

Name: _____

Group Topic: _____

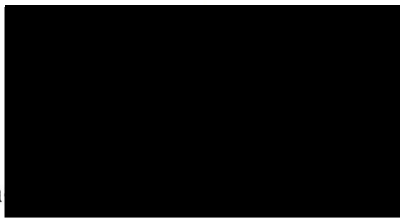
Individual Section: _____

GRADING RUBRIC

ORGANIZATION AND CONTENT	The presentation is missing key components, has no sequence, and is of poor quality 0-25	The presentation is informative, gets off sequence at times and is of good quality 40	The presentation is very informative, follows a logical sequence and is of high quality 50
SUBJECT KNOWLEDGE	The student does not have a good grasp of the subject matter and cannot intelligibly answer questions concerning the presentation 0-5	The student knowledge of the material is limited and is uncomfortable answering questions, but is able to provide very basic answers 10	The student demonstrates great knowledge of the material and answers questions clearly and elaborately 15
VISUAL AIDS	There are no pictures, charts, graphs or visual aids of any kind in the students section of the presentation 0-5	There are 1-2 visual aids in the student's section of the presentation 10	There is at least one visual aid per slide = 3-4 15
GRAMMAR	There are several spelling errors or grammatical errors in the presentation 0	There are a couple of spelling errors or grammatical errors in the presentation 5	There are no noticeable spelling errors or grammatical errors in the presentation 10
GROUP WORK	Student exhibited an inability to work with others in the group and did not share in the responsibilities 0	Student worked well with others in the group, but did not share equally in the responsibilities 5	Student worked well with others and shared equally in the responsibilities 10
TOTAL SCORE			

diff from cores

Name



90
80
90
90

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Individual Section:



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TOTAL SCORE			

epidemic?
best?

Name: _____

902

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not why so bad in 2014

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GRADING RUBRIC FOR MICROBIOLOGY UNKNOWN

Absences	-5 pts/incident
Organism misspelled or not scientific nomenclature	-5 pts
Leftover plates, tubes, slides	-2.5 pts/each
Missing or misinterpreted test	-2.5 pts/each
Missing colony characteristics	-2.5 pts
Missing or inadequate Justification sheet	-10 pts
Wrong answer, correct analysis of results	-10 pts
Wrong answer, incorrect analysis of results	-15 pts
Late	-10pts/class day

III: Institutional Initiatives

PART D: Core Curriculum Assessment – Program Outcomes

Complete this Section ONLY for Programs Directly Responsible for Core Curriculum Courses

Instructions: On the Annual Review, questions 1-4 will be completed by the designated department chair or program coordinator. However, each course submitted for inclusion in the core curriculum should respond to question 5 (parts a-g) and supply the documentation outlined in #6 to your department chair or program coordinator.

5. The “Call for Course Proposals for Inclusion” contains a description of each assignment/activity, direct assessment method, etc. for each of your department’s/program’s courses in the core curriculum.

For each course approved for core curriculum inclusion, provide the following information:

- a) Provide a link to or copy of your data results and/or a summation of your results for each required competency for each core curriculum course in your program.

92% of students successfully communicated the general characteristics of their bacterium. 81% of students successfully developed technical skills and reasoning ability to identify an unknown bacterium. 100% of students demonstrated quantitative skills to analyze experimental data. 100% of student groups developed and carried out a strategy for testing the ubiquity of microorganisms. Valuations are based on the 26 students that finished Biology 2420.

- b) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

Yes I met the benchmarks for Communication Skills, Critical Thinking Skills, Empirical and Quantitative Skills, and for Teamwork for Biology 2420.

- c) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

I collected and evaluated all related student work, and I observed all student presentations.

- d) Please explain how your results were evaluated (e.g. a team evaluated the data,
data was collected from every student in the course via Blackboard, etc.):

I evaluated the data according to established rubrics and guidelines.

- e) How do you ensure your results are not biased and are reliable (i.e. inter-rater reliability)?

The data are based on objective outcomes.

- f) Please list the facts you feel contributed to your results (Analysis):

Students were prepared and given adequate instructions for their activities.

- g) How have you or will you improve student learning in each course based on the most recent assessment results?

The implementation of assignments are always being refined to improve student learning.

6. For each core curriculum course and each core objective, please include a copy of the assessment instrument and five randomly selected, evaluated assessment samples with this form. Some examples of things you may include with your submission are as follows:

- **Embedded Questions** – Copy of possible question bank and copy of five student work samples that include questions from the question bank
- **Juried Assessment** – List of members on juried panel and copy of five panel evaluations. If student performance, picture or work, etc. is available, include that with your submission as well.
- **Pre-Post Test** – Copy of pre-test/post-test questions and five samples of student work from pre-test and five samples of same students' work from post test
- **Rubric** – Copy of rubric and copy of five student work samples
- **Other Types of Assessment** – Use the above bullets as a reference point for what you may wish to provide. Please contact the Director of Institutional Effectiveness with specific questions.

Also, if it is not clear, please identify on your student work the portions of the student work that address the required THECB objective/s.

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The activity for assessing Student Competencies was withheld from me. Therefore, Communication Skills were not specifically addressed. Critical thinking skills were demonstrated by >90% of students successfully completing weekly lab reports. Empirical and Quantitative Skills, and Teamwork was assessed by using a Ubiquity Sampling activity that was developed for assessing Biology 2420. For those 2 competencies, 100% of student groups acquired and effectively analyzed experimental data, and developed and carried out a strategy for testing the ubiquity of microorganisms. Valuations are based on the 6 groups of 23 students that finished Biology 1407.

- b) Did you meet your benchmark/target in each course? If not, do you need to adjust your benchmark or adjust the instruction to meet the benchmark?

Yes I met benchmarks for Critical Thinking Skills, for Empirical and Quantitative Skills, and for Teamwork for Biology 1407. Communication skills were not specifically addressed.

- c) Provide information on your data collection strategy (e.g. each faculty member collected data, sampling of student work collected across sections used, etc.):

I collected and evaluated all related student work.

- d) Please explain how your results were evaluated (e.g. a team evaluated the data, data was collected from every student in the course via Blackboard, etc.):

I evaluated the data according to established rubrics and guidelines.

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