Institutional Assessment
Core Abilities Assessment Workbook
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Assessment at Schoolcraft College

Schoolcraft College supports a performance-based learning (PBL) model of curriculum development.

This model focuses on the intended outcomes of student learning at three levels: institutional, program, and course.

It allows faculty to shift the focus away from “what do I teach?” toward “what will the students be able to do?” and aligns assessment, teaching, and learning with the intended outcomes.

Assessment Process

Assessment is a part of a continuous quality improvement process that includes the analysis of the current curriculum in order to:

- **Prepare and Plan** for the assessment
- **Collection** of the assessment items [or artifacts]
- **Review and Analysis** of the artifacts
- Development of **Recommendations and Reports** that may impact the institution or curriculum
- **Implementation of Changes** that lead to continuous quality improvements.
Institutional Level (Core Abilities) Assessment

Overview

Schoolcraft College supports a performance-based learning (PBL) model of curriculum development. This model focuses on the intended outcomes of student learning at three levels: institutional, program, and course. It allows faculty to shift the focus away from “what do I teach?” toward “what will the students be able to do?” and aligns assessment, teaching, and learning with the intended outcomes.

Institutional Level Assessment Using Core Abilities

WHAT DOES IT MEAN TO DO INSTITUTIONAL LEVEL ASSESSMENT?

Institutional Level Assessment at Schoolcraft College began with the identification of the eight Core Abilities. The process of Institutional Level Assessment seeks to measure the level of student performance as related to each of the Core Abilities and explores ways in which the performance can be improved. This is the broadest level of assessment as required by the Higher Learning Commission for continued accreditation.

Definitions

Core Ability – (Institutional Level Assessment)

Core Abilities are broad outcomes or skills that every graduate of a Schoolcraft College associate degree is expected to achieve. These skills are important in every area of learning and are the skills employers and other stakeholders indicate are essential. Schoolcraft College requires candidates for all associate degrees to demonstrate competency in the following Core Abilities:

- Communicate effectively
- Think creatively and critically
- Use technology effectively
- Use mathematics
- Manage information
- Work cooperatively
- Act responsibly
- Demonstrate social and cultural awareness

At least one of the Core Abilities is addressed and assessed in every course. The associate degree programs outlined in the catalog will have all eight Core Ability expectations integrated into the overall program design.

Core Ability Indicator –

A Core Ability indicator is a component or characteristic of a Core Ability. The Core Ability indicator serves as a guide in assessing whether the student’s performance demonstrates the overall Core Ability.

Artifact –

An artifact is a product developed or completed by the student as directed through a course assignment that represents the student’s performance.
Timeline of Establishing Institutional Assessment at Schoolcraft College

Schoolcraft College has completed the following steps in order to institute the Performance-based Learning Model:

1990’s

- The College was at the cutting edge in terms of defining General Education goals and integrating them throughout all programs – career and transfer.

2001

- HLC site visit. Final report cited problems with our General Education program and assessment beyond the course level. Required an interim report on our progress in implementing a comprehensive assessment program.

2002-2006

- 21st Century Learning Outcomes Project with the League for Innovation
  - Surveys and focus groups with employers, students, faculty & administrators and established Core Skills with the General Education goals.
  - Faculty professional development related to development & implementation of rubrics
  - Publically celebrate assessment – Assessment Fair: Measure for Measure and Celebrate Learning! – annual events

2007

- Made the decision to distinguish between Core Abilities (formally known as Core Skills) and General Education. Addressed a number of the concerns cited by HLC back in 2001.
  - Adoption of Performance Based Learning & formation of Performance-based Learning Implementation Team
  - Decision to move to AQIP [Academic Quality Improvement Program] process with Higher Learning Commission
  - Indicators written for Core Abilities by faculty: Communicate Effectively, Use Technology Effectively, Think Creatively and Critically, Use Mathematics, Manage Information, Act Responsibly, Work Cooperatively, and Demonstrate Social and Cultural Awareness

2008 - 2009

- Exit Learning Outcome Matrices developed
- Core Abilities integrated into all course syllabi

2010

- Formed the Institutional Assessment Team comprised of eight faculty Core Ability Team Leaders, one Faculty Co-Chair and one Administrative Co-Chair.
  - Developed eight Core Ability Teams with groups of faculty to develop draft rubrics
  - Identified framework for Core Ability assessment
  - Finalized Core Ability rubrics for Communicate Effectively and Use Technology Effectively

2011

- Conducted reviewer training, artifact collection, and assessment for first round of Core Ability Assessment for Communicate Effectively and Use Technology Effectively
  - Created template for Core Ability Assessment reports
  - Finalized Core Ability rubrics for Think Creatively and Critically, Use Mathematics, Manage Information, and Act Responsibly
Winter 2011 & Fall 2011—Artifacts to be collected for **Think creatively and critically** and **Use mathematics**

**Think creatively and critically**

*The artifact demonstrates that the Learner...*
- Accurately researches, analyzes, and/or evaluates information and ideas.
- Applies logical methods to solve problems and/or make decisions.
- Formulates ideas using explorative and/or innovative thinking.
- Recognizes the influences of biases, motivations, and limitations on thought.

**Use mathematics**

*The artifact demonstrates that the Learner...*
- Recognizes situations that require mathematical solutions and employs the appropriate concepts.
- Accurately reads and interprets graphical information.
- Interprets numerical data and draws meaningful conclusions.
- Uses mathematical symbols, concepts, or formulas appropriately to solve problems.

Fall 2011 & Winter 2012—Artifacts to be collected for **Manage information** and **Act responsibly**

**Manage information**

*The artifact demonstrates that the Learner...*
- Acquire information: The information is acquired from reliable and varied source(s) to support the subject and purpose.
- Record information: The information is recorded accurately.
- Evaluate information: The information is timely, relevant, credible, integrated, prioritized, analyzed and/or synthesized for specific reasons.
- Organize information: The information has a meaningful order, is accessible, and has a design that supports a purpose.
- Comply with regulations or requirements: The information complies with a discipline’s standards and practices for collection, acquisition, recording, analysis, documentation, verification, protection, storage and/or maintenance.

**Act responsibly**

*The artifact demonstrates that the Learner...*
- Specifies whether behavior is consistent or inconsistent with ethical or legal standards.
- Reflects on the connection between personal behavior/decisions and professional or personal ethics.
- Complies with course instructions and/or institutional standards.

Winter 2012 & Fall 2012—Artifacts to be collected for **Work cooperatively** and **Demonstrate social and cultural awareness**

**Work cooperatively Work In Progress**

*The artifact demonstrates that the Learner...*
- Assumes leadership or supporting roles as required by the team activity.
- Contributes information, ideas, opinions, and efforts that demonstrate commitment to the goals of the team.
- Completes required task using collaborative strategies.
- Resolved conflict with minimal instructor intervention.

**Demonstrate social and cultural awareness Work In Progress**

*The artifact demonstrates that the Learner...*
- Identifies similarities among and differences between societies.
- Demonstrates informed awareness of world events.
- Explains the impact of globalization on society and culture.
- Accurately describes behavior in different social and cultural contexts.

Fall 2012 & Winter 2013—Artifacts to be collected for **Communicate effectively** and **Use technology effectively**

**Communicate effectively**

*The artifact demonstrates that the Learner...*
- Writes clearly, concisely, and accurately, using appropriate language structure including grammar and punctuation.
- Speaks clearly, concisely, and accurately, using appropriate language structure.
- Interprets and/or conveys meaning using visual or audio media.
- Accurately interprets what is read.
- Accurately interprets what is heard.
- Conveys social and cultural awareness.

**Use technology effectively**

*The artifact demonstrates that the Learner...*
- Interprets specifications/directions to use technology effectively.
- Applies specifications/directions to use technology effectively.
- Selects procedures, equipment, appropriate tools, and technological resources to produce desired results.
- Uses technology to facilitate the production of desired results.
What Faculty can Expect during the Assessment Collection Cycle

Each semester, courses with the Core Abilities that are scheduled for assessment collection will need to prepare for the following activity:

**Week 1 – 2**
- **WHO:** Instructors of all Courses with an Active Core Ability [per Common Syllabus]
- **WHAT:** VP Instruction email
- **YOUR ROLE =** Potential Candidate Section Instructor

**Week 4 – 5**
- **WHO:** Instructors of sections with Qualified Students
- **WHAT:** Instructional Administrator email
- **YOUR ROLE =** Active Candidates Section Instructor

**NOTE:** Instructors of sections that do not have Qualified Students OR have not been randomly selected will not receive the Week 4 email or any further requests

**Week 6 – 7**
- **WHO:** Instructors of sections that are participating in the assessment study
- **WHAT:** Packet from Office of Curriculum & Assessment with:
  - Directions for submission
  - Applicable rubrics
  - Artifact coversheet
  - Due date
  - Face-to-Face Courses
    - Via campus mailbox
  - Online and OE / OE
    - Via email
- **YOUR ROLE =** Participating Active Candidate Section Instructor

**Week 14**
- **WHO:** Participating Active Candidate Section Instructor
- **WHAT:** OCA email reminder for submission
- **YOUR ROLE =** Supplier of Potential Artifacts for Assessment

**Last Day of Semester**
- **WHO:** Active Participants
- **WHAT:** ARTIFACTS DUE!!
- **YOUR ROLE =** Partner in the Core Ability Assessment Initiative...Thank you!

Contact OCA if you would like assistance at oca@schoolcraft.edu
| Departmentally Defined Artifact Identification | Departmentally identified | Identified common assignments that:  
• Specifically state common assignment as defined by the department to be used for CA assessment*  
OR  
• Generally state assignments to be used for CA assessment* | Discussed within a timeframe to meet the Core Ability Assessment Collection Timeline | Department meetings | Professional development opportunities | Identification of assessment strategies that reflect the CA Indicator characteristics |
| Syllabus changes in Grading Rationale | Departmentally approved | Language approved by department that capture the department’s strategy for assessment  
Example:  
“Paper, project presentation...”  
NOTE: Consider modalities | Embedded into the Common Syllabus to meet the Core Ability Assessment Collection Timeline | Reflected in the Common Syllabus in the Grading Rationale | Submit changes to Office of Instructional Operations as Information Only Items |
| Individual faculty members interpretation and artifact development | Individual faculty members developed | Assignment identified to produce an artifact that aligns with the departmentally approved language embedded in the Common Syllabus*  
Students will be requested to make 2 copies, if possible: one to be graded the other to be submitted for institutional assessment | Developed to meet the Core Ability Assessment Collection Timeline | Individually or as part of departmental team | Professional development opportunities | Identification and/or development of assessment strategies that reflect the CA Indicator characteristics and that align with the departmentally approved Common Syllabus language |
| CA Assessment Submission and Collection | Individual faculty members submitted  
Office of Curriculum & Assessment (OCA) collected | CA Assessment artifacts for students identified as meeting the criteria for collection* | Collected at the end of the semester in alignment with the Core Ability Assessment Collection Timeline | OCA or Instructional Administrator’s Office | Drop off at OCA or OCA will pick up from Instructional Administrator |

*NOTE: Artifacts may be developed from an existing assignment & may be used for Core Ability as well as Program Outcomes assessments – Check your Exit Learning Outcomes Matrix at M:\Curriculum Development\Exit Learning Outcome Matrices as you explore ideas
### Institutional Core Ability Artifact Development Plan of Action Sheet

#### Departmental and Section-Level Decisions

Department: ________________________________  Core Ability: ____________________________

Course(s): ____________________________________________________________________________

<table>
<thead>
<tr>
<th>Who</th>
<th>What*</th>
<th>When</th>
<th>Where</th>
<th>How</th>
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<tr>
<td><strong>Departmentally Defined Artifact Identification</strong></td>
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<tr>
<td><strong>CA Assessment Submission and Collection</strong></td>
<td>CA Assessment Timeline determines candidates for assessment</td>
<td>Artifact as determined by the individual faculty members.</td>
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*NOTE: Artifacts may be developed from an existing assignment & may be used for Core Ability as well as Program Outcomes assessments – Check your Exit Learning Outcomes Matrix at M:\Curriculum Development\Exit Learning Outcome Matrices as you explore ideas. For further information and additional copies, go to www.schoolcraft.edu/oca
Sample of Assessment Statements Currently in Common Syllabi

ACCT 201
A written ethics case will be given counting ________ points or _____% of your grade. This assignment may be used by Schoolcraft to assess the core ability.

ART 106
“Art World/Real World” Project Grade - 10% Based on a project designed to increase student's awareness of the ways in which the visual arts (design in particular) contribute to a healthy culture and function within the context of society. To be presented as an art project using traditional and/or non-traditional media, or as a written report, or as an oral report. This activity must demonstrate the cognitive skills to integrate, critically analyze, and describe the various historical, aesthetic, ethical, and cultural dimensions of the humanities.

CIS 173
One of the following assignments may also be used to assess outcomes and /or core abilities at the institutional level.

ENG 244
One of the assignments will assess the student's cognitive skills to integrate, analyze critically, and describe appropriate dimensions of the humanities.

ESL 101
One of the written assessments will be used to assess the student's ability to communicate effectively.

HIST 151
One of these assignments will demonstrate student's ability to cognitively integrate and analyze the various dimensions of the humanities.
One of these assignments will demonstrate student's ability to center around a topic that defines an individual's role in a civic or global setting.

HUM 212
A minimum of four (4) assessments will be given during the semester. At least one of these assessments must be a project/paper/presentation/examination. This project/paper/presentation/examination should demonstrate the cognitive skills to integrate and critically analyze the various dimensions of the humanities.

MET 280
At least one of the assignments/assessments will be used to measure the student's ability to think creatively and critically.
At least one of the assignments/assessments will be used to measure the student's ability to manage information.

MUS 277
One of the assignments will be used to assess the Core Ability and Program Outcomes assigned to this course.

PHIL 277
An Ethics Paper. This Assignment must demonstrate the student's ability to cognitively integrate and critically analyze the various philosophical views. The student must responsibly address the core philosophical view under question and effectively communicate, via an ethics paper, the relevant information of the philosophical view or views under question.

POLS 205
A minimum of one assessment will be given consisting of a project, paper, or presentation that analyzes critical research, theories, social problems, or institutions that define an individual's role in civic or global settings.
Assessment Planning for Measuring Core Abilities

Semester: Winter 2011 & Fall 2011  Core Abilities: Think Creatively and Critically, Use Mathematics

Section-Level Discussion - Questions to Consider...

Goals of Assessment

Which Core Ability has been identified to be assessed in your course?

   _______ Think Creatively and Critically   _______ Use Mathematics

Assignment(s) to be used as Artifacts

Has your discipline decided on artifacts or types of artifacts that may be used for this assessment? (Ex: paper, project, presentation) Please describe:

Is this currently reflected in the Common Syllabus (in the Grading Rationale or in other areas)?

Artifact Determination

Think about what you’re already doing in your classroom. What artifact (or artifacts) have you identified for this assessment? Please describe below:

Is your artifact measureable?

- Authentic (reflects a performance that is indicative of the discipline) and rigorous (supports high standards of learning)
- Performance task is in alignment with the competency as it is written (verb, intent, etc.), is clearly defined and reflects the criteria for the Core Ability.
- The artifact is a stand-alone assessment and supportive documents are readily available such that someone outside of the discipline will be able to evaluate the identified criteria.
- Artifacts may be evaluated within 10-15 minutes per artifact per outcome.
Artifact Determination, continued

Does your artifact align with the Indicators for the identified Core Ability?

<table>
<thead>
<tr>
<th>Think creatively and critically</th>
<th>Use mathematics</th>
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<td>• Uses mathematical symbols, concepts, or formulas appropriately to solve problems.</td>
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Are your artifact directions sufficient and consistent to address the core ability indicators listed so that students may perform the intended goal?

What parts of the artifact reflect the core ability indicators (EX: “Look at problems 10, 17, and 20” or “look at the entire artifact,” etc.)?

Artifact Collection

Describe the physical artifact that you will be submitting (EX: actual student portfolio with artwork included, actual video, welded metal item, paper and pencil answer sheet, typed report, faculty report, etc.) NOTE: This information is helpful to manage the artifacts as they are collected.

For further information and additional copies, go to www.schoolcraft.edu/oca
Assessment Planning for Measuring Core Abilities

Semester: Fall 2011 & Winter 2012  Core Abilities: Act Responsibly, Manage Information

Section-Level Discussion - Questions to Consider...

Goals of Assessment

Which Core Ability has been identified to be assessed in your course?

_______ Act Responsibly   _______   Manage Information

Assignment(s) to be used as Artifacts

Has your discipline decided on artifacts or types of artifacts that may be used for this assessment? (Ex: paper, project, presentation) Please describe:

Is this currently reflected in the Common Syllabus (in the Grading Rationale or in other areas)?

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☐ Artifacts may be evaluated within 10-15 minutes per artifact per outcome.
Artifact Determination, continued

Does your artifact align with the Indicators for the identified Core Ability?

**Act responsibly**

*The artifact demonstrates that the Learner...*

- Specifies whether behavior is consistent or inconsistent with ethical or legal standards.
- Reflects on the connection between personal behavior/decisions and professional or personal ethics.
- Complies with course instructions and/or institutional standards.

**Manage information**

*The artifact demonstrates that the Learner...*

- Acquire information: The information is acquired from reliable and varied source(s) to support the subject and purpose.
- Record information: The information is recorded accurately.
- Evaluate information: The information is timely, relevant, credible, integrated, prioritized, analyzed and/or synthesized for specific reasons.
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Are your artifact directions sufficient and consistent to address the core ability indicators listed so that students may perform the intended goal?

What parts of the artifact reflect the core ability indicators (EX: “Look at problems 10, 17, and 20” or “look at the entire artifact,” etc.)?

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For further information and additional copies, go to [www.schoolcraft.edu/oca](http://www.schoolcraft.edu/oca)
Assessment Planning for Measuring Core Abilities

Semester: Winter 2012 & Fall 2012  Core Abilities: Work Cooperatively, Demonstrate Social and Cultural Awareness

Section-Level Discussion - Questions to Consider...

Goals of Assessment

Which Core Ability has been identified to be assessed in your course?

_______ Work Cooperatively _______ Demonstrate Social and Cultural Awareness

Assignment(s) to be used as Artifacts

Has your discipline decided on artifacts or types of artifacts that may be used for this assessment? (Ex: paper, project, presentation) Please describe:

Is this currently reflected in the Common Syllabus (in the Grading Rationale or in other areas)?

Artifact Determination

Think about what you’re already doing in your classroom. What artifact (or artifacts) have you identified for this assessment? Please describe below:

Is your artifact measureable?

☐ Authentic (reflects a performance that is indicative of the discipline) and rigorous (supports high standards of learning)
☐ Performance task is in alignment with the competency as it is written (verb, intent, etc.), is clearly defined and reflects the criteria for the Core Ability.
☐ The artifact is a stand-alone assessment and supportive documents are readily available such that someone outside of the discipline will be able to evaluate the identified criteria.
☐ Artifacts may be evaluated within 10-15 minutes per artifact per outcome.
Artifact Determination, continued

Does your artifact align with the Indicators for the identified Core Ability?

*Note: The indicators for these Core Abilities are still in DRAFT form*

**Work cooperatively**

*The artifact demonstrates that the Learner...*

- Assumes leadership or supporting roles as required by the team activity.
- Contributes information, ideas, opinions, and efforts that demonstrate commitment to the goals of the team.
- Completes required task using collaborative strategies.
- Resolved conflict with minimal instructor intervention.

**Demonstrate social and cultural awareness**

*The artifact demonstrates that the Learner...*

- Identifies similarities among and differences between societies.
- Demonstrates informed awareness of world events.
- Explains the impact of globalization on society and culture.
- Accurately describes behavior in different social and cultural contexts.

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What parts of the artifact reflect the core ability indicators (EX: “Look at problems 10, 17, and 20” or “look at the entire artifact,” etc.)?

Artifact Collection

Describe the physical artifact that you will be submitting (EX: actual student portfolio with artwork included, actual video, welded metal item, paper and pencil answer sheet, typed report, faculty report, etc.) *NOTE: This information is helpful to manage the artifacts as they are collected.*

For further information and additional copies, go to [www.schoolcraft.edu/oca](http://www.schoolcraft.edu/oca)
EXAMPLE: Artifact Coversheet

Institutional Level Core Abilities Assessment – As easy as 1-2-3!

Semester: _____________ Core Ability: ___________________________________________________________

1. Measureable Artifact Checklist

☐ Authentic (reflects a performance that is indicative of the discipline) and rigorous (supports high standards of learning)
☐ Performance task is in alignment with the competency as it is written (verb, intent, etc.), is clearly defined and reflects the criteria for the Core Ability.
☐ The artifact is a stand-alone assessment and supportive documents are readily available such that someone outside of the discipline will be able to evaluate the identified criteria.
☐ Artifacts may be evaluated within 10-15 minutes per artifact per outcome.

2. Please include the instructions given to the student when completing the assignment that created this artifact.

3. Please explain aspects of this assignment that someone outside your discipline may need to know in order to assess the Core Ability (you may also attach any supportive documents):

For further information and additional copies, go to www.schoolcraft.edu/oca/core_abilities.asp
Thinking About Learning and Developing Learning Plans

Questions to Consider...

What are you trying to have the students learn? Competencies, Program Outcomes, Core Abilities, External Standards:

Generally, how will you know they have learned it? Performance Assessment Strategies:

Where are the students starting? Student Readiness:

What do students need to know? Skills, Knowledge, Attitudes:

What steps do they have to take to develop their understanding? Learning Objectives:

How are you going to achieve each of the steps? Learning Plans:

  What learning strategies might engage the student and carry the message?

  How will you introduce the learning?

  How will students practice and achieve the intended learning?

How does the assessment of their performance demonstrate their learning? Performance Assessment Tasks and Scoring Guide:

For further information and additional copies, go to www.schoolcraft.edu/oca/core_abilities.asp
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