1) **Selected response exam** ..............................................................................................................[Examination]

**DESCRIPTION**: Questions, or a specific subset of questions, from a selected response quiz or exam are selected to measure student competence in the course materials. Question formats may include true/false, multiple-choice, matching, or multiple, multiple-choice. The raw student scores are recorded using the SCORE data workbook.

**SCORING**: The student scores are transformed into outcome rubric scores using the following scheme:

- **0) Deficient**: $0\% \leq \text{score} < 40\%$ correct
- **1) Beginning**: $40\% \leq \text{score} < 55\%$ correct
- **2) Progressing**: $55\% \leq \text{score} < 70\%$ correct
- **3) Proficient**: $70\% \leq \text{score} < 85\%$ correct
- **4) Advanced**: $85\% \leq \text{score} \leq 100\%$ correct

**ANALYSIS**: The number of student scores meeting or exceeding a threshold rubric score of 3.0 is determined for the assignment. The average and 95% confidence interval of the class rubric scores is calculated and classified as indicated in the following scheme:

- **0) Deficient**: $0.0 \leq \text{class average} < 1.0$
- **1) Beginning**: $1.0 \leq \text{class average} < 1.8$
- **2) Progressing**: $1.8 \leq \text{class average} < 2.6$
- **3) Proficient**: $2.6 \leq \text{class average} < 3.4$
- **4) Advanced**: $3.4 \leq \text{class average} \leq 4.0$

A one factor, two-tailed t-test is used to evaluate the statistical significance of differences between class average and the threshold score of 2.6 points. Cohen’s d is used to determine the magnitude of any effect sizes found.

**CRITERION LEVELING**: The expectations of the criteria of success depend upon the level of the course assessed. The target thresholds for each level are defined as follows:

- **100-level**: 50% of individuals should be proficient or better (3 on the rubric) by the end of instruction. The class average should fall within the progressing level (threshold $\geq 1.8$)
- **200-level**: 60% of the individuals should be proficient or better (3 on the rubric) by the end of instruction. The class average should fall within the proficient level (threshold $\geq 2.6$)
- **300-level**: 70% of individuals should be proficient or better (3 on the rubric) by the end of instruction. The class average should fall within the proficient level (threshold $\geq 2.6$)
- **400-level**: 80% of individuals should be proficient or better (3 on the rubric) by the end of instruction. The class average should fall within the proficient level (threshold $\geq 2.6$)