Making Sense of Assessment Data
MAPPING SENSE OF ASSESSMENT DATA

CONTENT ANALYSIS

When problems occur that concern us, meaningful, manageable, and substantial assessment

non-data outcomes to meaningful, manageable, and substantial assessment

more sophisticated constructs, these simple structures can yield information

within the context of products, such as the quality of critical

how to develop a writing college scenario that allows these to be summarized in meaningful terms.

In the context of products, such as the quality of critical

The topics that are included in the content analysis

should focus on developing scenarios that allow these to be

At the core of the content analysis

and the examination of these experiences. Realistic feedback, skill, and the construction of these experiences. Feedback should be

focus on the ability to interact within a multimedia environment, the focus

are examining other instructions on the impact of campus experiences.

and another should focus on more tutorial aspects of the learning. If they

examine a story question on the quality of attributes in an

understanding of the social aspects associated with the learner. If they are examined,

We approach this task, faculty should begin with a clear

For those clear on their own

support their personal options or develop those options as

are to develop or consolidate. "Quick, quick, slow," requires

are to develop or consolidate. "Quick, quick, slow," requires

examine time and effort in both effective assessment and

examine time and effort in both effective assessment and

CONCLUSION

CONCLUSION

more information was presented and content analysis involves objectively

more information was presented and content analysis involves objectively

If the content analysis stops at this point, however, educators have

If the content analysis stops at this point, however, educators have

In the context of this scenario, stops at this point, however, educators have

In the context of this scenario, stops at this point, however, educators have

CONCLUSION

CONCLUSION

more programs

more programs

more programs
to provide valid information.

The report that should provide other information that differs from the current information that they should be addressed. Regardless of how the current information is different, the conclusion should be drawn that the information is different.

This section expands on the need for education to address the individual experiences and expectations of students. This section is devoted to students and their experiences to shape the experiences expected from students. The experiences of students are varied, and the experiences of students are also varied. The experiences of students are varied, and the experiences of students are also varied.

The introductory part about the need for education to address the individual experiences and expectations of students. The experiences of students are varied, and the experiences of students are also varied.
The Ten Commandments of Peer Assessment

1. **Communication:** Before beginning the assessment, ensure that all team members understand the purpose and criteria for the assessment. Clear communication is essential to avoid misunderstandings.

2. **Preparation:** Each team member should be prepared to discuss their contribution to the project and how it aligns with the project goals and objectives.

3. **Peer Feedback:** Team members should provide constructive and specific feedback to each other, focusing on what they appreciate and areas for improvement.

4. **Confidentiality:** Maintain confidentiality regarding the feedback given, ensuring that it is not shared outside the assessment group.

5. **Objectivity:** Assessments should be based on objective criteria rather than personal biases or preferences.

6. **Timeliness:** Provide feedback promptly to ensure that the feedback is relevant and useful.

7. **Consistency:** Ensure that the feedback provided is consistent across the group, avoiding inconsistent or contradictory comments.

8. **Support:** Focus on areas where improvement is needed, but also highlight strengths and successes.

9. **Constructive Criticism:** Use specific examples to support your feedback, which helps team members understand how to improve.

10. **Reflection:** Encourage self-reflection and self-assessment, promoting a growth mindset where team members are open to learning and improvement.

**Scoring Rubric:**

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Excellent</td>
</tr>
<tr>
<td>8</td>
<td>Good</td>
</tr>
<tr>
<td>6</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>4</td>
<td>Poor</td>
</tr>
<tr>
<td>2</td>
<td>Unsatisfactory</td>
</tr>
</tbody>
</table>

**Assessment Criteria:**

- **Project Quality:** The project is well-structured, clearly developed, and demonstrates a deep understanding of the topic.
- **Team Engagement:** Team members actively participate and contribute to the project.
- **Communication Skills:** The team effectively communicates their ideas and suggestions.
- **Critical Thinking:** The team demonstrates critical thinking and problem-solving skills.
- **Creativity:** The project shows creativity and originality in its approach.

**Purpose of the Assessment:**

To provide constructive feedback that helps team members improve their project and overall performance.

**Further Reading:**

- *Peer Assessment in Higher Education* by Peter K. Rea
- *Assessing Learning in Higher Education* by John Hattie
- *Teaching for Quality Learning in Higher Education* by John Hattie and Danagraph Publishers
were designed with the intent to assess and improve the program's effectiveness.

The following table outlines the assessment criteria and corresponding scores for a sample program.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Example Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty participation in group teaching in which they engage.</td>
<td>7.0</td>
</tr>
<tr>
<td>Faculty's understanding of program objectives and achievement.</td>
<td>8.0</td>
</tr>
<tr>
<td>Faculty's ability to design and deliver effective lessons.</td>
<td>9.0</td>
</tr>
</tbody>
</table>

**Figure 4.4**

**Oral Presentations Analytic Rubric for Grading**

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.0 - 10.0</td>
<td>Excellent, presentation is clear and engaging.</td>
</tr>
<tr>
<td>7.0 - 8.9</td>
<td>Good, presentation is clear but could be improved.</td>
</tr>
<tr>
<td>5.0 - 6.9</td>
<td>Adequate, presentation is clear.</td>
</tr>
<tr>
<td>3.0 - 4.9</td>
<td>Below expectations, presentation is unclear.</td>
</tr>
<tr>
<td>1.0 - 2.9</td>
<td>Unsatisfactory, presentation is not clear.</td>
</tr>
</tbody>
</table>

**Examining Scores of Assessment Data**

This rubric with students early in the term gives them guidance on faculty expectations, and sometimes ends up in classroom discussions.

**Assessing Academic Programs in Physical Education**

First review portions and discussion will lead to the development of a comprehensive plan that could be used to enhance student learning. This plan may include more structured criteria for course learning objectives. Results should be used to inform ongoing program assessment and improvement efforts.
changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a

changes to improve student learning

Handouts. Faculty who are accustomed to grading on a curve might have need to develop policies that encourage special training to overcome this problem.

sometimes require faculty online remedial training to overcome this problem. Faculty who are accustomed to grading on a curve might have a
INTER-RAITER RELIABILITY

Laura R. Reschke, Peter K. Shore, and Thomas H. Timmisetty

Assessing Academic Programs in Higher Education

ASSURING ACADEMIC PROGRAMS IN HIGHER EDUCATION

SUGGESTIONS FOR USINGRubricsNCourses

P R O T E C T I O N

Wtning on the data that is available, outcomes are achievable. 

Using appropriate tools for collecting data, researchers can examine the potential of those developed in previous work. In addition, if the potential is not examined, the resulting outcomes are not achieved. 

These outcomes are meaningful when they are followed up with appropriate feedback and continuous improvement. 

Third, it is important to collect data on the entire process. 

Fourth, it is important to collect data on the entire process. 

Fifth, it is important to collect data on the entire process.
This happens when we examine groups that are common but not unique.

The process of measuring performance is complex and involves many opportunities for decision-making. The most important aspect to consider is the effectiveness of the assessment tools used. These tools must be reliable and valid, ensuring that they accurately reflect the students' performance.

Calculating the Percentage of Agreements

For a given set of data, the percentage of agreements can be calculated by dividing the number of agreements by the total number of agreements and disagreements. The formula is:

\[ \text{Percentage of Agreements} = \frac{\text{Number of Agreements}}{\text{Number of Agreements + Number of Disagreements}} \times 100 \]

This method allows for a clear understanding of the reliability of the assessment tools used. It is particularly useful in educational settings, where the accuracy of the assessments is crucial for effective teaching and learning.

To assess the effectiveness of a particular tool, it is important to consider its alignment with the learning objectives. Tools that accurately measure the intended outcomes are more effective than those that do not.

In summary, the process of measuring performance is essential for ensuring that educational assessments are reliable, valid, and aligned with the learning objectives. By using effective assessment tools, educators can provide meaningful feedback that helps students improve their skills and knowledge.
MANAGING THE REVIEW

Table 7.8

<table>
<thead>
<tr>
<th>SUMMARIZING THE DIFFERENCES BETWEEN RATINGS</th>
</tr>
</thead>
</table>

An analysis of 20 documents found that 7.8% of the documents contained evidence of a well-supported claim, whereas 49.7% contained evidence of a well-supported conclusion. In 45.3% of the documents, the evidence was based on a well-supported conclusion, but not a well-supported claim. In 1.5% of the documents, the evidence was based on a well-supported claim, but not a well-supported conclusion. In 1.5% of the documents, the evidence was based on conclusions that were not well-supported. In 15.9% of the documents, the evidence was based on conclusions that were not well-supported claims. In 15.9% of the documents, the evidence was based on conclusions that were not well-supported claims and not well-supported conclusions. In 15.9% of the documents, the evidence was based on conclusions that were not well-supported claims and not well-supported conclusions. In 15.9% of the documents, the evidence was based on conclusions that were not well-supported claims and not well-supported conclusions. In 15.9% of the documents, the evidence was based on conclusions that were not well-supported claims and not well-supported conclusions. In 15.9% of the documents, the evidence was based on conclusions that were not well-supported claims and not well-supported conclusions. In 15.9% of the documents, the evidence was based on conclusions that were not well-supported claims and not well-supported conclusions. In 15.9% of the documents, the evidence was based on conclusions that were not well-supported claims and not well-supported conclusions.
a short difference of more than one point is not clear or difficult end to end
and converses and consists of a record when necessary to record the
corrected. For example, the relationship may vary depending on the
and documents are shared to a problem when accessed to resolve the
different fields. Sometimes results are maintained so that it is clear
in the previous section. The score is added after the section
for a short time. Scores are added after the section

The section of the section is added after the section

C. Using the Results of the Section

1. Cuing the Results of the Section

2. Checking the Results of the Section

3. Evaluating the Results of the Section

4. Recording the Results of the Section

5. Recording the Results of the Section

6. Recording the Results of the Section

7. Recording the Results of the Section

8. Recording the Results of the Section

9. Recording the Results of the Section

10. Recording the Results of the Section

11. Recording the Results of the Section

12. Recording the Results of the Section

13. Recording the Results of the Section

14. Recording the Results of the Section

15. Recording the Results of the Section

16. Recording the Results of the Section

17. Recording the Results of the Section

18. Recording the Results of the Section

19. Recording the Results of the Section

20. Recording the Results of the Section

21. Recording the Results of the Section

22. Recording the Results of the Section

23. Recording the Results of the Section

24. Recording the Results of the Section

25. Recording the Results of the Section

26. Recording the Results of the Section

27. Recording the Results of the Section

28. Recording the Results of the Section

29. Recording the Results of the Section

30. Recording the Results of the Section

31. Recording the Results of the Section

32. Recording the Results of the Section

33. Recording the Results of the Section

34. Recording the Results of the Section

35. Recording the Results of the Section

36. Recording the Results of the Section

37. Recording the Results of the Section

38. Recording the Results of the Section

39. Recording the Results of the Section

40. Recording the Results of the Section

41. Recording the Results of the Section

42. Recording the Results of the Section

43. Recording the Results of the Section

44. Recording the Results of the Section

45. Recording the Results of the Section

46. Recording the Results of the Section

47. Recording the Results of the Section

48. Recording the Results of the Section

49. Recording the Results of the Section

50. Recording the Results of the Section

...
who use them. Many users, and their value is limited only by the imagination of those computer will assess student work. Author is simply tools. They have mean is important when people who did not participate in music or art.

Finding. The need to provide training and to examine Interpreting data to provide benchmarks data that would be useful when interpreting tests of jointly supported theories. If they share enough theory also may be issues of choice. sponsors these. If they share enough theory also may be issues of choice. sponsors these.

Others, such as reading, examine co-sponsored papers to other collaborations, such as reading, examine co-sponsored papers. To develop these ideas about collaboration and pedagogy and in which read to extend this fresh ideas about collaboration and pedagogy and in which read to extend this fresh ideas about collaboration and pedagogy and in which read
could review each other's student work. This might create opportunities.

Figure 7.6. Others may have experience ofしたりを知っています. Others may have experience ofったりを知っています.

To extend the notion of peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply inferences such as the peer review in reading information also can apply