



*Advancing a Massachusetts
Culture of Assessment*



Assessing Critical Thinking and Writing Using the VALUE Rubrics: **Do You See What I See?**

**Statewide Conference
on Assessment in
Higher Education**

Friday, February 22, 2013
8 a.m. to 3 p.m.

University of Massachusetts Boston
Campus Center
Boston, MA

Conference Agenda

	Location ▼
8:00 a.m. Registration and Coffee/Refreshments	Ballroom A&B
9:00 a.m. Introduction <i>Judy Turcotte, Director of Planning and Assessment, Holyoke Community College</i> <i>Ellen Wentland, Associate Dean—Academic and Institutional Effectiveness, Northern Essex Community College</i> Welcome <i>J. Keith Motley, Chancellor, University of Massachusetts Boston</i> Opening Remarks <i>Richard Freeland, Commissioner, Massachusetts Department of Higher Education</i> <i>Timothy Flanagan, President, Framingham State University; Chair, Mass. Task Force on Statewide Assessment</i>	Ballroom A&B
9:40 a.m. Scoring Sessions	
Session A.1 Scoring a Writing Sample and Discussion of Writing Assignments <i>Janet Crosier, Springfield Technical Community College</i> <i>Paula Haines, UMass Lowell</i> <i>Nina Keery, MassBay Community College</i> <i>Carol Lerch, Worcester State University</i>	● YELLOW GROUP: Ballroom A&B ● GREEN GROUP: Ballroom C
Session A.2 Scoring a Critical Thinking Sample and Discussion of Critical Thinking Assignments <i>Terri Kinstle, Holyoke Community College</i> <i>Peggy Maki, AMCOA Consultant</i> <i>Timothy McLaughlin, Bunker Hill Community College</i> <i>Natalie A. Oliveri, Bunker Hill Community College</i>	● RED GROUP: Bay View Conference Room (3540) ● BLUE GROUP: Founders Room (3545)
11:10 a.m. Scoring Sessions	
Session B.1 Scoring a Critical Thinking Sample and Discussion of Critical Thinking Assignments <i>Terri Kinstle, Holyoke Community College</i> <i>Peggy Maki, AMCOA Consultant</i> <i>Timothy McLaughlin, Bunker Hill Community College</i> <i>Natalie A. Oliveri, Bunker Hill Community College</i>	● YELLOW GROUP: Ballroom A&B ● GREEN GROUP: Ballroom C
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12:30 p.m. Lunch with Your Colleagues	Ballroom A&B
1:30 p.m. Panel Presentation: “Faculty Share Experiences Using Critical Thinking and Writing VALUE Rubrics” <i>Jim Gubbins (Moderator), Salem State University</i> <i>Paula Haines, UMass Lowell</i> <i>Nina Keery, MassBay Community College</i> <i>Terri Kinstle, Holyoke Community College</i> <i>Chuck Prescott, Berkshire Community College</i>	Ballroom A&B
2:30 p.m. Lessons Learned: Feedback from Sessions	Ballroom A&B
3:00 p.m. Closing	Ballroom A&B

Scoring Sessions: Using the VALUE Rubrics

Purposes of Session

To promote campus practice and widen understanding of how to apply VALUE rubrics to student work and to design assignments that align with these rubrics through:

1. Introducing participants to the components of the VALUE rubrics for Critical Thinking and Writing.
2. Providing an opportunity for participants to apply the rubrics to student work samples and help them develop an understanding of how to align rubric criteria with evidence that is demonstrated in the Critical Thinking and Writing samples.
3. Discussing how to design assignments that align with the Critical Thinking and Writing scoring rubrics.

Origin and Purposes of VALUE Rubrics

VALUE rubrics were developed over several years by two-year and four-year faculty across the country. AAC&U charged faculty with identifying the essential attributes of 15 of the most common essential learning outcomes that institutions assert they want their undergraduates to demonstrate.

Qualities of Effective Scorers

1. Willingness to read and score student work without preference for, interest in, bias towards, or agreement or disagreement with either the topic or subject a student pursues or the length of the work.
2. Consistent reliance on evidence in student work as the basis of their specific score under each criterion so that there is eventual agreement about what scorers “see” in student work as justification for a score under each criterion.
3. Ability to score the work as an example written for an educated reader, not for a specific disciplinary reader. Thus, it is important that they bring an “educated person’s” perspective to the work—without concern for discipline or whether or not the work was produced by a two-year or four-year student or for a disciplinary or professionally oriented reader.



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Additional Special Thanks to:

CONFERENCE CO-CHAIRS

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Ellen Wentland, Associate Dean—Academic and Institutional Effectiveness,
Northern Essex Community College

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HOST INSTITUTION

J. Keith Motley, Chancellor, University of Massachusetts Boston
Winston Langley, Vice President for Academic Affairs and Provost,
University of Massachusetts Boston

And the Presidents, Vice Presidents, and Chief Academic Officers
of the Massachusetts Public Higher Education System