

- Research
- Evaluation
- Grading

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## Grading

criteria

information

insufficient

standards

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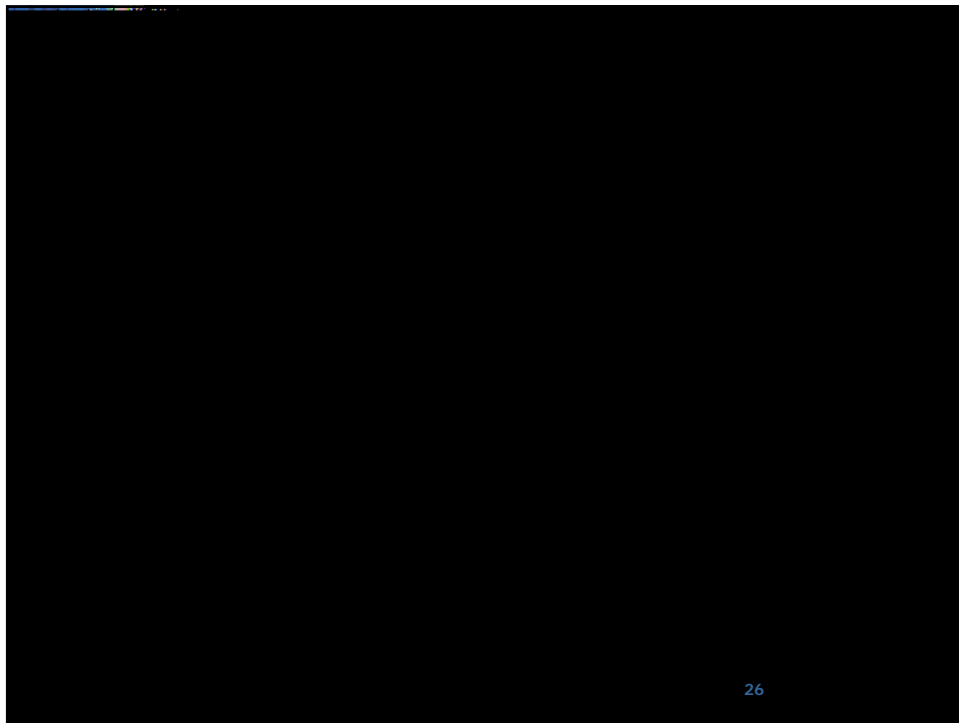
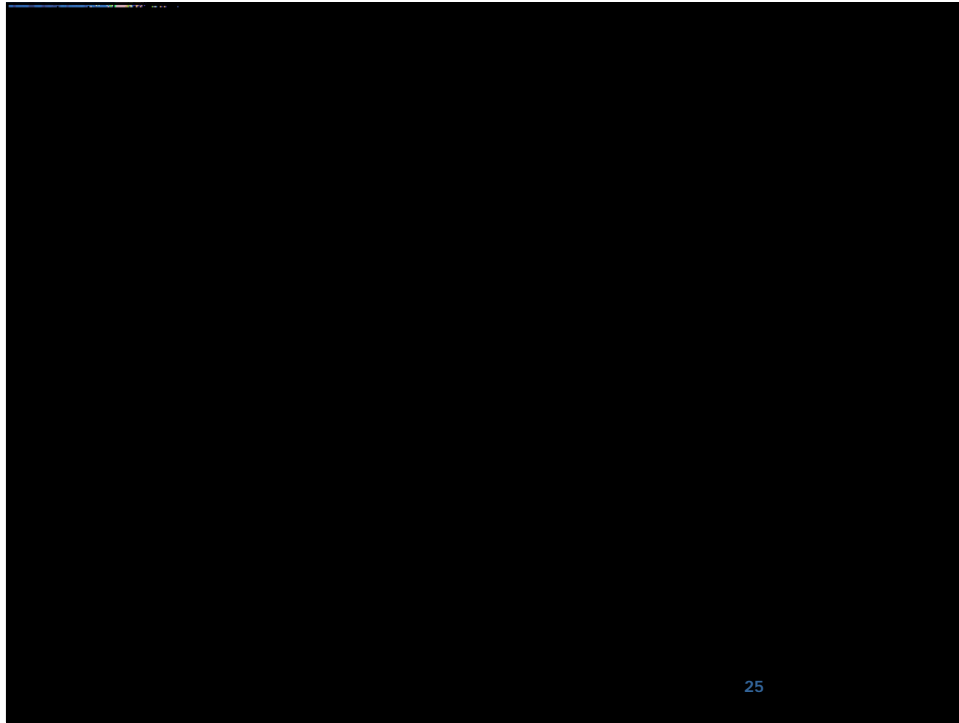
**Why Not Course Grades?**

**Jim Nichols' Grade Book Analogy:**

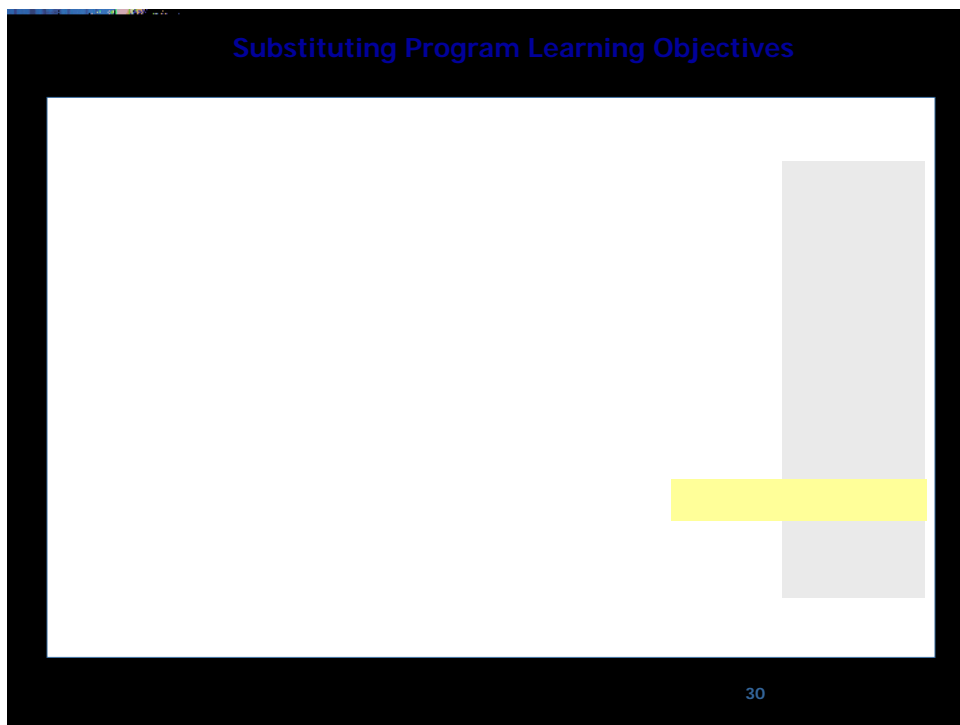
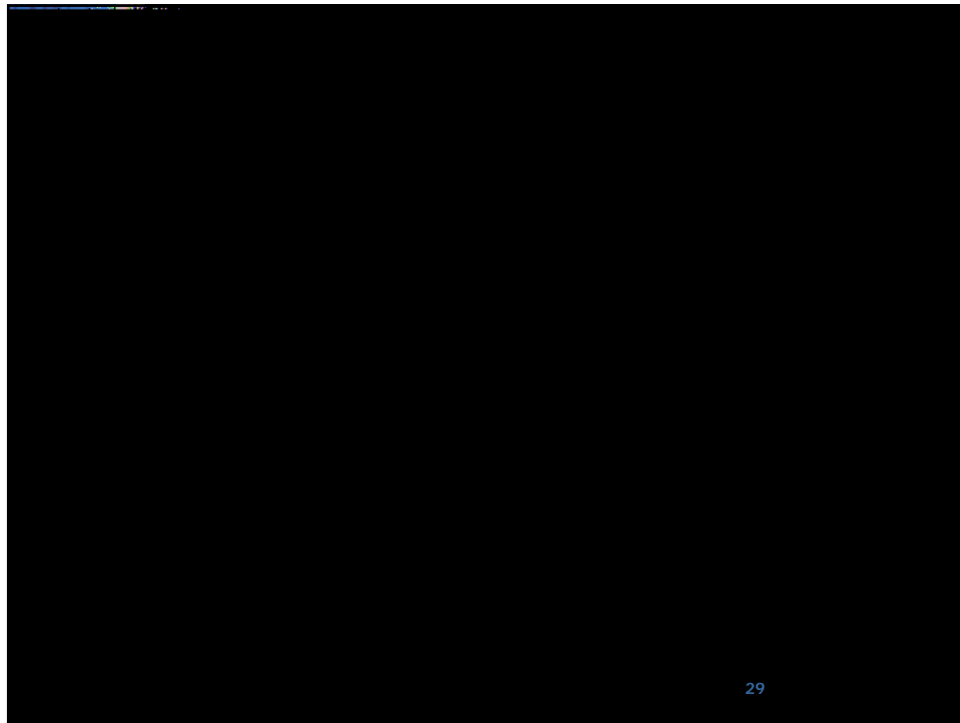
**"How you can use student performance to assess course and/or program strengths and weaknesses?"**

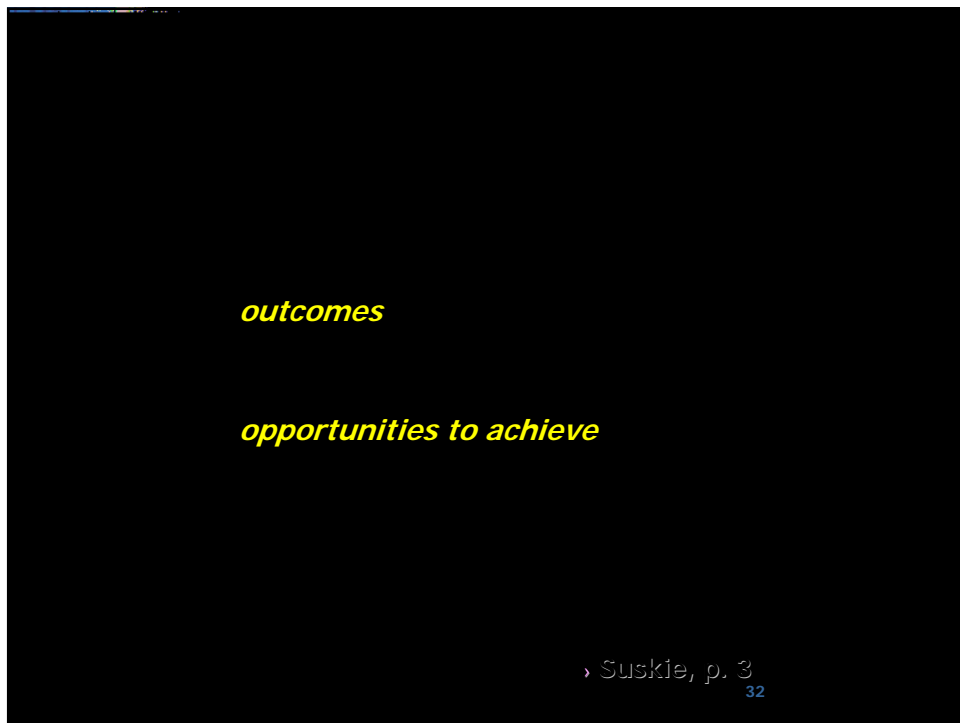
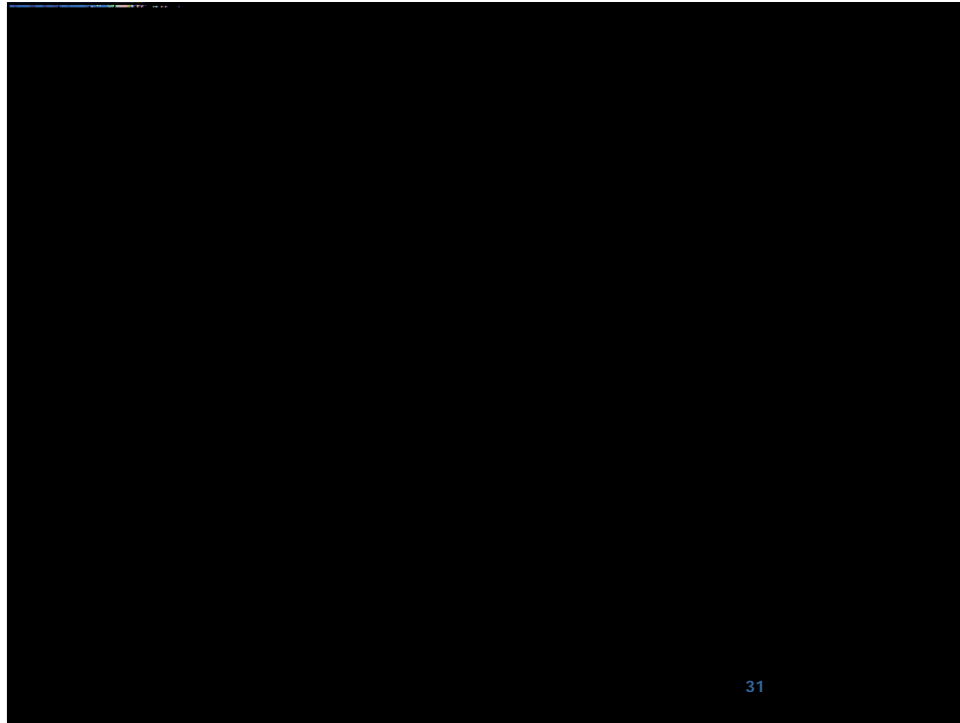
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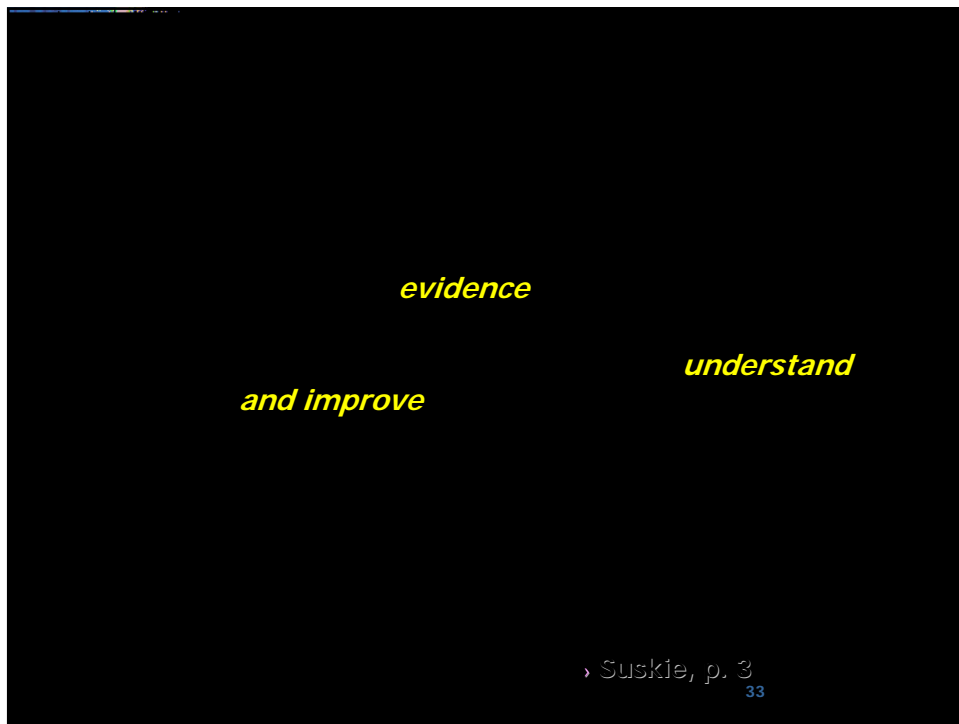


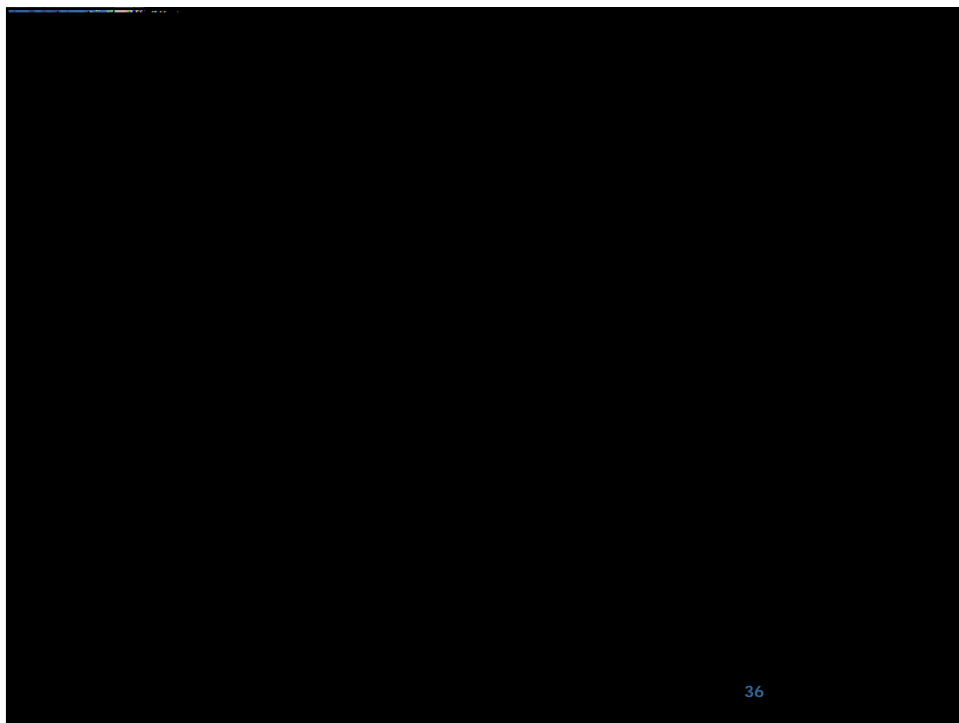
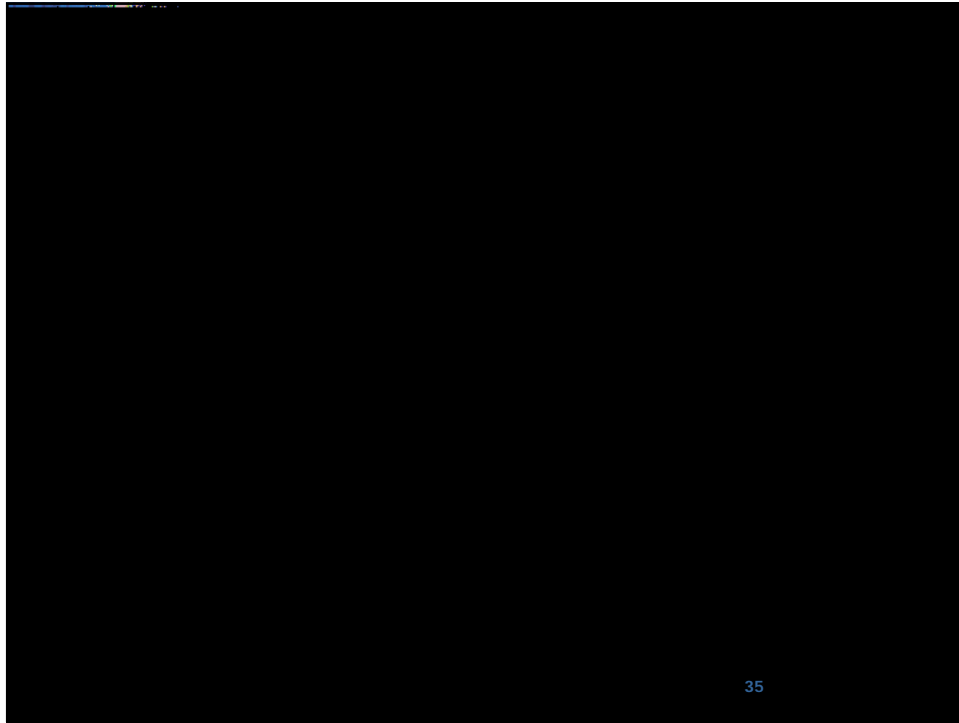












## Goals

broad and abstract

destination  
not the path

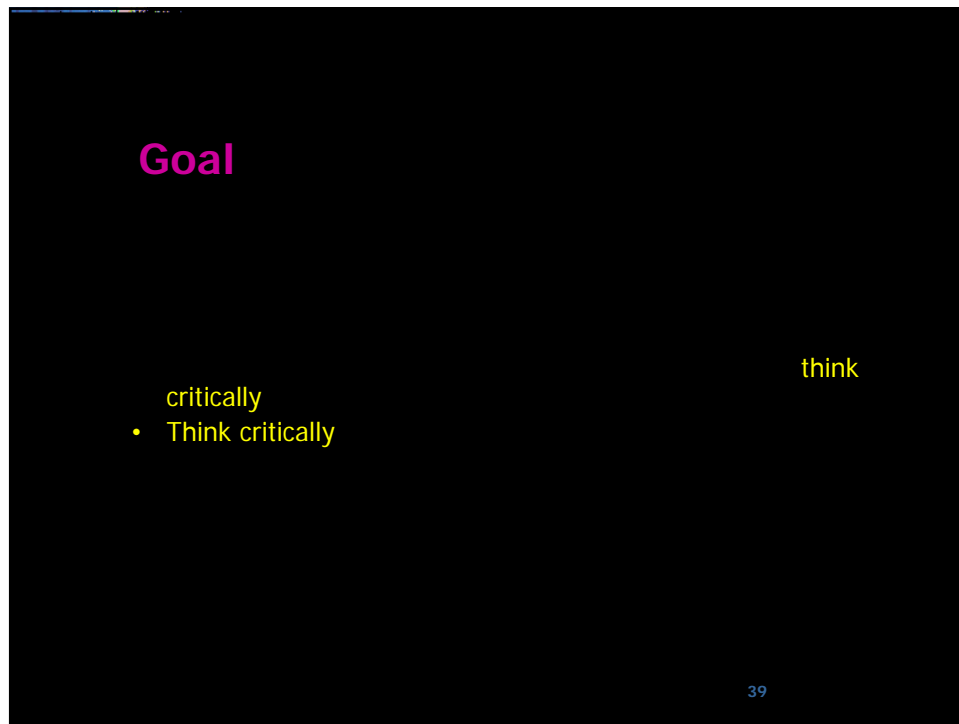
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## Goal

written communication  
oral communication

written communication

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Goal

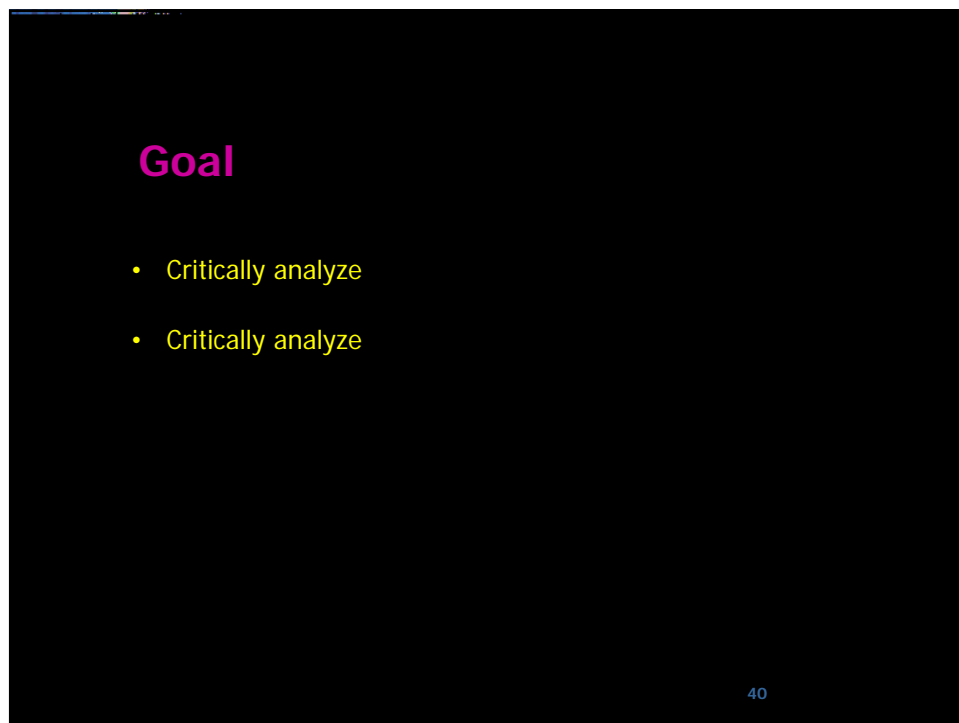
think

critically

- Think critically

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This slide features a black background with the word "Goal" in pink at the top left. To the right, the word "think" is written in yellow. Below "Goal", the word "critically" is written in yellow, followed by a yellow bullet point and the phrase "Think critically". The number "39" is located in the bottom right corner.

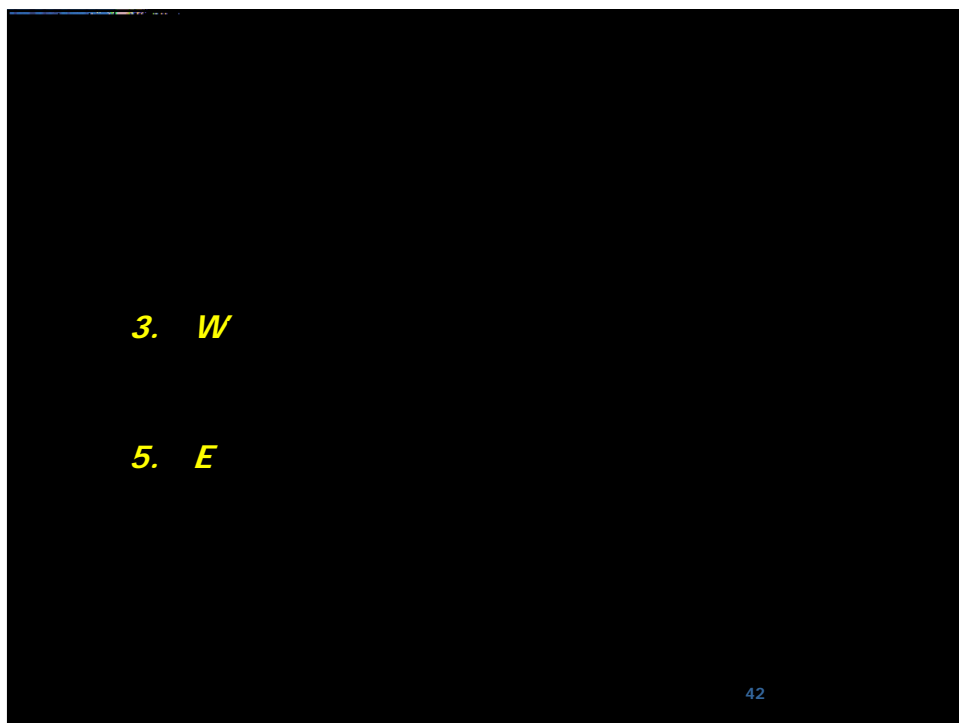
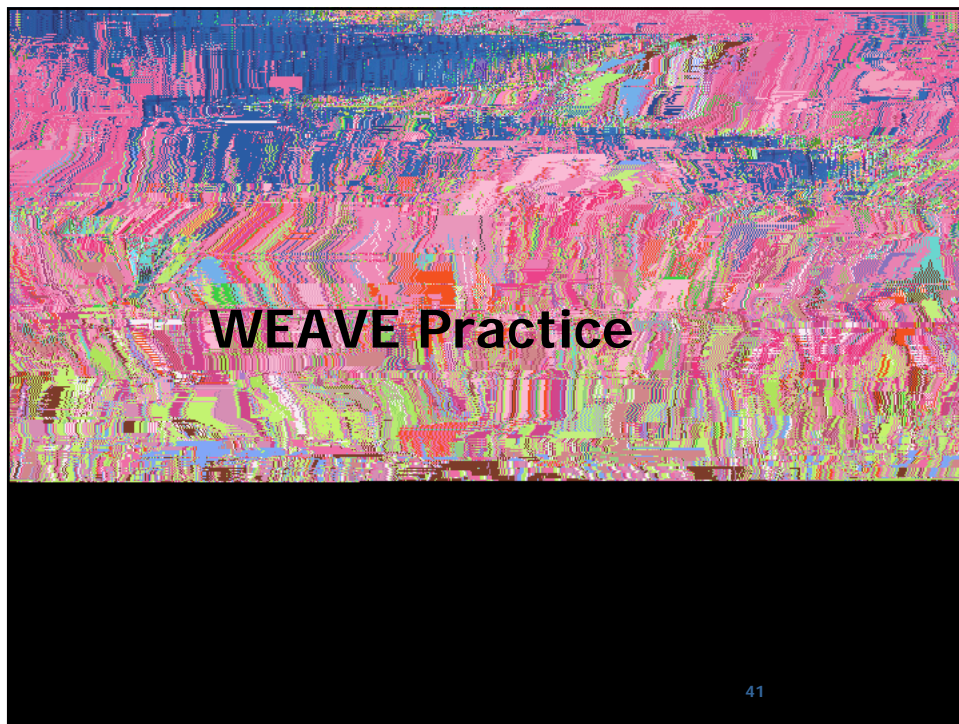


Goal

- Critically analyze
- Critically analyze

40

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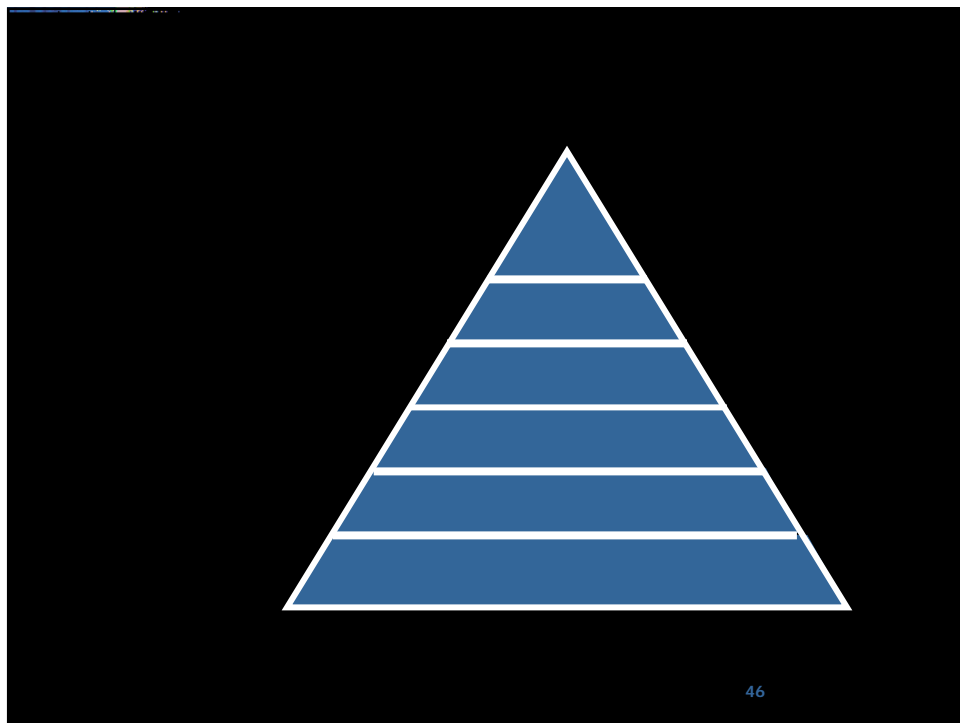
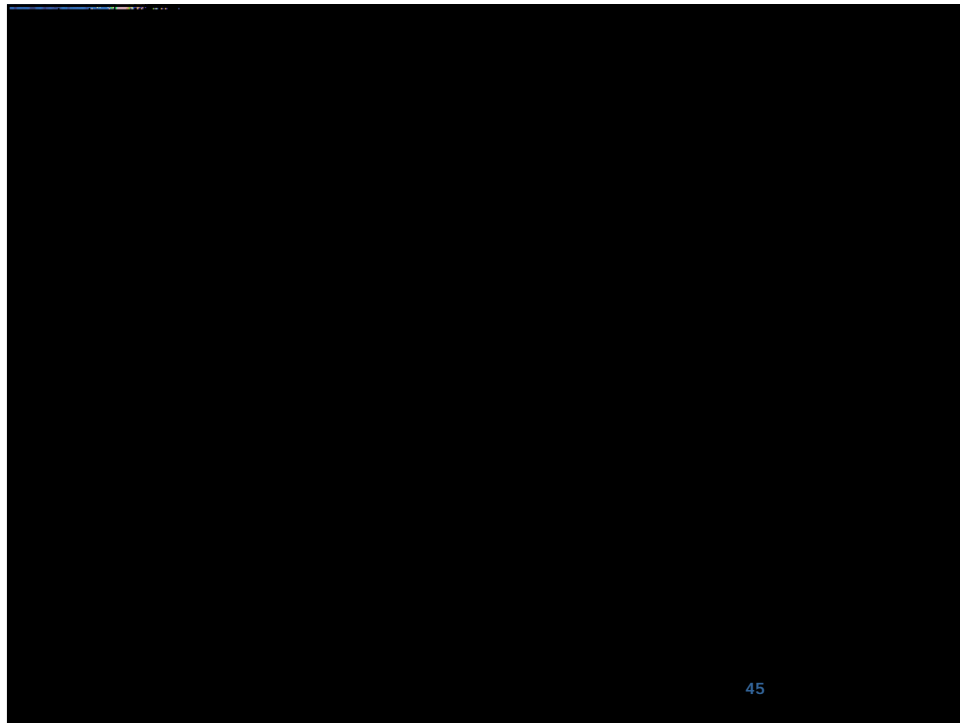


- 7. *A*
- 8. *V*
- 9. *E*

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## Outcomes

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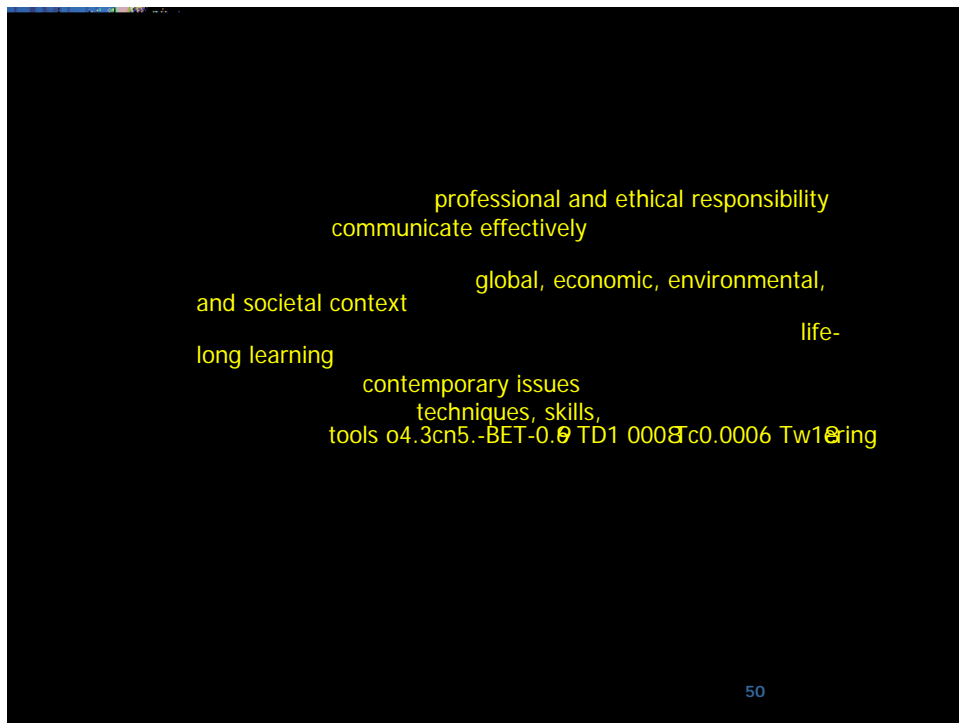
communicate to ourselves, students, and others:

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- Always
  - precise and support
  - observable behavior
  - concrete action verbs
  - criteria

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**Audience:**

**Behavior:**

**Condition:**

**Degree:**

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- **Audience**

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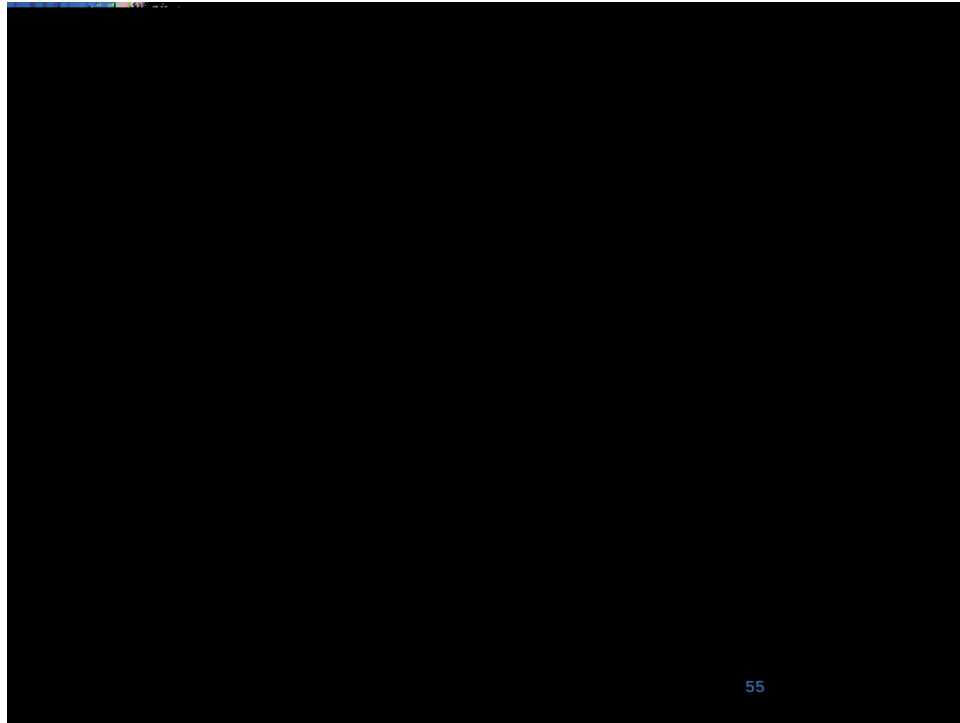
**Audience**

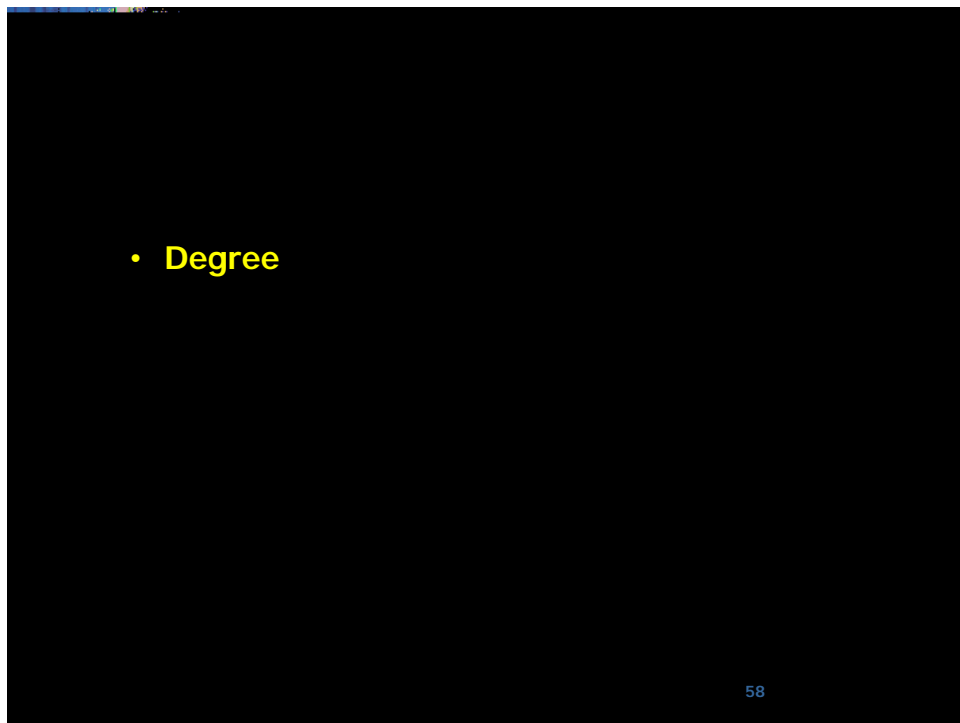
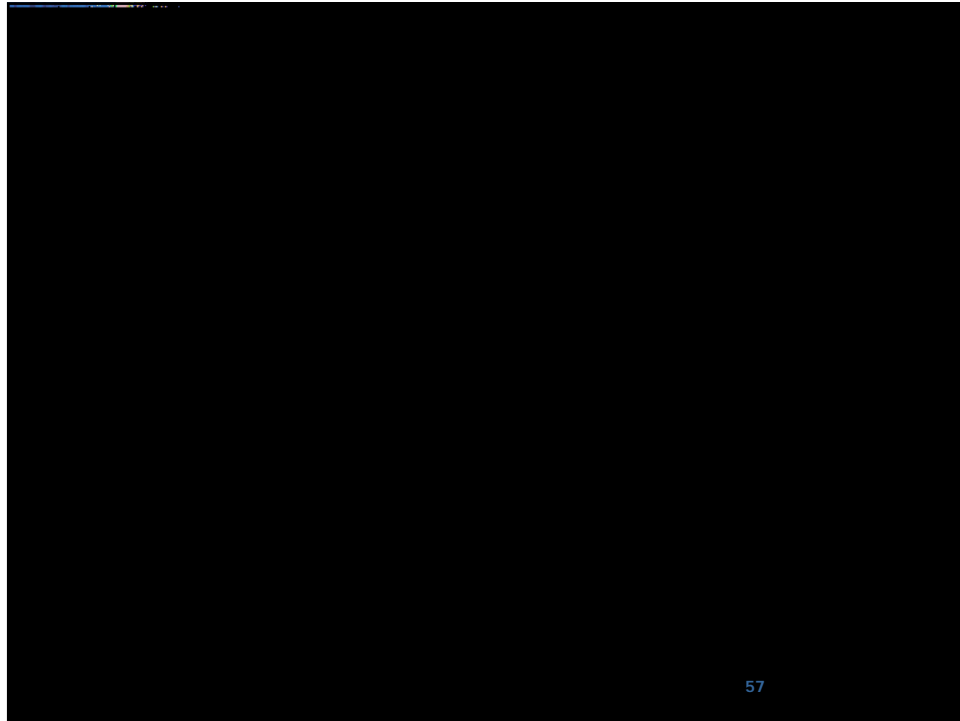
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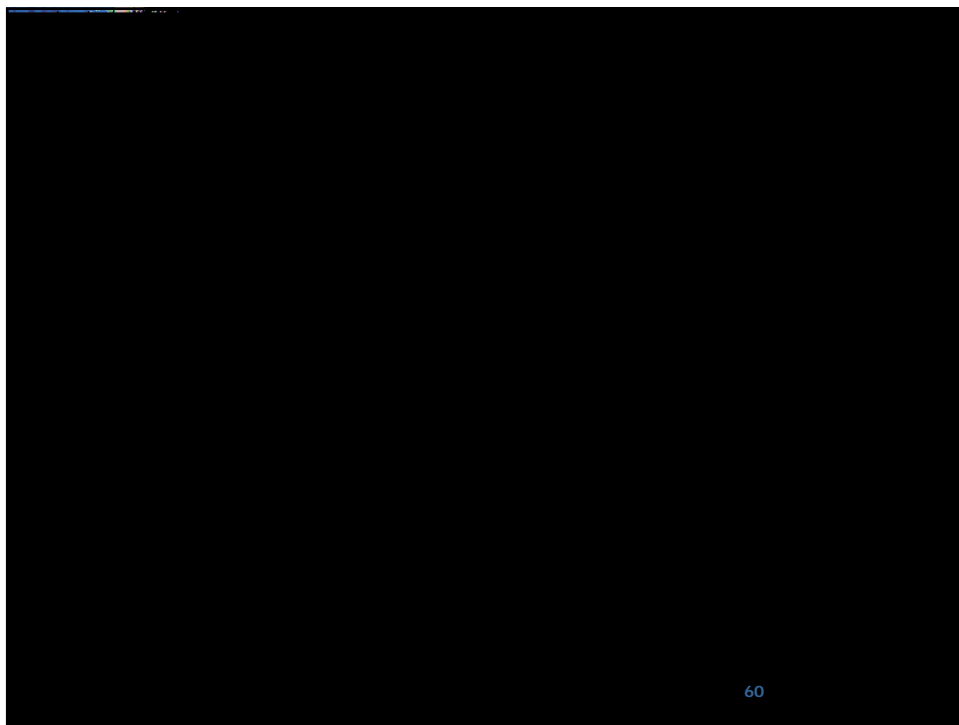
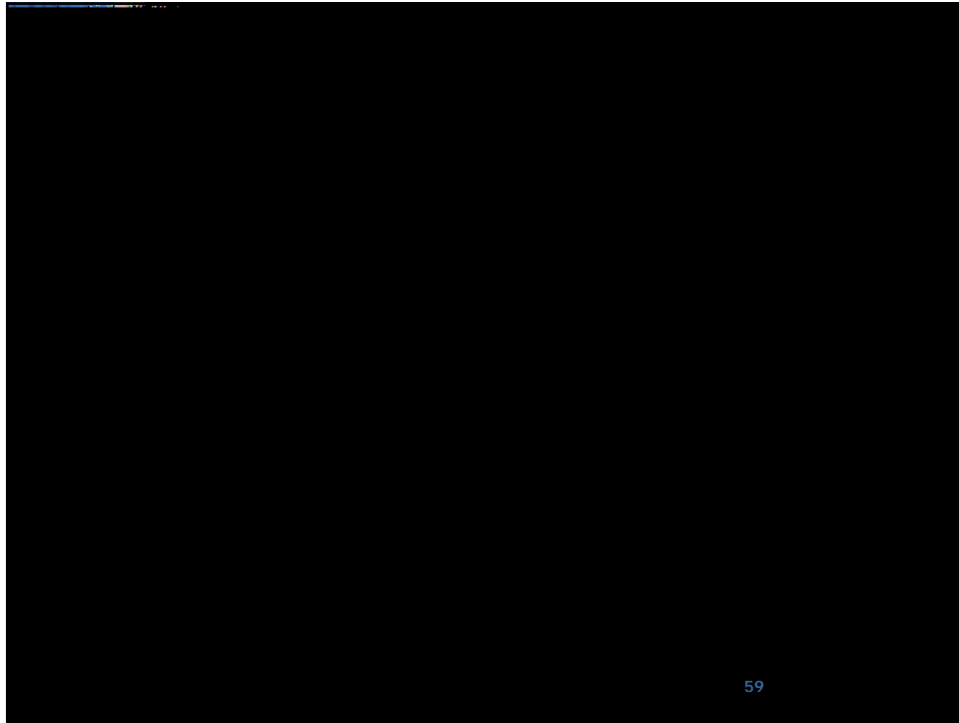
• **Behavior**

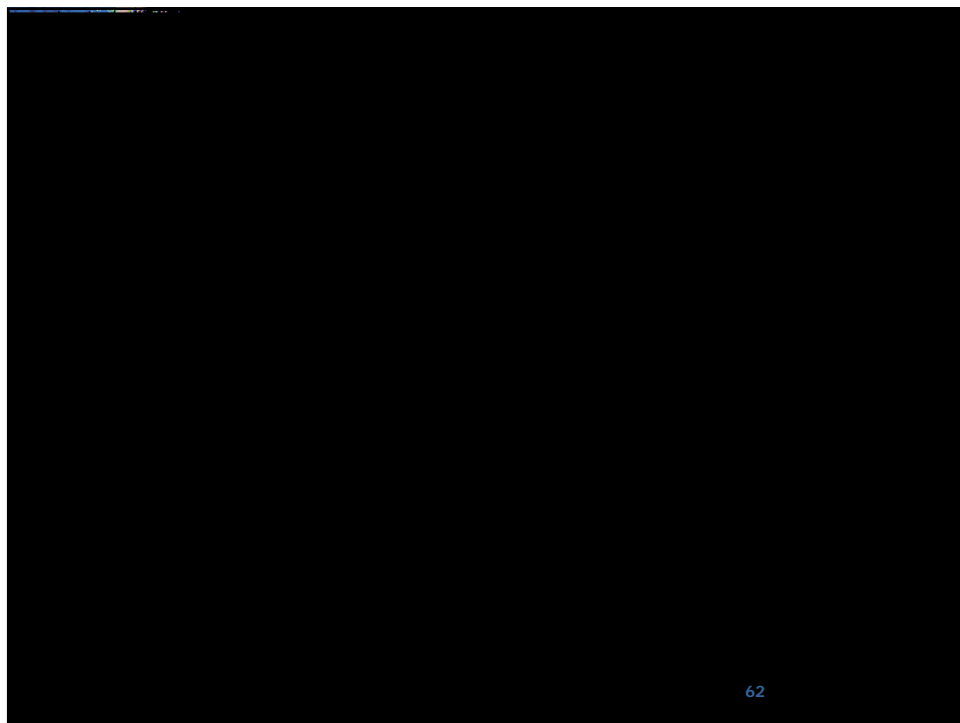
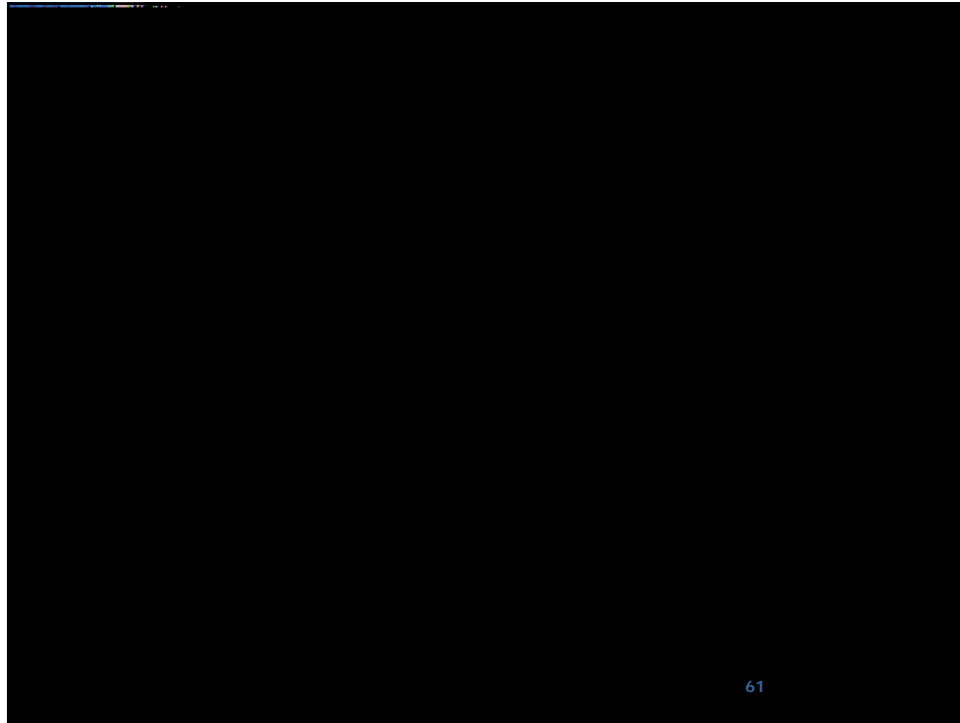
action verb

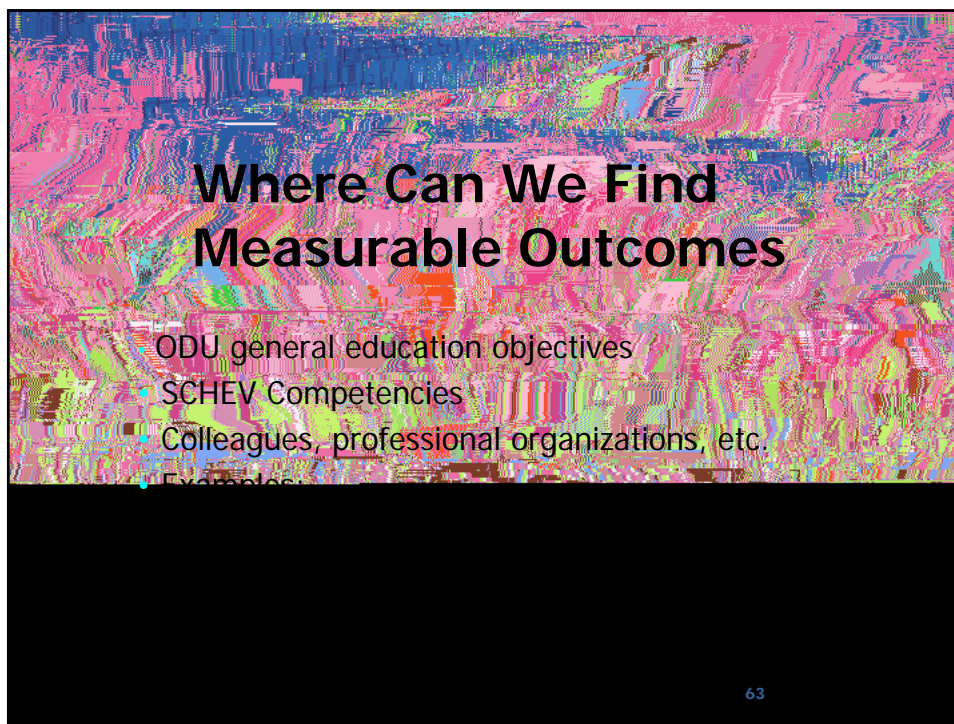
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## Where Can We Find Measurable Outcomes

- ODU general education objectives
- SCHEV Competencies
- Colleagues, professional organizations, etc.
- Examples:

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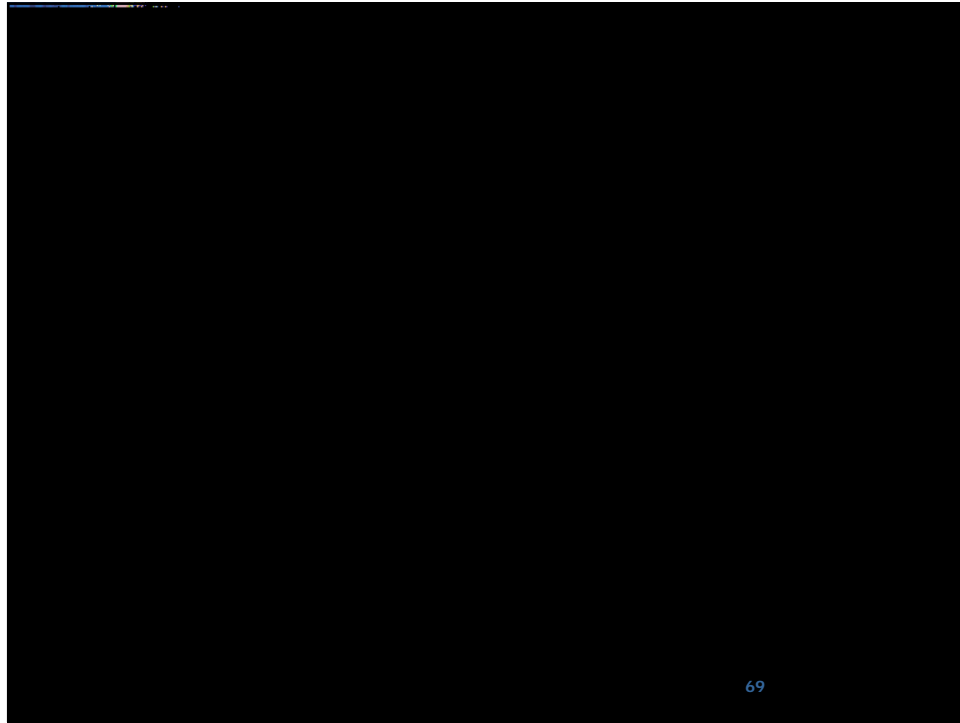
## WEAVE Practice

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(reliability)

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