Assessing in Canvas

Learn how to integrate Canvas with assessment

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What is Assessment

Methods or tools you use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or education needs of students; **everything you do in class**.

Who should conduct Assessment?

Everyone

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Why conduct Assessment?

- To improve the quality of teaching and learning

- Provide meaningful data to inform curriculum decisions

- Provide a framework for JCCC to better communicate what we do

Import Learning Outcomes

- Click **Outcomes**

- Click the **Find** button

- Click **Account Standards**

- Choose Johnson County Community College

- Select JCCC General Education or JCCC Institutional Learning Outcomes

- Select and Import the outcome(s) you want to assess

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Institutional Learning Outcomes

Successful Johnson County Community College students will be prepared to demonstrate proficiency in the following areas

- **Quantitative Literacy**

  - Use quantitative skills to analyze and process information.

- **Critical Thinking**

  - Acquire, interpret, and analyze information and apply appropriate problem-solving techniques to determine and evaluate solutions.

- **Communication**

  - Communicate effectively with clarity and purpose.

- **Social Responsibility**

  - Be prepared to practice community engagement that reflects democratic citizenship, environmental responsibility, diversity, and international awareness.

- **Personal Responsibility**

  - Be independent lifelong learners who have the skills necessary for economic, physical, social, mental and emotional wellness.

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Student Learning Outcomes

In the general education curriculum, Johnson County Community College is committed to cultivating in our students the following Student Learning Outcomes. Successful students will be able to:

1. Demonstrate information literacy by finding, interpreting, evaluating, and using sources.

2. Apply problem-solving strategies using appropriate disciplinary or cross-disciplinary methods.

3. Communicate effectively in a variety of contexts.

4. Demonstrate knowledge of the broad diversity of the human experience and the individual's connection to the global society.

5. Process numeric, symbolic, and graphic information to draw informed conclusions.

6. Comprehend, analyze, and synthesize written, visual, and aural material.

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After Outcomes are set up, they must be aligned with a Rubric or Question Bank so they can be assessed with assignments.

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VALUE Rubrics

The AAC&U VALUE Rubrics for written communication, oral communication, critical thinking, and others are already added to Canvas--these can be easily imported into your courses and edited to suit your needs. Additional rubrics can be added at the program level for easy sharing across courses-- contact Educational Technology if you would like to add a program rubric.

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Rubrics

Aligning with a rubric allows learning outcomes to be assessed on manual/offline assignments (such as written papers, projects, or presentations), online discussions, and essay questions contained within quizzes.

Adding a Rubric to an Assignment

- Open the **Assignment** you want to add the Rubric to.

- Click the **Add Rubric** button

- Click **Find a Rubric**

- Navigate the to the location of the rubric. Institutional rubrics can be found by clicking Johnson County Community College.

- Click the rubric to select it

- Click **Use This rubric**

- You can then edit the rubric for use with your specific assignment

Aligning Outcomes with Rubrics

- Edit a **Rubric**, either within **Manage Rubrics** or in an **Assignment**, **Quiz**, or **Discussion**

- Click **Find Outcome Criterion**

- Navigate to the outcome you want to align and click to select it

- Check whether to use the criterion (outcome) for scoring - If you choose not to use the outcomes for scoring, it will not be counted toward the total points earned for the assignment, but will be used to track students learning in the **learning mastery grade book**.

Aligning Outcomes with Rubrics, cont.

- Click **Import**

- The aligned outcome will be added, with a yellow flag denoting that it is an aligned outcome
  Note: Aligned outcomes cannot be edited within the rubric

- Click **Update Rubric**

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Question Banks

Question banks need to be set up and aligned before quizzes are created and taken by students. Aligning question banks after students take the quiz will not retroactively apply scores to the outcome.

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Set Up Question Banks for Assessment

- Click **Quizzes**

- Click the **Vertical Ellipsis**, then click **Manage Question Banks**

- Add a new question bank for each outcome to be assessed:

  - Click **Add Question Bank**

  - Type the name of the question bank (usually the outcome name) in the box

Question Bank for Assessment, cont.

- Manually add the Questions pertaining to the outcome to the question bank

- **OR** move/copy question from another question bank

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Align Question Banks with Outcomes

- Click **Quizzes**

- Click the **Gear Icon**

- Click **Manage Question Banks**

- Click the title of the Question Bank to be aligned

- Click **Align Outcome**

- Choose the **Outcome** from the list

- Set the **score for mastery**

- Click **Import**

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Use Aligned Questions in Quizzes

- Click **Quizzes**

- Create a new quiz or click to select an already created quiz

- Click the **Questions Tab**

- Click **Find Questions**

- Select the **Aligned Question Bank**

- Select the questions you want to add

- Click **Add Questions**

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Track & Improve Student Learning

The Learning Mastery Gradebook shows student learning achievement for every student by every Learning Outcome in the course, allowing you to monitor both how the class as a whole and individual students are performing. The Learning Mastery Gradebook can be filtered and exported as a .csv file for easy analysis and reporting.

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Enable the Learning Mastery Gradebook

- Click **Settings** to open the course settings

- Click the **Feature Options** tab

- Turn **Learning Mastery Gradebook** on

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Use the Learning Mastery Gradebook

- Click **Grades**

- Click **Learning Mastery** to switch to the Learning Mastery Gradebook view

- Each student's achievement is displayed by Learning Outcome--the best score is reported before the slash, while the "mastery level" set for the outcome is displayed after the slash.

Use the Learning Mastery Gradebook

- Hover over a Learning Outcome name to view additional information for the outcome.

- Filter the learning mastery gradebook by clicking on the color-coded mastery level indicators on the right-hand side.

- Export the learning mastery gradebook using the export feature in the bottom-right hand corner.

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Resources

Thank you to Dr. Frederick Burrack, Direct of Assessment at Kansas State University for giving us permission to use and edit the resources his office provides on the K-State assessment website.
www.k-state.edu/assessment/canvas/index.html

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Quick Start Guide to Assessment in ⊙ canvas
BY INSTRUCTURE

Canvas offers several assessment tools you can use to track and improve student learning in your courses. By following the steps outlined below, you will enable the full functionality of student learning assessment in Canvas, allowing you to monitor student progress across outcomes and target pedagogical interventions to improve student learning.

ADD YOUR OUTCOMES

- **Set up Outcomes** in a course before students are assessed with any assignments to ensure complete data tracking.
- **Enter your course learning objectives/outcomes** into your Canvas course using the **Outcomes tool**.
  - **Set your criterion** for student achievement—when you align an outcome with an assignment, you decide whether the criterion point values will be used for grading or just for tracking student learning.
  - **Set the mastery level**—this is used to track whether students have achieved "proficiency" for a given outcome. You and/or your students can track outcome mastery in the learning mastery gradebook, if enabled.
- **Import institutional or student learning outcomes**—ILOs and general education SLOs have been added to Canvas and can be imported using the "Find" option in the Outcomes tool. Program level outcomes, for sharing across courses, can be added by contacting the Educational Technology office.
  - Only import an ILO or SLO if your course is used for program reporting of student achievement on that particular learning outcome.

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ALIGN OUTCOMES WITH ASSIGNMENTS

- Align outcomes with a **rubric** or **question bank** so they can be assessed with an assignment.
- **Use a rubric** to assess outcomes on a manual/offline assignment, discussion, or quiz (for essay questions).
  - To **align an outcome with a rubric,** edit a rubric and click "Find Outcome Criterion". Select the outcome you want to align. Aligned outcomes are denoted with a yellow flag.
  - **Rubrics can also be added at the program level** for easy sharing across courses—contact the Education Technology office to get these set up.
  - **AAC&U VALUE Rubrics** are added to Canvas and can be imported into your courses and edited to suit your needs using the "Find a Rubric" button.
- **Use a question bank** to assess outcomes on multiple-choice type assignments.
  - To **align a question bank with an outcome,** select a question bank, click "Align Outcome", and select the outcome—then use questions from that question bank in quizzes (exams, tests, etc.).

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TRACK & IMPROVE STUDENT LEARNING

- Enable the **Learning Mastery Gradebook** in the "Feature Options" tab of course settings to track student achievement on each outcome.
  - The learning mastery gradebook allows you to **monitor how individual students and the class as a whole are performing by outcome**—the number after the slash is the "mastery level" for the outcome.
  - If an outcome is assessed more than once in a course, the **student's best score is reported.**
  - Use the learning mastery gradebook to **improve instruction for the whole class or identify students that may need individualized attention.**
  - **Export the learning mastery gradebook as a .csv file** for quick and easy reporting of student learning outcomes that contribute to program assessment.
- Enable the **Student Learning Mastery Gradebook** to allow students to see how they are progressing on each outcome, giving them the ability to focus their studies on the particular areas that need improvement.

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AAC&U VALUE Rubrics: Developed by teams of faculty experts and others from AAC&U member institutions and thoroughly tested for validity and reliability, the 16 VALUE Rubrics are used to measure critical dimensions of achievement for student competency. The VALUE Rubrics are designed to be edited by faculty so as to authentically represent the expected learning of students within a particular academic program. Find more information at www.aacu.org/value/rubrics

Align Outcome: Mapping an outcome to a rubric or group of questions in a question bank, which then enables an assignment to be used as an indicator of achievement for a particular outcome. Only outcomes that have been aligned will report in the learning mastery gradebook. Aligned outcomes in a rubric are denoted by a yellow flag.

Artifacts: Student work used as evidence for achievement level of an outcome. Can be a quiz, test, paper, speech, etc.

Course Learning Objectives/Outcomes/Goals: Often listed on the course syllabus—what students are expected to know or be able to do upon successfully completing a course. Added in Canvas using the Outcomes tool.

Criterion Ratings: Defined levels of student achievement toward an outcome. Used to identify the extent of student learning, but can also be used for grading. Criterion ratings used to track student learning could look like 0=Does Not Meet Expectations, 1=Meets Minimum Expectations, 2=Meets Course Expectations (the mastery level), and 3=Exceeds Course Expectations. Used for grading, the rating scheme may have ranges, for example: 0-10 possible points with 9-10 being an A, 8 being a B (the mastery level), 7 being a C, etc.

Learning Mastery Gradebook: Used to track and motivate student learning. Displays how individual students and the class as a whole are doing by outcome, allowing identification of learning areas that can be enhanced. Can be exported as a .csv file, providing an easy way to analyze and report student learning for program assessment.

Mastery Level (Proficiency)**:** The level of learning that denotes expected achievement of a learning outcome in an assignment, course, or program. Not to be confused with excelling beyond the expected achievement level. In a rating scheme where 0=Does Not Meet Expectations, 1=Meets Minimum Expectations, 2=Meets Course Expectations, and 3=Exceeds Course Expectations, the mastery level would be set at 2.

Outcomes (Institutional Learning and Student Learning Outcomes)**:** What students should know or be able to do at completion of a particular lesson, course, or curriculum. In Canvas, the Outcomes tool is used to enter course learning objectives/outcomes/goals, which are then assessed, tracked, and used to improve student learning.

Program-level Outcomes and Rubrics: Used for assessment across a curriculum or group of classes. Program-level outcomes define what students know and should be able to do upon completing their program (degree, certificate, etc.).

Question Bank: Used to categorize and align selected-response questions (e.g. multiple-choice questions) by outcome. Questions from several aligned banks can then be used on a test to assess multiple outcomes.

Rubric: A scoring measure that communicates performance quality expectations for an assessment task. A rubric defines learning criteria within an assignment or course and is often used for grading.

Student Learning Assessment: The systematic process of identifying qualities of student learning useful for continuous pedagogical and curricular improvements. This includes testing students' knowledge (through tests, quizzes, etc.) as well as evaluating students' authentic demonstrations of skills (through applied learning projects) and scholarly dispositions. Find more information at blogs.jccc.edu/outcomesassessment

Student Learning Mastery Gradebook: Provides individual feedback to students by learning outcome. Students can then identify particular learning areas in which they need to improve and focus their studies to address areas of concern.

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Examples of Direct Assessment Methods

Assessment Method	Description
Capstone Projects	• Culminating projects that provide information about how students integrate, synthesize and transfer learning • Assesses competence in several areas • May be independent or collaborative • Focus on higher order thinking • Are useful for program-level assessment • Examples: exams, integrative papers, projects, oral reports, performances • Typically disciplined based • Scoring Method: Pre-Specified rubrics
Course-Embedded Assessment	• Assessment procedures that are embedded into a course's curriculum • May include test items or projects • May be take-home or in-class • Usually developed by the faculty member or department • Can be used assesses discipline-specific knowledge • Scoring methods: Raw scores or pre-specified rubrics
Performance Assessment	• Use student activities to assess skills and knowledge • Assess what students can demonstrate or produce • Allow for the evaluation of both process and product • Focus on higher order thinking • Examples: Essay tests, artistic productions, experiments, projects, oral presentations • Scoring Methods: Pre-Specified rubrics
Portfolio Assessment	• Collection of student work over time that is used to demonstrate growth and achievement • Usually allows student to self-reflect on incorporated work • May include written assignments, works of art, collection of projects, programs, exams, computational exercises, and video or other electron media, etc. • Focus on higher-order thinking • Scoring Methods: Pre-Specified rubrics
Standardized Instruments (This includes tests for national tests for certificate programs, or licensure)	• Instruments developed outside the institution with standardized administration and scoring procedures and frequently with time restrictions • Psychometrically tested based on norming group • Sometimes allows for national comparisons • Scoring Methods: Answer key, scored by testing company
Localized Instruments	• Instruments within the university usually developed within the department for internal use only potentially to prepare students for national test • Content may be tailored to match outcomes exactly • Scoring Methods: Answer key, scored internally