

Developing your own Assessment Plan/Performance Criteria:

To assist you in documenting your own plan for assessing a course or activity, the following Map is provided, with examples from current CHC Courses and programs (See pages that follow). Follow these steps as you complete the map:

1. In the upper left-hand box on the map, write the student learning outcome you wish to assess. This statement should state explicitly what you expect students should be able to demonstrate that they have learned as a result of the course or unit.
2. In the middle box, describe how you intend to gather evidence of student learning. Identify the student population you will assess, when the assessment will take place, how it will be conducted, and who will be involved.
3. In the upper right-hand box – list or describe any specific assignments, activities, tests or assessment instruments that will be used to assess student learning.
4. In the Rubric grid below, identify the common or key traits that will be evaluated in the student work collected. Next, for each trait, develop descriptive criteria for each level or step in the rubric, ranging from “No Evidence” of student learning, to what would be considered “Excellent.” In short, describe what each step in the rubric “looks like.”
 - It is important to note that rubrics can take many forms. The rubric grid provided is intended as a guide – you are not limited to only three traits (Affective, Cognitive and Psychomotor learning domains), nor to a 0-3 scale in your rubric. You are encouraged to develop performance criteria that match your learning expectations, which will yield adequate evidence of student learning for the activity assessed. Please contact the Instructional Assessment Specialist if you would like help with creating a rubric, or with any step in the SLO Cycle.