Standardized Assessment Measures for the Ferris Learning Outcomes

2) Constructed response exam ……………………………………………………………[Examination]

DESCRIPTION: Questions, or a specific subset of questions, from a constructed response quiz or exam are selected to measure student competence in the course materials. Question formats may include fill in the blank, diagramming, or short answer essay. 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%	≤	score	<	40% correct
1)	**Beginning**	40%	≤	score	<	55% correct
2)	**Progressing**	55%	≤	score	<	70% correct
3)	**Proficient**	70%	≤	score	<	85% correct
4)	**Advanced**	85%	≤	score	≤	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	≤	class average	<	1.0
1)	**Beginning**	1.0	≤	class average	<	1.8
2)	**Progressing**	1.8	≤	class average	<	2.6
3)	**Proficient**	2.6	≤	class average	<	3.4
4)	**Advanced**	3.4	≤	class average	≤	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 use 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 ≥ 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 ≥ 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 ≥ 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 ≥ 2.6)