programs," Eager said. "The problem is not crime, per se, but crimes committed by drug users to feed their habits. Treat the drug use, and the crime will go away."

The Council is slated to debate the proposed budget increase for police at its next meeting.



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## Crime Reduction

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# Sample Performance Task



Serving and protecting the citizens of Jefferson for over 100 years

## CRIME AND DRUG USE IN JEFFERSON

The two tables below present data about the city's five ZIP Code areas. The percentage of drug users in the population was obtained from a survey. The middle column of Table 1 shows the number of robberies and burglaries that were reported to the Jefferson Police Department in 2000. The number of residents (i.e., homeowners and renters) and the percentage who are college graduates are based on 2000 US Census Bureau counts. The percentage of offenders living in a Jefferson ZIP Code area who are drug users is based on drug tests of those arrested in 2000.

TABLE 1: CRIME STATISTICS

| ZIP Code | Percentage of adults who are drug users | Number of robberies and burglaries | Number of residents | Number of robberies and burglaries per 1,000 residents |
|----------|---|------------------------------------|---------------------|--|
| 11510    | 1                                       | 172                                | 20,018              | 8.59   |
| 11511    | 3                                       | 210                                | 25,043              | 8.39   |
| 11512    | 5                                       | 271                                | 29,978              | 9.04   |
| 11520    | 8                                       | 304                                | 36,811              | 8.49   |
| 11522    | 10                                      | 322                                | 37,501              | 8.59   |

TABLE 2: DEMOGRAPHIC CHARACTERISTICS

| ZIP Code | Percentage of offenders in Jefferson who are drug users | Percentage of residents who are college graduates |
|----------|---|---|
| 11510    | 60  | 22  |
| 11511    | 50  | 16  |
| 11512    | 40  | 11  |
| 11520    | 35  | 9   |
| 11522    | 45  | 3   |



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# Sample Performance Task



## Strive drug treatment program works in Clarendon

Clarendon is a typical small city in which a very atypical event has occurred. An aggressive drug treatment effort is working to reduce the incidence of drug use.

Three years ago the city expanded its drug treatment program, nearly tripling the number of spaces available for drug users. Rather than continuing with the home-grown program operated by the health department, they contracted with the Strive drug treatment to launch a new effort. A recent survey has indicated that most everyone in Clarendon is happy with the new program.

Reported incidence of drug use has dropped by 34% since the program began. The program has had its greatest impact on the use of crack cocaine, which surveys show has dropped 44% in three years. Furthermore, the crime rate has come down. During the past three years there have been fewer robberies, burglaries and assaults. These are crimes that are often associated with drug use. The drop in the rates for these crimes is as great as 25%.

Strive was founded by researchers from the University of Plymouth and Northside

University. It began operations in Plymouth in 1990 focusing on a single neighborhood near one of the university campuses. The program was so successful in this neighborhood that it was expanded to cover the whole city.

The program uses a combination of approaches but focuses on social networks and their influence on drug use. Participants engage in group therapy, individual consultation, and outreach to their own peer group. James Padilla, the founder of the program, says that research demonstrates that a high proportion of drug use is a social phenomenon, growing out of peer pressure and negative group norms. By attacking those features directly, Strive helps the drug user address the factors that are likely to lead back into drug use.

The results in Clarendon confirm the wisdom of this approach. Not only is overall drug use down in the city, but repeat use is down even further. Those who complete the treatment stay off drugs longer than the national average, and many of the original participants appear to be drug-free two years later.

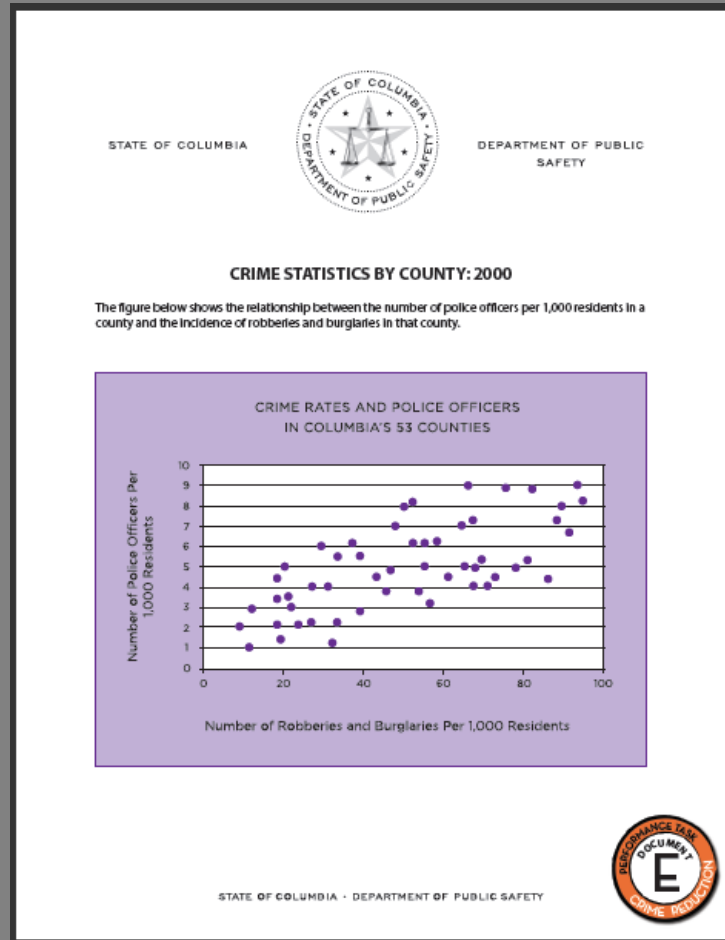


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# Sample Performance Task



## Crime Reduction



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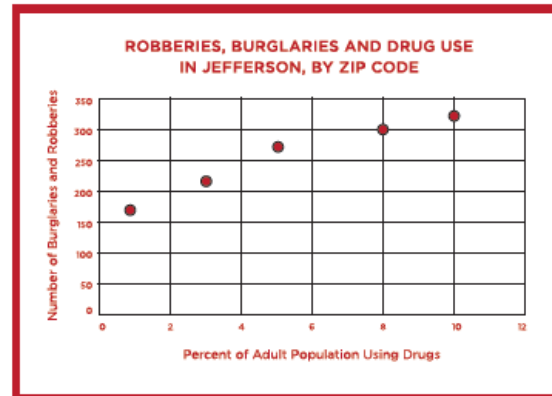
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# Sample Performance Task

## DR. EAGER'S CHART

Dr. Eager used the chart below during the TV interview to show the relationship between the number of crimes committed and drug use in Jefferson. This chart is based on data that were provided to Dr. Eager by the Jefferson City Police Department.



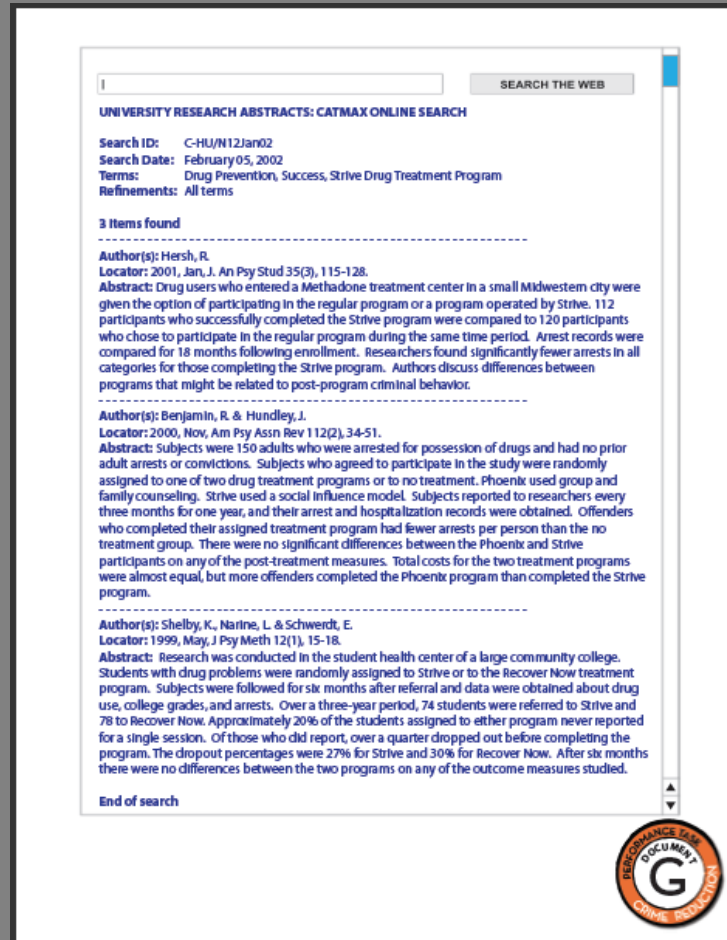
## Crime Reduction



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# Sample Performance Task



SEARCH THE WEB

UNIVERSITY RESEARCH ABSTRACTS: CATMAX ONLINE SEARCH

Search ID: C-HU/N12Jan02  
Search Date: February 05, 2002  
Terms: Drug Prevention, Success, Strive Drug Treatment Program  
Refinements: All terms


3 Items found

Author(s): Hersh, R.  
Locator: 2001, Jan, J. An Psy Stud 35(3), 115-128.  
Abstract: Drug users who entered a Methadone treatment center in a small Midwestern city were given the option of participating in the regular program or a program operated by Strive. 112 participants who successfully completed the Strive program were compared to 120 participants who chose to participate in the regular program during the same time period. Arrest records were compared for 18 months following enrollment. Researchers found significantly fewer arrests in all categories for those completing the Strive program. Authors discuss differences between programs that might be related to post-program criminal behavior.

Author(s): Benjamin, R. & Hundley, J.  
Locator: 2000, Nov, Am Psy Assn Rev 112(2), 34-51.  
Abstract: Subjects were 150 adults who were arrested for possession of drugs and had no prior adult arrests or convictions. Subjects who agreed to participate in the study were randomly assigned to one of two drug treatment programs or to no treatment. Phoenix used group and family counseling. Strive used a social influence model. Subjects reported to researchers every three months for one year, and their arrest and hospitalization records were obtained. Offenders who completed their assigned treatment program had fewer arrests per person than the no treatment group. There were no significant differences between the Phoenix and Strive participants on any of the post-treatment measures. Total costs for the two treatment programs were almost equal, but more offenders completed the Phoenix program than completed the Strive program.

Author(s): Shelby, K., Nairne, L. & Schwerdt, E.  
Locator: 1999, May, J Psy Meth 12(1), 15-18.  
Abstract: Research was conducted in the student health center of a large community college. Students with drug problems were randomly assigned to Strive or to the Recover Now treatment program. Subjects were followed for six months after referral and data were obtained about drug use, college grades, and arrests. Over a three-year period, 74 students were referred to Strive and 78 to Recover Now. Approximately 20% of the students assigned to either program never reported for a single session. Of those who did report, over a quarter dropped out before completing the program. The dropout percentages were 27% for Strive and 30% for Recover Now. After six months there were no differences between the two programs on any of the outcome measures studied.

End of search



## Crime Reduction



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# CLA Product Offerings



Institutional Reporting  
Student Level Data File  
Basic or In-Depth Sampling  
CLA Coffee [cla]tches  
CLA Spotlight  
Peer Group Analyses



Performance Task Academy  
Performance Task Library  
Faculty Certification  
Student Feedback Reporting  
Institutional Feedback Reporting



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# CLA Assessment Services



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# Translating Knowledge...

|                    |                   |
|--------------------|-------------------|
| Knowledge in Major | General Knowledge |
| Skills in Major    | General Skills    |



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# Translating Knowledge...

|                           |                          |
|---------------------------|--------------------------|
| <b>Knowledge in Major</b> | <b>General Knowledge</b> |
| <b>Skills in Major</b>    | <b>General Skills</b>    |



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# Translating Knowledge...

|                    |                   |
|--------------------|-------------------|
| Knowledge in Major | General Knowledge |
| Skills in Major    | General Skills    |



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# Translating Knowledge...

|                    |                   |
|--------------------|-------------------|
| Knowledge in Major | General Knowledge |
| Skills in Major    | General Skills    |



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# Translating Knowledge...

|                    |                   |
|--------------------|-------------------|
| Knowledge in Major | General Knowledge |
| Skills in Major    | General Skills    |



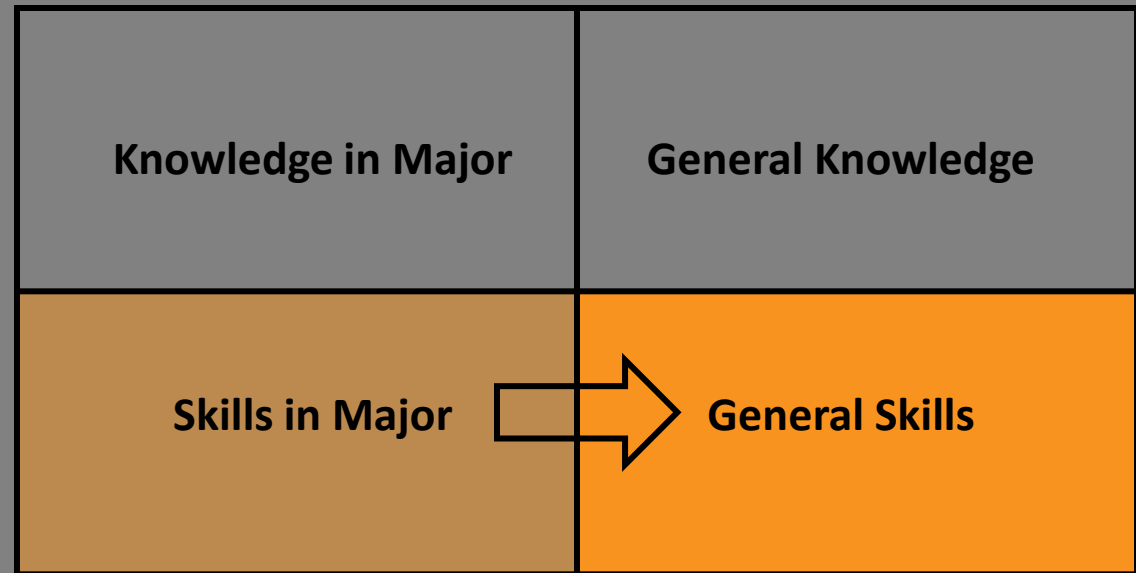
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# Translating Knowledge...



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# Analytic Writing: Make-An-Argument

## Directions:

45 minutes, present your perspective on the issue, using relevant reasons and/or examples to support your views.

*Government funding would be better spent on preventing crime than in dealing with criminals after the fact.*



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# AW: MA Scoring

Scoring looks for whether students can:

- Establish a thesis
- Maintain the thesis
- Support the thesis with examples
- Anticipate and counter opposing arguments



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# Analytic Writing: Break-An-Argument

## Directions:

30 minutes, discuss how well-reasoned you find the argument; focus on the logic displayed.

*The number of marriages that end in divorce keeps growing. A large percentage of them are from June weddings. Because June weddings are so popular, couples end up being engaged for a long time just so that they can get married in the summer months. The number of divorces gets bigger with each passing year, and the latest news is that more than 1 out of 3 marriages will end in divorce. So, if you want a marriage to last forever, it is best to do everything you can to prevent getting divorced. Therefore, it is good advice for young couples to have short engagements and choose a month other than June for a wedding.*



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# AW: BA Scoring

Scoring looks for whether students can:

- Identify logical flaws or fallacies
- Determine how these logical flaws influence the argument's conclusion



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# PT Scoring

Scoring looks for whether students can:

- Evaluate evidence
- Analyze and synthesize evidence
- Draw conclusions



# A Learning Orientation

Focus on gains made by students (while controlling for differences in student ability before they set foot on campus)

Two ways to conceptualize this growth:

- Overall growth
- Expected vs. actual



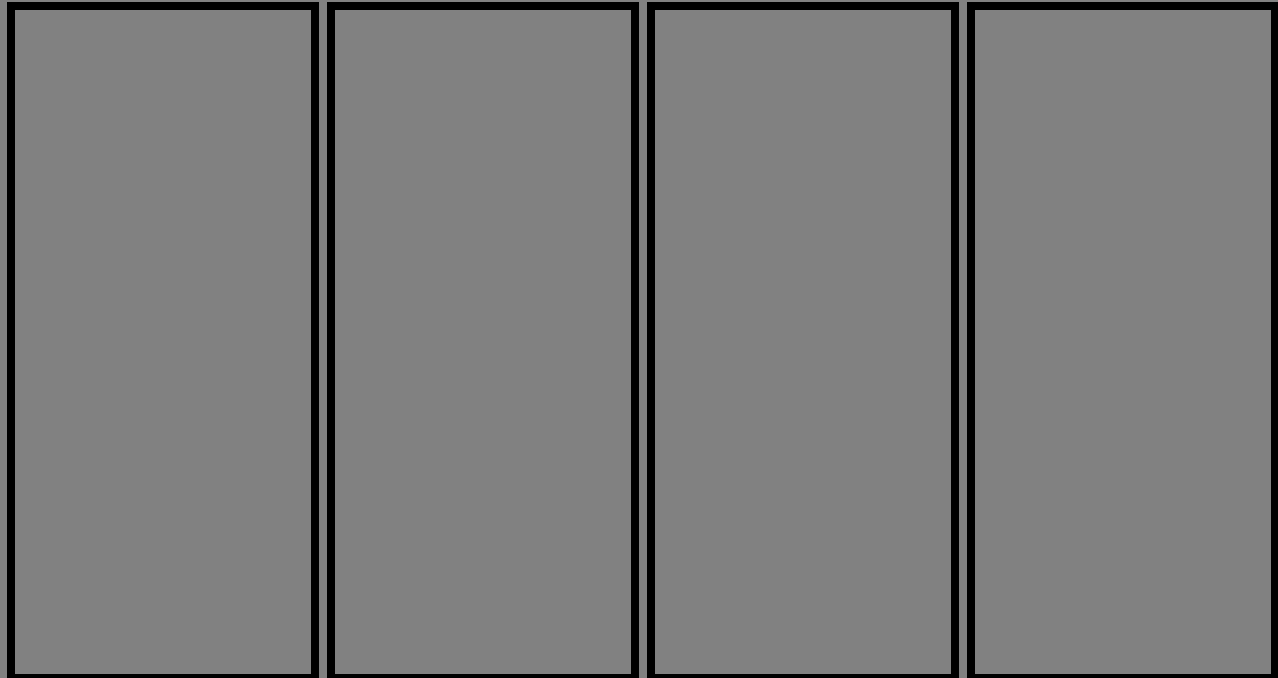
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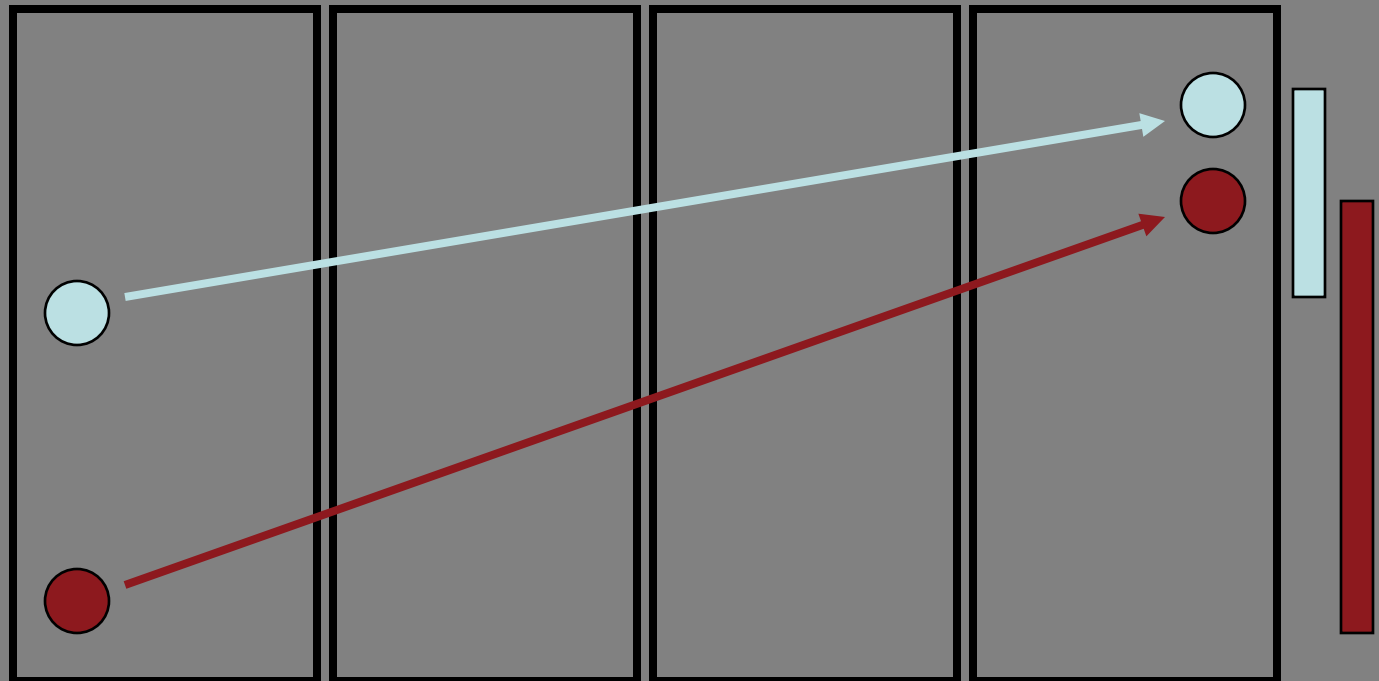
# A Learning Orientation



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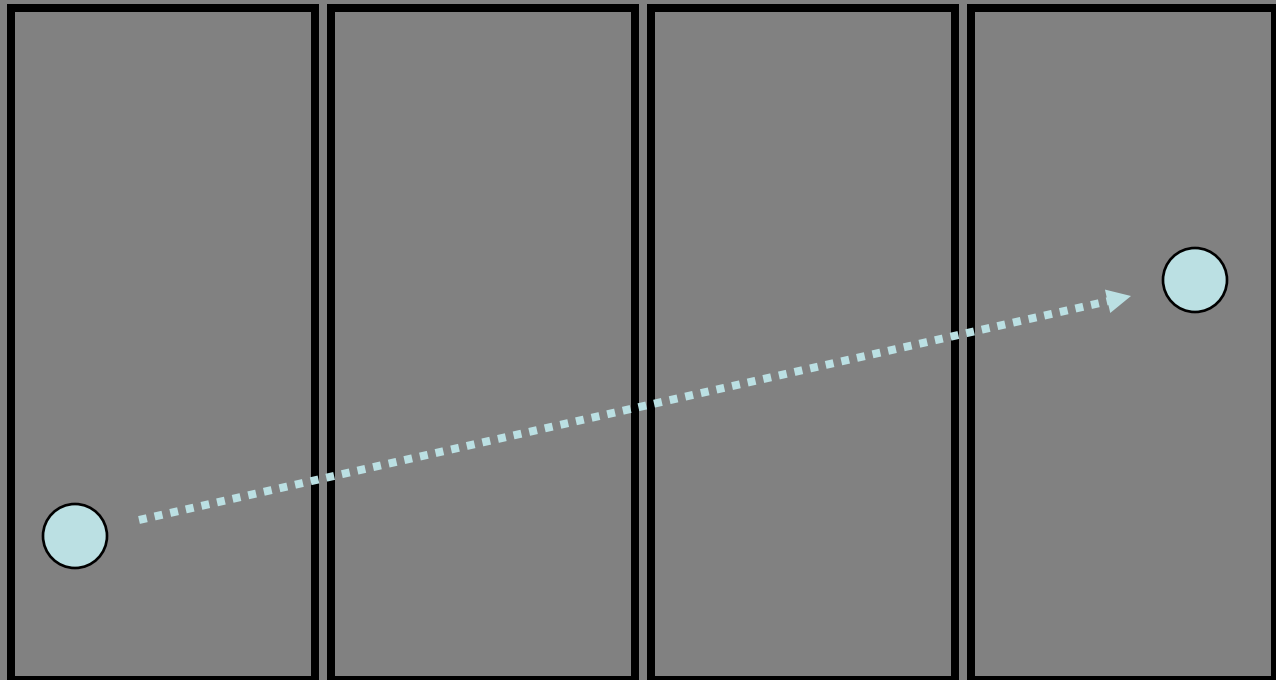
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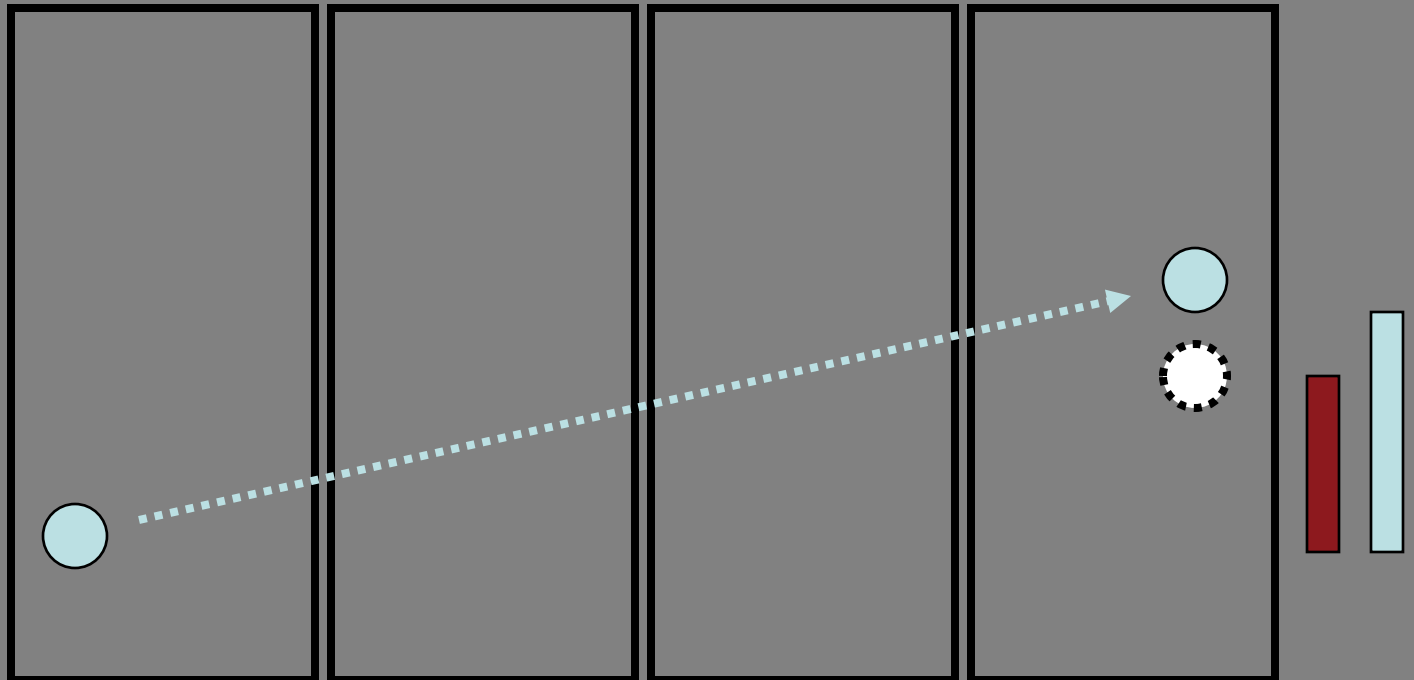
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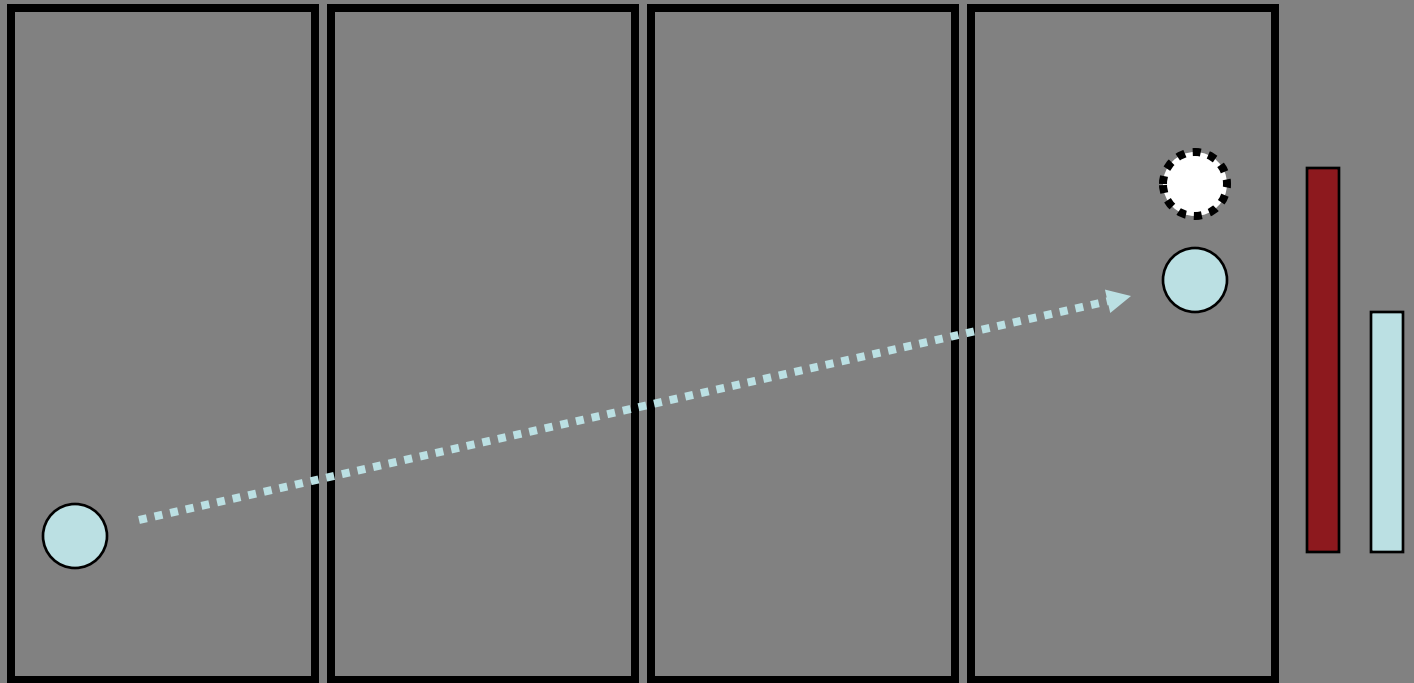
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# A Learning Orientation



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# A Learning Orientation

07-08 Dataset



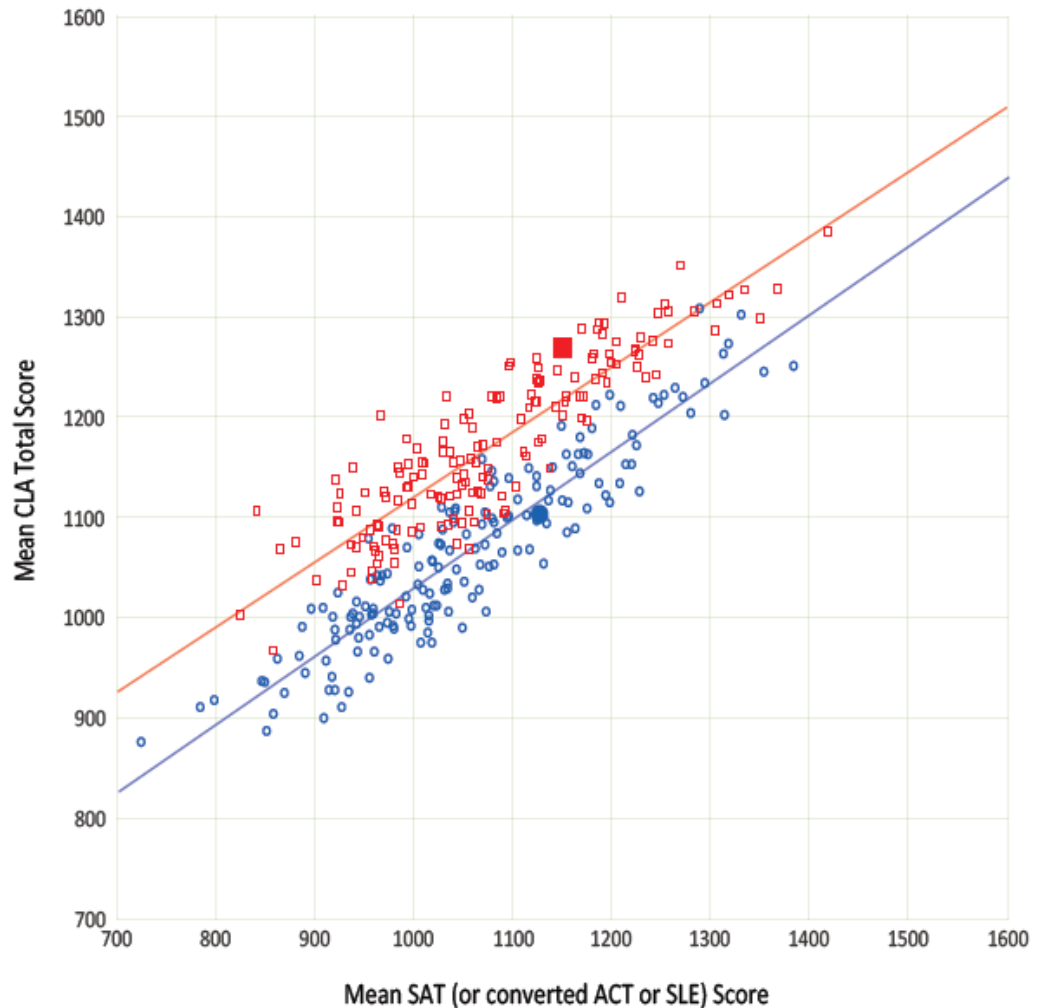
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Figure 1: Relationship between CLA Performance and Incoming Academic Ability



# A Learning Orientation

## Your Results

### University College

No adjusted for entering academic ability? Yes

#### Unadjusted

**59**  
Unadjusted percentile rank

| Mean CLA Score | Unadjusted Percentile Rank |
|----------------|----------------------------|
| 1103           | 59                         |
| 1070           | 53                         |
| 1135           | 62                         |
| 1149           | 63                         |
| 1123           | 61                         |

#### First-year Students

|                       |    |            |
|-----------------------|----|------------|
| Total CLA Score       | 13 | Below      |
| Performance Task      | 6  | Well Below |
| Analytic Writing Task | 19 | Below      |
| Make-an-Argument      | 29 | Below      |
| Critique-an-Argument  | 17 | Below      |

| Adjusted Percentile Rank | Performance Level |
|--------------------------|-------------------|
| 13                       | Below             |
| 6                        | Well Below        |
| 19                       | Below             |
| 29                       | Below             |
| 17                       | Below             |

#### Adjusted

**13**  
Adjusted percentile rank

*Before adjusting for entering academic ability, your first-year students performed higher than 59 percent of comparison institutions*

*After adjusting for entering academic ability, your first-year students performed higher than 13 percent of comparison institutions*

**58**  
Unadjusted percentile rank

| Mean CLA Score | Unadjusted Percentile Rank |
|----------------|----------------------------|
| 1221           | 58                         |
| 1182           | 53                         |
| 1260           | 60                         |
| 1270           | 63                         |
| 1250           | 61                         |

#### Seniors

|                       |    |    |
|-----------------------|----|----|
| Total CLA Score       | 44 | At |
| Performance Task      | 33 | At |
| Analytic Writing Task | 48 | At |
| Make-an-Argument      | 63 | At |
| Critique-an-Argument  | 31 | At |

| Adjusted Percentile Rank | Performance Level |
|--------------------------|-------------------|
| 44                       | At                |
| 33                       | At                |
| 48                       | At                |
| 63                       | At                |
| 31                       | At                |

**44**  
Adjusted percentile rank

*Before adjusting for entering academic ability, your seniors performed higher than 58 percent of comparison institutions*

*After adjusting for entering academic ability, your seniors performed higher than 44 percent of comparison institutions*

#### Value Added

|                       |    |       |
|-----------------------|----|-------|
| Total CLA Score       | 86 | Above |
| Performance Task      | 85 | Above |
| Analytic Writing Task | 83 | Above |
| Make-an-Argument      | 87 | Above |
| Critique-an-Argument  | 72 | Above |

| Adjusted Percentile Rank | Performance Level |
|--------------------------|-------------------|
| 86                       | Above             |
| 85                       | Above             |
| 83                       | Above             |
| 87                       | Above             |
| 72                       | Above             |

**86**  
Adjusted percentile rank

*Comparison institutions are four-year colleges and universities where at least 25 students had both a CLA and EAA score in fall 2008 and/or spring 2009*

*After adjusting for entering academic ability, the difference in performance between your seniors and first-year students was higher than 86 percent of comparison institutions*

**[cla]**

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# A Learning Orientation

| Value Added           | Adjusted Percentile Rank | Performance Level |
|-----------------------|--------------------------|-------------------|
| Total CLA Score       | 86                       | Above             |
| Performance Task      | 85                       | Above             |
| Analytic Writing Task | 83                       | Above             |
| Make-an-Argument      | 87                       | Above             |
| Critique-an-Argument  | 72                       | Above             |

86

Adjusted percentile rank

*After adjusting for entering academic ability, the difference in performance between your seniors and first-year students was higher than 86 percent of comparison institutions*



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# A Learning Orientation

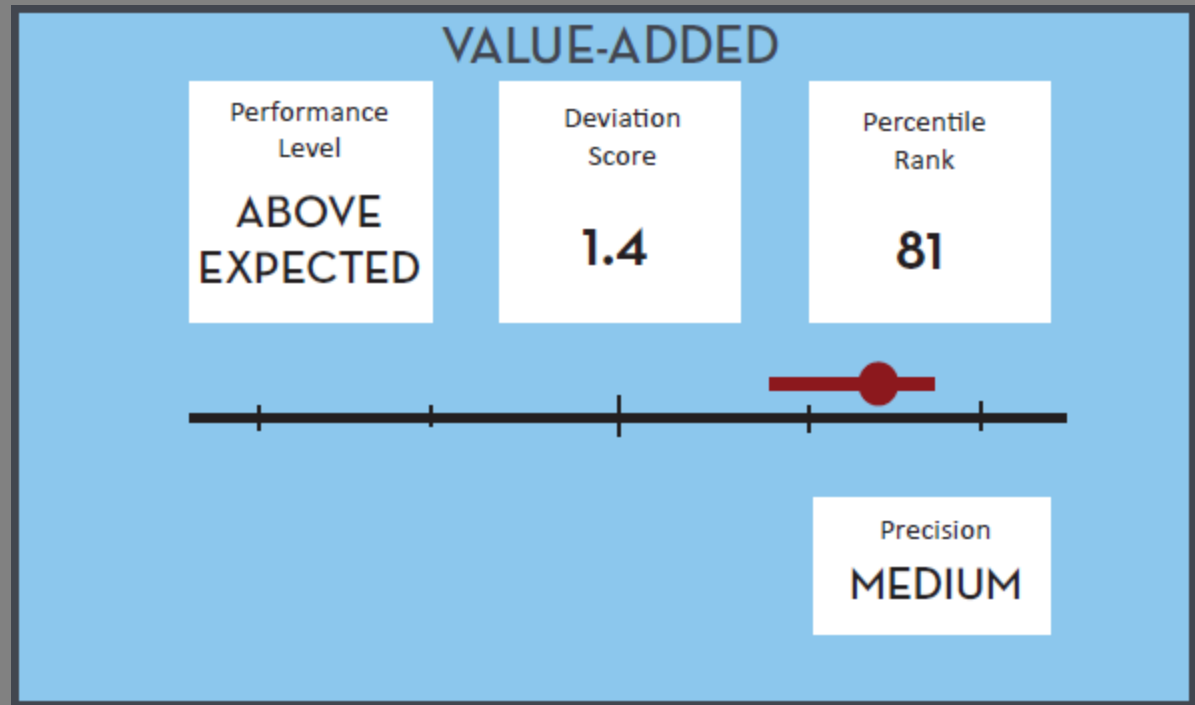
| First-Year Students   | Performance Level | Adjusted Percentile Rank | Deviation Score  | Unadjusted Percentile Rank | Observed Mean CLA Score | Expected Mean CLA Score | Mean EAA Score | Student Count |
|-----------------------|-------------------|--------------------------|------------------|----------------------------|-------------------------|-------------------------|----------------|---------------|
| Total CLA Score       | Below             | 13                       | -1.2             | 59                         | 1103                    | 1158                    | 1150           | 90            |
| Performance Task      | Well Below        | 6                        | -1.6             | 53                         | 1070                    | 1137                    | 1158           | 45            |
| Analytic Writing Task | Below             | 19                       | -0.8             | 62                         | 1135                    | 1177                    | 1142           | 45            |
| Make-an-Argument      | Below             | 29                       | -0.5             | 63                         | 1149                    | 1179                    | 1138           | 46            |
| Critique-an-Argument  | Below             | 17                       | -1.0             | 61                         | 1123                    | 1170                    | 1142           | 45            |
| Seniors               | Performance Level | Adjusted Percentile Rank | Deviation Score  | Unadjusted Percentile Rank | Observed Mean CLA Score | Expected Mean CLA Score | Mean EAA Score | Student Count |
| Total CLA Score       | At                | 44                       | -0.2             | 58                         | 1221                    | 1232                    | 1129           | 95            |
| Performance Task      | At                | 33                       | -0.5             | 53                         | 1182                    | 1203                    | 1132           | 50            |
| Analytic Writing Task | At                | 48                       | 0.0              | 60                         | 1260                    | 1262                    | 1125           | 45            |
| Make-an-Argument      | At                | 63                       | 0.4              | 63                         | 1270                    | 1248                    | 1125           | 45            |
| Critique-an-Argument  | At                | 31                       | -0.5             | 61                         | 1250                    | 1276                    | 1125           | 45            |
| Value-Added Estimates | Performance Level | Adjusted Percentile Rank | Difference Score |                            |                         |                         |                |               |
| Total CLA Score       | Above             | 86                       | 1.0              |                            |                         |                         |                |               |
| Performance Task      | Above             | 85                       | 1.1              |                            |                         |                         |                |               |
| Analytic Writing Task | Above             | 83                       | 0.8              |                            |                         |                         |                |               |
| Make-an-Argument      | Above             | 87                       | 0.9              |                            |                         |                         |                |               |
| Critique-an-Argument  | Above             | 72                       | 0.5              |                            |                         |                         |                |               |



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# Reporting

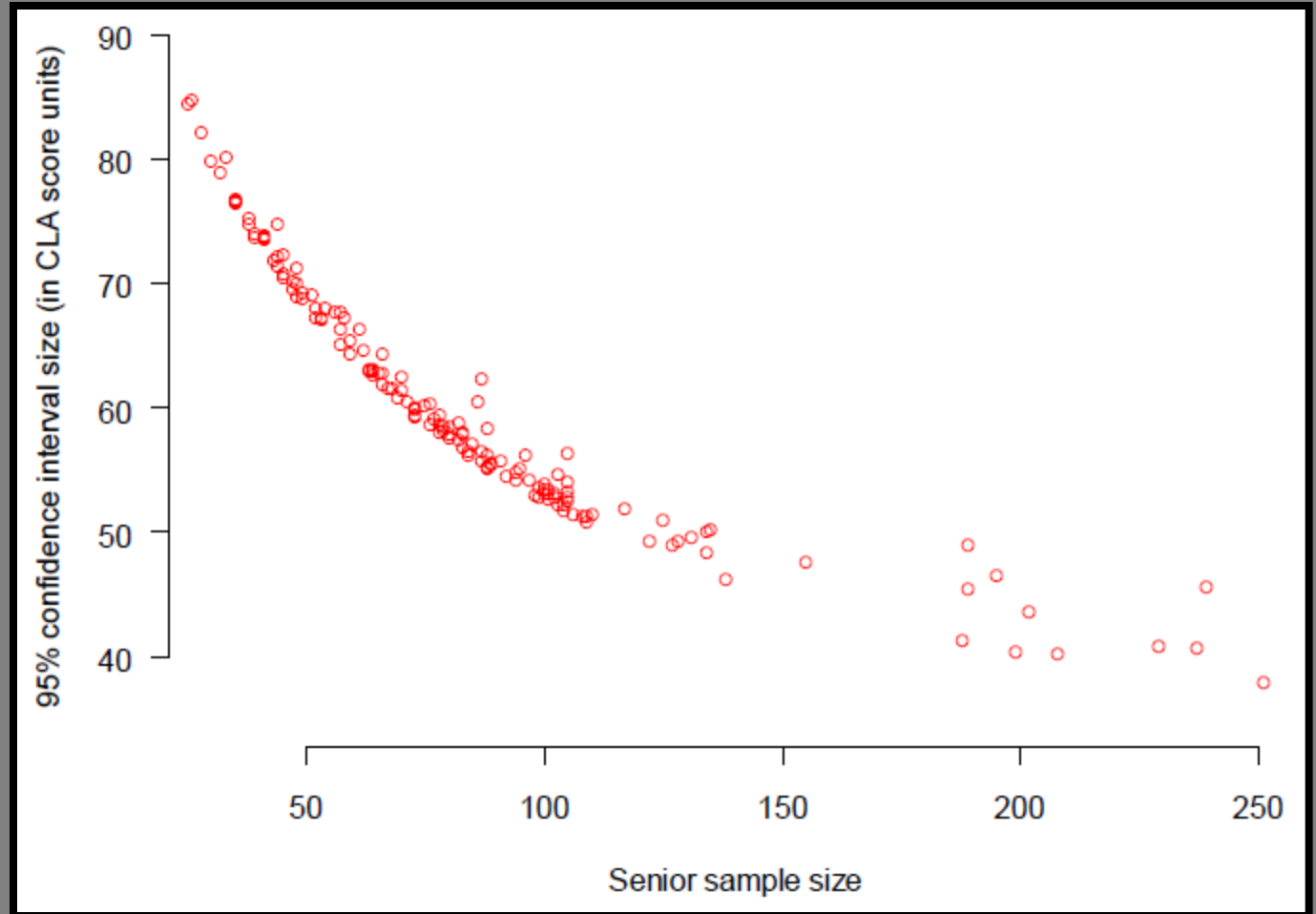


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# Sampling

Relationship between 95% confidence interval size and senior sample size for 07-08 dataset.



[collegiate learning assessment]

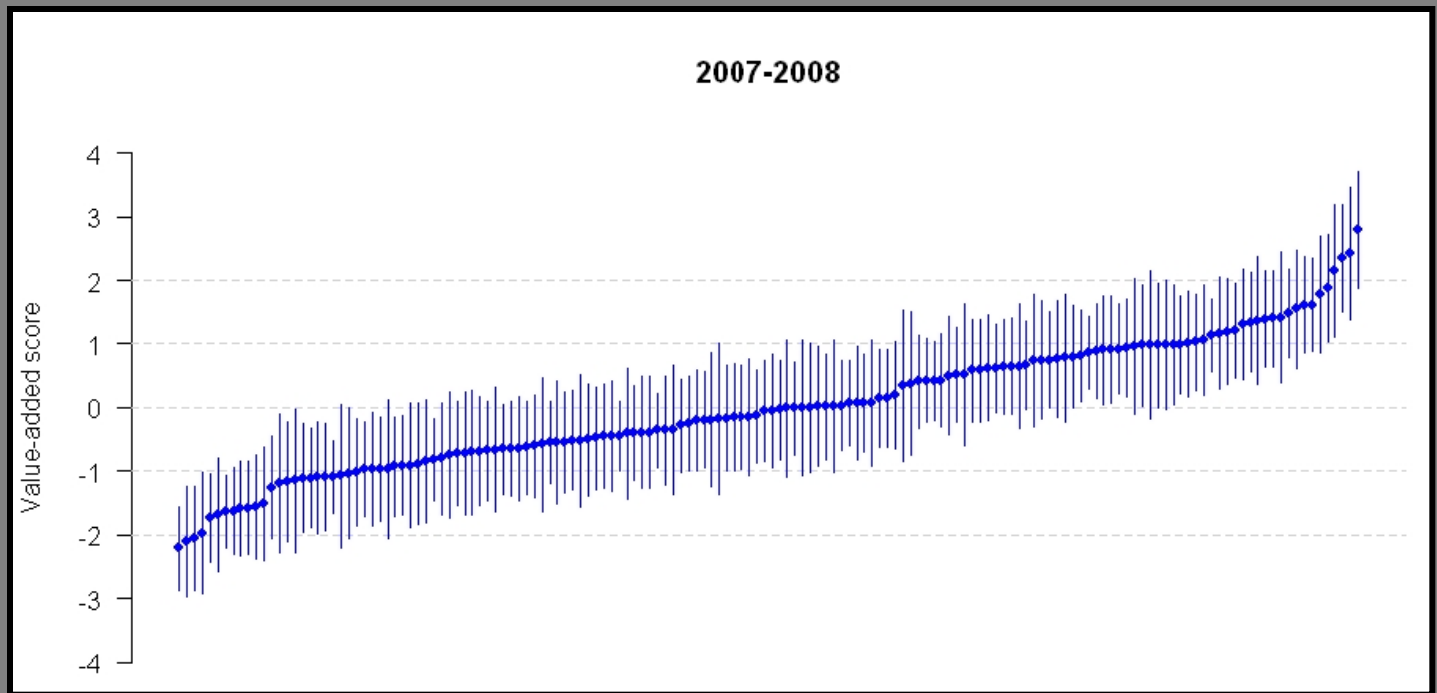
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# Sampling

Value-added scores  
and 95% confidence  
intervals for the 07-08  
dataset



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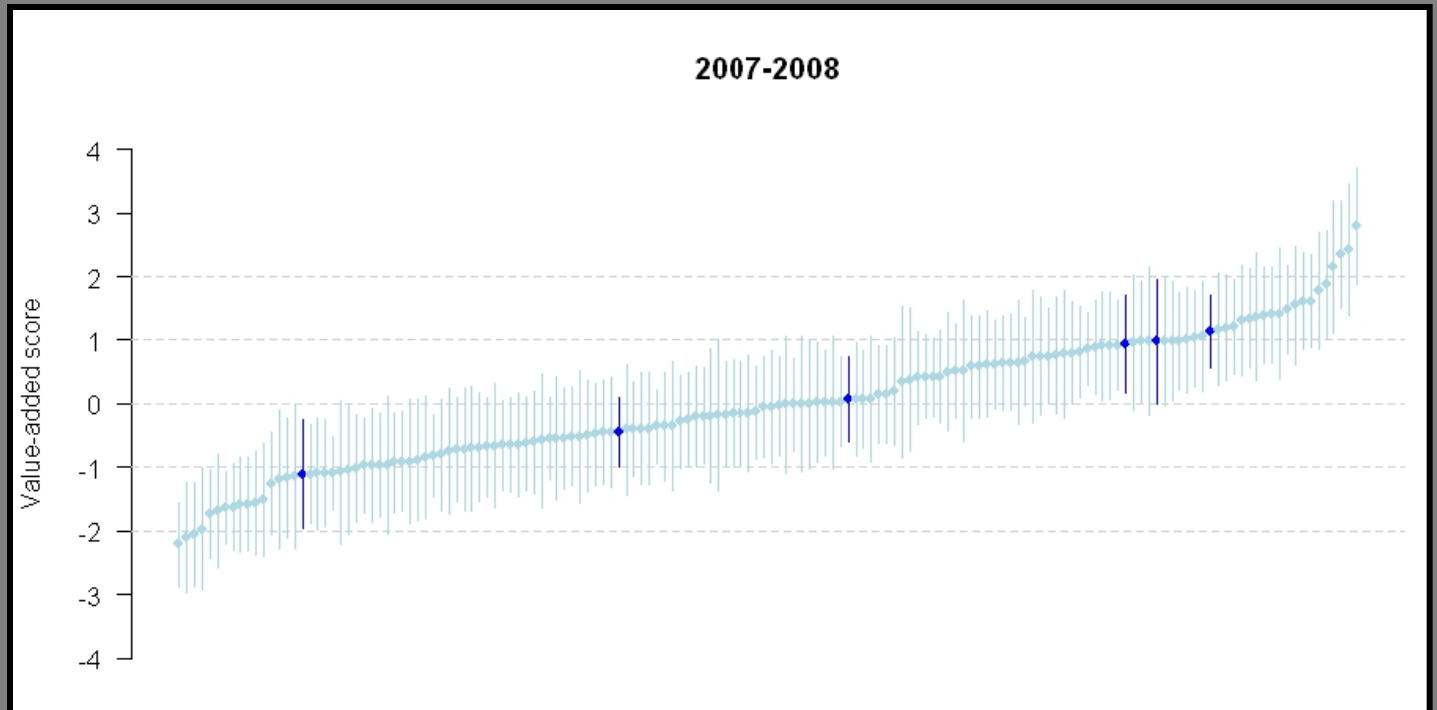
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# Sampling

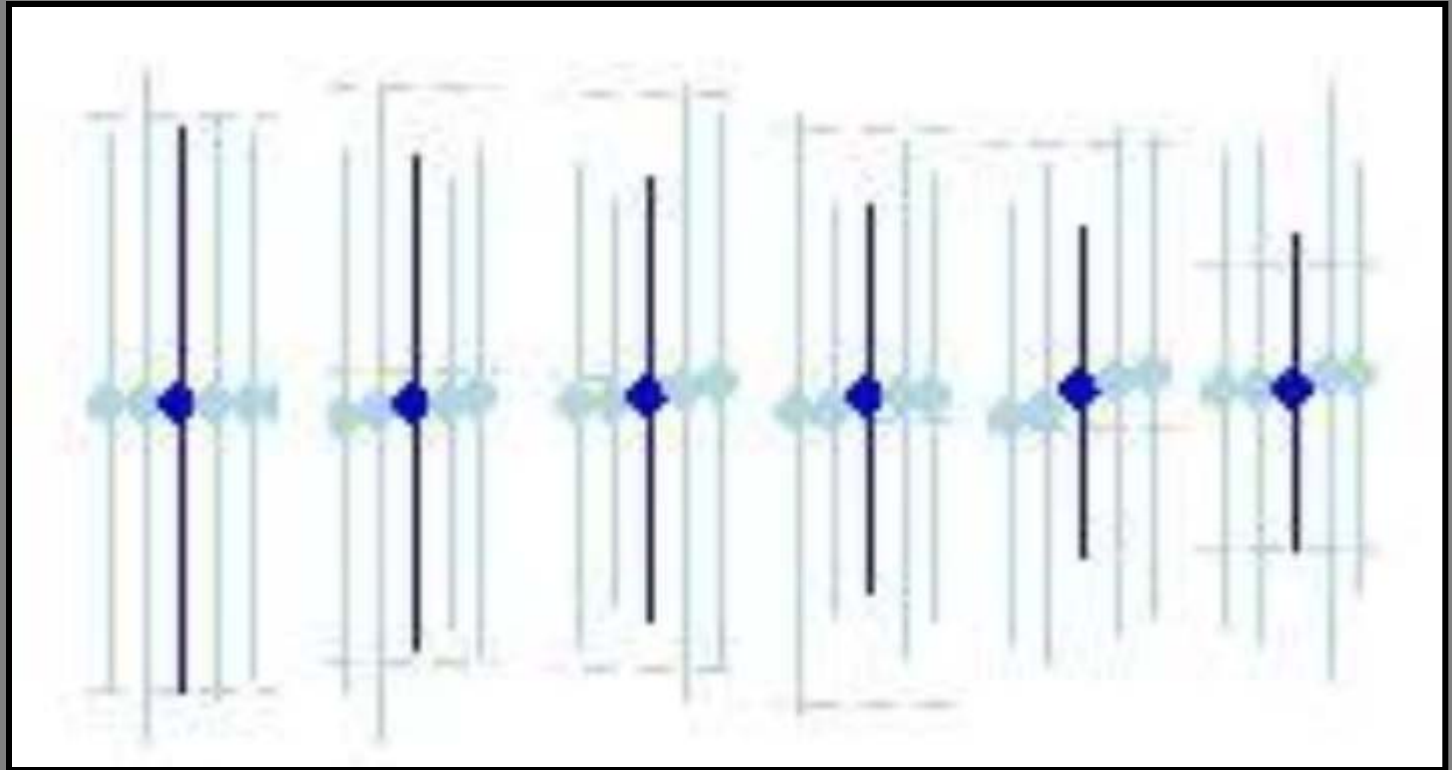
Value-added scores  
and 95% confidence  
intervals for the 07-08  
dataset



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# Sampling

Value-added scores  
and 95% confidence  
intervals for the 07-08  
dataset



# Accountability vs. Learning

In order for CLA results to bridge the gap between accountability and learning, participating institutions should ask themselves:

- *What led to those results?*
- *What improvement goals makes sense for our institution now?*



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# Student Data File

## CLA Fall 2008 and Spring 2009 Student Data File Summary

Percentages are calculated across All Students and may not sum to 100 within categories where data was missing.

| Fall 2008  |       | University College            | Spring 2009 |            |
|------------|-------|-------------------------------|-------------|------------|
| Percentage | Count |                               | Count       | Percentage |
| 100%       | 91    | All Students                  | 98          | 100%       |
| 100%       | 91    | EAA Score                     | 95          | 97%        |
| 35%        | 32    | Male                          | 41          | 42%        |
| 65%        | 59    | Female                        | 57          | 58%        |
| 96%        | 87    | English Primary language      | 90          | 92%        |
| 4%         | 4     | Other Primary Language        | 8           | 8%         |
| 8%         | 7     | Black, non-Hispanic           | 0           | 0%         |
| 0%         | 0     | American Indian/Alaska Native | 1           | 1%         |
| 0%         | 0     | Asian/Pacific Islander        | 1           | 1%         |
| 4%         | 4     | Hispanic                      | 4           | 4%         |
| 86%        | 78    | White, non-Hispanic           | 88          | 90%        |
| 2%         | 2     | Other                         | 4           | 4%         |
| 26%        | 24    | Sciences and Engineering      | 29          | 30%        |
| 18%        | 16    | Social Sciences               | 15          | 15%        |
| 23%        | 21    | Humanities and Languages      | 14          | 14%        |
| 7%         | 6     | Business                      | 39          | 40%        |
| 1%         | 1     | Helping and Other             | 0           | 0%         |
| 25%        | 23    | Undecided or N/A              | 1           | 1%         |
| 1%         | 1     | Transfer                      | 19          | 19%        |
| 100%       | 91    | Freshman / First-Year         | 0           | 0%         |
| 0%         | 0     | Sophomore                     | 0           | 0%         |
| 0%         | 0     | Junior                        | 0           | 0%         |
| 0%         | 0     | Senior                        | 98          | 100%       |
| 0%         | 0     | Graduate Student / Other      | 0           | 0%         |
| 0%         | 0     | Special Programs              | 0           | 0%         |



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Password to open this data file 0809\_CLA\_XXXX

# Identifying Correlations

## Allows for:

Comparisons with locally collected variables

Disaggregation of data for institutions that in-depth sample

CLA Student Level Data File provides:

- CLA Scores and Identifiers  
(CLA Scale Scores, student percentile ranks)
- Registrar Data  
(GPA, SAT/ACT/SLE)
- Self-Reported Data  
(Age, gender, race/ethnicity, field of study)
- Locally customizable survey responses



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# In-Depth Sampling

Allows institutions to drill down and consider variation within your institution

Sample size for any desired cohort: minimum 100 students or 50% of the cohort



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# Collaboration

## The Importance of Confidentiality:

Our goal is not to rank institutions nor to publically expose institutional results in a manner that would wrongly encourage misinterpretation.

Consortium participation

CLA Coffee [cla]tches

The CLA Spotlight

CLA Focus Groups



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# Peer Group Analysis

In Development

Designed to enable institutions to select the criteria (e.g. size, sector, geographic region, etc.) that reflect various institutional characteristics that are of interest to them.

Allows institutions to control for other characteristics (beyond entering test scores) that narrow the group of similarity.



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# CLA Education



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# CLA Education

Can complement CLA Assessment Services or be used independently

Focuses on faculty, and the classroom as the place to improve higher order skills

Leverages authentic assessment, performance tasks, and rubrics of the CLA

Preliminarily launched in 2008, with full launch in 2009-10



# CLA Education

Focuses on teaching and learning

Works directly with faculty

Skill development and tool building

Bridges the gap between institutional assessment and classroom practice



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# CLA Education

## CLA in the Classroom

Performance Task Academy

Performance Task Library

Faculty Certification

## Feedback Reporting

Student Feedback Report

Institutional Feedback Report



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# Academies to Date

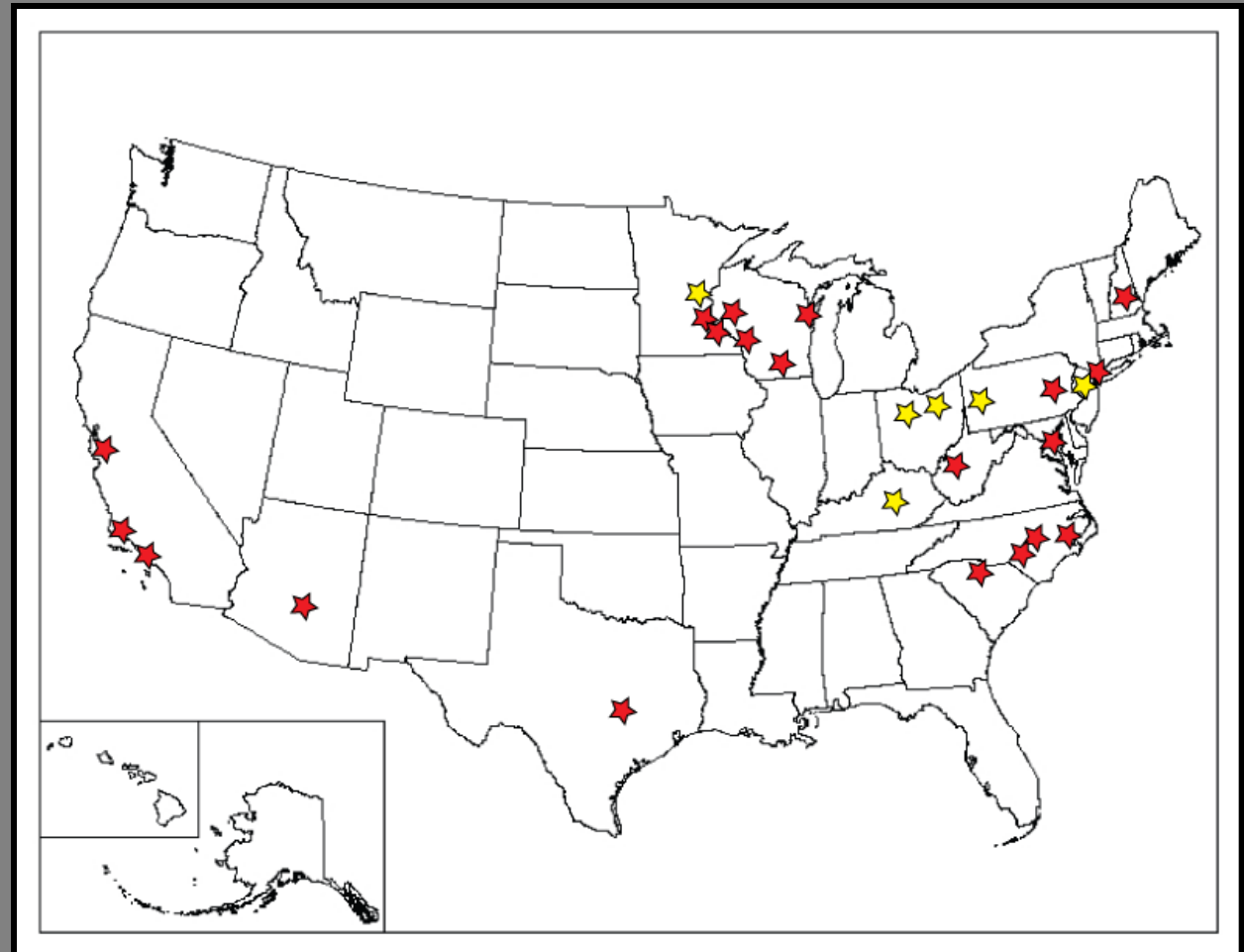
## Continued Expansion:

K-12 educators

Community colleges

Creating course-long  
Performance  
Tasks

By academic discipline



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# Upcoming Academies

January 7-8  
New York, NY



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# Performance Task Library

## Tasks created to date:

Immigration

Health Care

Foreign Policy

Nutrition

Child Care

Museum Acquisitions

University policy

Participating faculty members share the performance tasks that they have created.

Performance tasks can be accessed by other faculty; tasks can be downloaded, adapted and implemented.

Exceptional performance tasks will be shared with measurement scientists for possible further development.



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# Faculty Certification

In Development

Starting this spring, faculty members will walk away from Performance Task Academies certified in their ability to create their own tasks, which they can add to their professional development portfolio.



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# Feedback Reporting

CLA in the Classroom

Performance Task Academy

Performance Task Library

Faculty Certification

Feedback Reporting

Student Feedback Report (in development)

Institutional Feedback Report (in development)



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# Student Feedback Report

In Development

Complements the CLA Institutional Report

Students in one classroom complete a performance task (no matrix sampling, can occur at any time during the year)

Responses scored on demand

Absolute performance is reported



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# Student Feedback Report

## Feedback Categories

Analytic reasoning and evaluation

Problem Solving

Writing: Persuasiveness

Writing: Mechanics

## Skill Categories

Emerging

Developing

Excelling

Mastering

|   | HIGHER ORDER SKILL  | EMERGING   | DEVELOPING  | EXCELLING   | MASTERING  |  |
|---|---|--|---|---|--|--|
| 2 | <b>ANALYTIC REASONING &amp; EVALUATION</b> <ul style="list-style-type: none"> <li>Interpreting and analyzing information accurately.</li> <li>Identifying and explaining logic flaws, questionable assumptions, and conflicting information in the Document Library.</li> <li>Explaining why evidence is credible, unreliable, or limited.</li> </ul>   | <ul style="list-style-type: none"> <li>Does not identify or explain the strengths and weaknesses of arguments presented in the Document Library.</li> <li>Ignores or severely misinterprets important information or provides no evidence of analysis.</li> <li>Does not make claims about the quality of evidence and focuses response mainly on unreliable evidence.</li> </ul>              | <ul style="list-style-type: none"> <li>May identify, but does not explain the strengths and weaknesses of arguments presented in the Document Library.</li> <li>Ignores or misinterprets much of the information in the Document Library or provides analysis that consists mostly of restating information "as is."</li> <li>Does not make claims about the quality of evidence and may present unreliable evidence as credible.</li> </ul>                                    | <ul style="list-style-type: none"> <li>Identifies, but provides little explanation of a few strengths and weaknesses of arguments presented in the Document Library.</li> <li>Makes a few minor misinterpretations of information or overlooks some information, or provides analysis that often restates information "as is."</li> <li>Makes few (if any) claims about the quality of evidence or presents some unreliable evidence as credible.</li> </ul>            | <ul style="list-style-type: none"> <li>Identifies and briefly explains a few strengths and weaknesses of arguments presented in the Document Library.</li> <li>Briefly presents accurate interpretations and tends to focus on strong evidence, but possibly overlooks some information and sometimes restates information "as is."</li> <li>Makes a few accurate claims about the quality of evidence and sometimes explains those claims.</li> </ul> | <ul style="list-style-type: none"> <li>Identifies and explains several strengths and weaknesses of arguments presented in the Document Library.</li> <li>Presents accurate interpretations of much of the Document Library content and provides original analysis.</li> <li>Makes some accurate claims about the quality of evidence and explains those claims.</li> </ul>   |
|   | <b>PROBLEM SOLVING</b> <ul style="list-style-type: none"> <li>Considering and weighing information from diverse sources to draw a conclusion(s) (decision or course of action).</li> <li>Drawing conclusion(s) (decision or course of action) that logically follows from valid arguments, evidence, and examples, rather than speculation/opinion, considering, if applicable, alternative conclusions.</li> <li>Considering the consequences of decisions and recognizing the utility of additional research and/or information.</li> </ul> | <ul style="list-style-type: none"> <li>Provides no clear conclusion(s) (decision or course of action) or incorrect conclusion(s) with no valid rationale.</li> <li>If applicable, does not propose a course of action that follows logically from the conclusion.</li> <li>If applicable, does not suggest additional research or information.</li> </ul>                                      | <ul style="list-style-type: none"> <li>Provides a recognizable or incorrect conclusion(s) (decision or course of action), but very little rationale is provided or it is based heavily on unreliable evidence or solely on personal anecdotal opinions.</li> <li>If applicable, briefly proposes a course of action, but some aspects may not follow logically from the conclusion.</li> <li>If applicable, does not suggest additional research and/or information.</li> </ul> | <ul style="list-style-type: none"> <li>Provides a recognizable conclusion(s) (decision or course of action) and some reason to favor it. However, the rationale is weak and may be contradicted by unaccounted for evidence.</li> <li>If applicable, briefly proposes a course of action, but some aspects may not follow logically from the conclusion.</li> <li>If applicable, may suggest additional research and/or information, but does not elaborate.</li> </ul> | <ul style="list-style-type: none"> <li>Provides a clear conclusion(s) (decision or course of action) with credible evidence based largely on credible evidence from multiple sources.</li> <li>If applicable, proposes a course of action that logically follows from the conclusion and may consider consequences.</li> <li>If applicable, suggests additional research and/or information if it is warranted by the conclusion.</li> </ul>           | <ul style="list-style-type: none"> <li>Provides a clear conclusion(s) (decision or course of action) and provides a solid rationale based largely on credible evidence from nearly all to all sources.</li> <li>If applicable, proposes a course of action that logically follows from the conclusion and considers consequences.</li> <li>If applicable, recognizes the need for additional research and/or information to make an absolute determination, and suggests further study.</li> </ul> |
|   | <b>PERSUASIVENESS</b> <ul style="list-style-type: none"> <li>Providing relevant evidence and examples from cited sources in support of arguments.</li> <li>Presenting ideas as part of an organized and logically cohesive argument with a clear focus on the task at hand.</li> <li>Addressing all elements of the task.</li> </ul>  | <ul style="list-style-type: none"> <li>There is no argument, and the writing is disorganized and confusing.</li> <li>Support for positions is non-existent, irrelevant, vague, or inaccurate.</li> <li>Fails to address several elements of the task.</li> </ul>   | <ul style="list-style-type: none"> <li>Fails to develop an argument or provides a very unclear argument by presenting support in a disorganized fashion or undermining own points.</li> <li>Provides little support for positions. Support is not explained in detail, only convincing evidence, or includes gross inaccuracies. Sources are often unclear.</li> <li>Fails to address some elements of the task.</li> </ul>   | <ul style="list-style-type: none"> <li>Writer's argument is somewhat unclear. Presents relevant information in responses, but that information is not woven into an argument.</li> <li>Provides some support for positions, but support omits convincing evidence or is not explained in detail. Sources are sometimes unclear.</li> <li>Addresses most elements of the task, but often tangentially (not directly).</li> </ul>   | <ul style="list-style-type: none"> <li>Organizes response in a way that makes the writer's argument and its logic apparent but not obvious.</li> <li>Provides some support for positions and cites sources, but support is not explained in much detail.</li> <li>Addresses all elements of the task, but sometimes tangentially (not directly).</li> </ul>  | <ul style="list-style-type: none"> <li>Organizes response in a logically cohesive way that makes it fairly easy to follow the writer's argument.</li> <li>Provides thorough support for positions, cites sources, and explains support in sufficient detail.</li> <li>Directly addresses all elements of the task.</li> </ul>  |
|   | <b>MECHANICS</b> <ul style="list-style-type: none"> <li>Demonstrating competency with the conventions of Standard Written English (agreement, tense, capitalization, punctuation, and spelling).</li> <li>Exhibiting facility with the English language, particularly syntax (sentence structure).</li> <li>Applying diction (word choice and usage) correctly and effectively.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrates no control of grammatical conventions (or no evidence of control) with many errors that make the response difficult to read.</li> <li>Writes sentences that are repetitive, incomplete, or difficult to understand.</li> <li>Uses limited vocabulary. Uses some vocabulary inaccurately or in a way that makes meaning unclear.</li> </ul> | <ul style="list-style-type: none"> <li>Demonstrates poor control of grammatical conventions with several distracting errors.</li> <li>Consistently writes sentences with similar structure and length and several are difficult to understand.</li> <li>Likely borrows vocabulary heavily from the Document Library. Uses some vocabulary inaccurately or in a way that makes meaning unclear.</li> </ul>   | <ul style="list-style-type: none"> <li>Demonstrates fair control of grammatical conventions with some distracting errors.</li> <li>Writes sentences that tend to have similar structure and length, and a few are difficult to understand.</li> <li>Generally uses vocabulary that communicates ideas effectively, but vocabulary lacks variety or is often borrowed from the Document Library.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrates good control of grammatical conventions with few errors.</li> <li>Writes well-constructed sentences with some varied structure and length.</li> <li>Uses vocabulary that communicates ideas clearly but lacks variety.</li> </ul>  | <ul style="list-style-type: none"> <li>Demonstrates very good control of grammatical conventions.</li> <li>Consistently writes well-constructed sentences with varied structure and length.</li> <li>Uses varied vocabulary that communicates ideas clearly.</li> </ul>  |

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# Institutional Feedback Report

In Development

Using the same scoring rubric as employed in the Student Feedback Report, the Institutional Feedback Report provides a report of overall performance.

The report includes specific examples of work from that institution's students' responses.



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# The CLA is Not Just a Test

The CLA is committed to improve teaching and learning through assessment, research, best practice, community building and professional development



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# For More Information



[www.collegiatelearningassessment.org](http://www.collegiatelearningassessment.org)

[www.collegiatelearningassessment.org/latestnews](http://www.collegiatelearningassessment.org/latestnews)

[www.claintheclassroom.org](http://www.claintheclassroom.org)

[www.twitter.com/cla\\_beat](http://www.twitter.com/cla_beat)



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# For More Information



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