

Holistic Approaches to Assessing Intercultural Agility

Friday, July 27, 2018, 8:45 - 10

IFSA Butler Annual Conference 2018, Indianapolis, IN

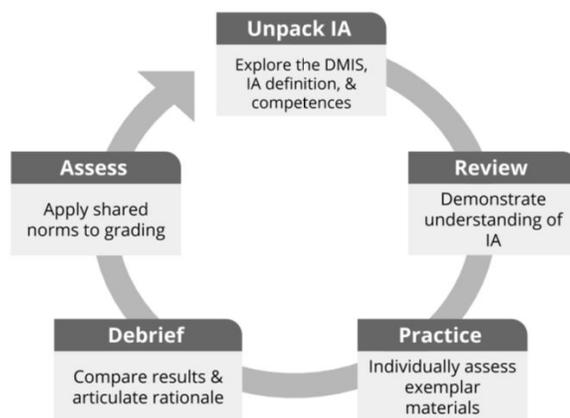
Folder Link: <https://tinyurl.com/y9kp6mje>

Activity: Rubric Norming for Assessing Learning

Develop your institutionally specific rubric

1. Use a rubric, like an [AAC&U Value Rubric](#), or one that your institution already uses, to start a frame of reference for your thoughts and ideas.

The Rubric Norming Cycle: (using Intercultural Agility as an example)



Developing a Rubric: The following provides a procedure for developing a rubric, from the [Yale Center for Teaching and Learning](#), adapted from [Brown's Sheridan Center for Teaching and Learning](#)

- **Define the goal and purpose of the task that is being evaluated**
 - What are the organizational goals? What is the Mission and Vision of your organization and what outcomes are you hoping to achieve with this assessment?
- **Decide what kind of rubric to use**
 - The kind of rubric used may depend on the nature assessment, the intended learning outcomes. For instance, does the task require the demonstration of several different skills? What is the amount and kind of feedback students will receive? Is the task a [formative or a summative assessment](#)? Is this rubric student facing? Will peer or self assessment occur?
- **Define the criteria**
 - Review student learning outcomes and assessment parameters to determine specific criteria for the rubric to cover. What competencies and skills are prioritized by your organization? Criteria should be distinct and clearly described, and ideally, not surpass seven in number.
- **Frame your language**
 - Instructors should consider what knowledge and skills are required for successful completion of the competencies and skills defines in the previous step, and create a list of criteria that assess outcomes across different vectors (comprehensiveness, competency, attitudes, career readiness).
- **Define the rating scale to measure levels of performance**

Holistic Approaches to Assessing Intercultural Agility

Friday, July 27, 2018, 8:45 - 10

IFSA Butler Annual Conference 2018, Indianapolis, IN

Folder Link: <https://tinyurl.com/y9kp6mje>

- Choose the type of scale that best suits your institutional needs. [Examples](#) (below) from the Harriet W. Sheridan Center for Teaching and Learning. Rubrics typically include 3-5 levels in their rating scales. The [AAC&U](#) uses 4 levels in the Value rubrics, but breaks down levels 2 and 3 under the same scale.
 - **Three Levels**
 - Beginning, Intermediate, High
 - Developing, Competent, Exemplary
 - **Four Levels**
 - Beginning, Developing, Accomplished, Exemplary
 - Emerging, Progressing, Partial Mastery, Mastery
 - **Five Levels**
 - Poor, Minimal, Sufficient, Above Average, Excellent
 - Novice, Intermediate, Proficient, Distinguished, Master
 - **Six Levels**
 - Unacceptable, Emerging, Minimally Acceptable, Acceptable, Accomplished, Exemplary
- **Write descriptions for each performance level of the rating scale**
 - Each level should be accompanied by a descriptive paragraph that outlines ideals for each level, lists or names all performance expectations within the level, and if possible, provides a detail or example of ideal performance within each level. Across the rubric, descriptions should be parallel, observable, and measurable.
- **Test and revise the rubric**
 - The rubric can and should be tested before implementation. Utilize previous examples of student work to test your rubric and clarify questions and concerns. For example, using the IFSA [“Unpacked”](#) student examples on the IFSA website.

Practice norming a rubric for your institution:

1. Define the goal and purpose
 - a.
2. Define the criteria
 - a.
 - b.
3. Frame your language.
 - a.
 - b.
4. Define the rating scale
 - a.
5. Write descriptions for each performance level based on student learning outcomes
 - a.

For reference and planning:

- “Parts of the rubric”: <https://www.aacu.org/parts-value-rubric>
- [Bloom’s Taxonomy Cheat Sheet](#) (from Canterbury College)