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WORKSHEET – Transforming Program Learning Outcomes into a Global Assessment Rubric

Step 1

In the space below, write down an intended Program Learning Outcome (PLO) for your specific discipline.

“At the end of this program a student will be able to...”

Step 2

Expand your Program Learning Outcome (PLO) from Step 1 in response to the following questions:

- When is this outcome used in your discipline? (e.g. at the end of a class, end of the semester...)
- How is it used? What would that look like? (e.g. Do you observe a student performing an action?)
- Is there a level of behaviour expected? (e.g. Do you expect that the student can identify something, versus identify and explain why something has occurred?)

Modified outcomes statement(s) – “At the end of this program a student will be able to...”



Step 3

Select one of the modified outcome statements that you just created through expanding your Program Learning Outcome (PLO) in Step 2...

In order for a student to demonstrate that they are meeting/accomplishing this outcome to the level identified by the program, **list all behaviors (sub-skills) that would need to be demonstrated to perform that outcome statement.** (e.g. Successful delivery of a presentation may include – technical skills around putting the presentation together, communications skills in the delivery, disciplinary skills in developing a meaningful presentation related to the topic, research skills in finding the best material to present, etc.)

List of observable behaviors / sub-skills required for performing the PLO:

Step 4

Select one of the sub-skills listed above in Step 3... **Write a sentence describing what a student needs to demonstrate in order to indicate that they have achieved this sub-skill to the expectations of the program.**

Then, share this sentence with the person beside you. Is the sentence clear and easy to understand? Do they think they can visualize what that behavior actually looks like based on your choice of words? **(Modify the sentence as needed.)**



Updating your Worksheet...

Copy down your chosen modified Program Learning Outcomes (PLO) statement from **Step 2** here, as well as your sentence describing what you would observe when a student has achieved this outcome (**from Step 4**).

Your Modified Program Learning Outcomes (PLO) Statement:

Meets expectations

Your sentence describing a student performing that sub-skill to the expectations of the program:

Step 5

Your Modified Program Learning Outcomes (PLO) Statement:

Meets
expectations
(already completed above)

Does not meet expectations

Your sentence describing a student when they do NOT achieve the sub-skill:



Step 6

Establish a scale/ range of performance (i.e. the “in-between” columns)

What levels of performance do you want to assess? Consider the following questions:

- What distinguishes one level from another?
- How are you going to describe behaviors reflecting each level explicitly on the rubric?
 - Would a student or another suitably qualified instructor understand this language?
- Would the scale headings encourage, or discourage, the recipient of the feedback?
- Would the scale headings deter evaluators from using a particular column when they assess a student?

Write down some of your levels e.g. very good to poor, acceptable to unacceptable...

Your Modified Program Learning Outcomes (PLO) Statement:				
Write in your levels/scale below				

Step 7

Complete descriptions of observable behaviors for the remaining columns on your rubric. Tips:

- Carefully select language that clearly differentiates one level of performance from those on either side of it.
- Consistent wording makes it easier for the evaluator to quickly see where the columns differ from each other.

Step 8

Consider this from the perspective your entire program. Today you have successfully broken apart a PLO into the ways it will be applied to the student’s career, you have identified the sub-skills involved for that PLO, and have described behaviors reflecting the different levels of competency a student can show for one sub-skill. Now it is time to repeat **Steps 1-7** until you are satisfied that you have covered all of your Program Learning Outcomes adequately!

Reflection In what ways can you envision using a Global Assessment Rubric in your program/discipline? In what ways could you use this tool to advance your teaching and the quality of student learning? How could this tool improve understanding of the effectiveness of your program?

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