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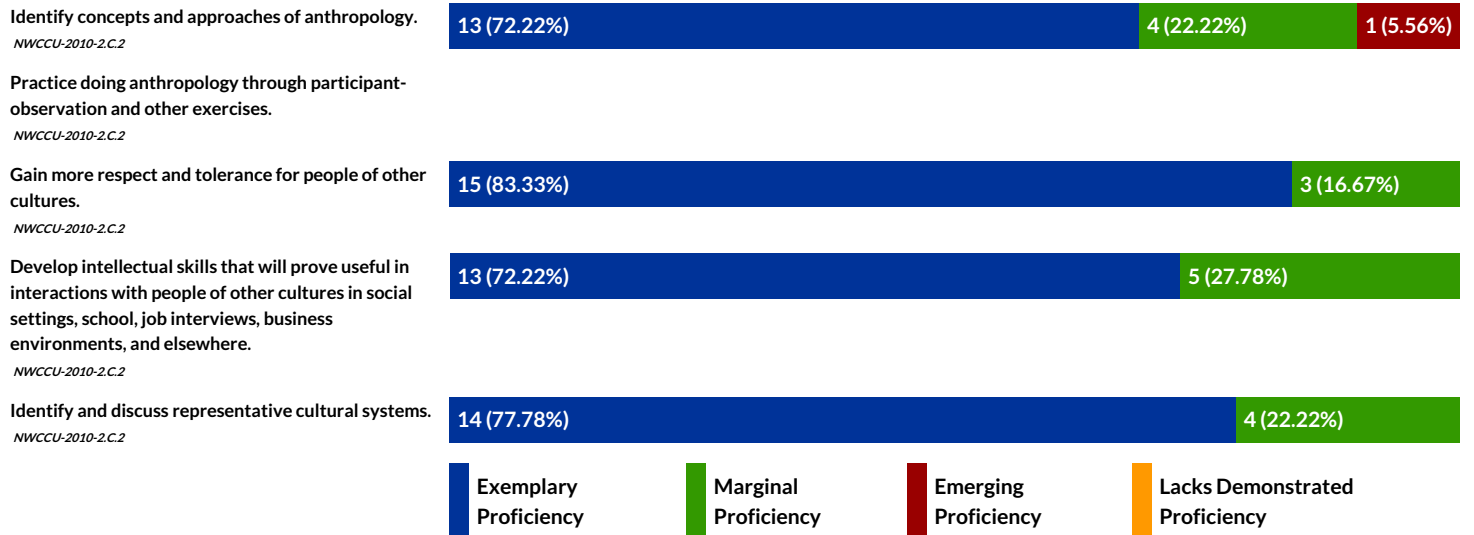
My Reports - Assessment Report

General Information

Title	Fall 2017 Course Assessment
Institution	OR: Southwestern Oregon Community College
Assessment Rubric	<p>1718CIS120CO - CIS120 Course 1718 (Piper Lisseveld) 1718CIS250CO - CIS250 Course 1718 (Piper Lisseveld) 1718CIS250CO - CIS250 Course 1718 (Piper Lisseveld) 4 Geology Field Trip Report - Geology Field Trip Report (Ronald Metzger) 4GSLO Communication - GSLO Communication 2017 (Piper Lisseveld) 4GSLO Computation - GSLO Computation 2017 (Piper Lisseveld) 4GSLO Creat. Crit. Analy Thinking - GSLO Creative, Critical & Analytical Thinking 2017 (Piper Lisseveld) 4GSLOComm.globalC&R - GSLO Community/Global Consciousness & Responsibility 2017 (Piper Lisseveld) ANTH221 Course 1718 - ANTH221 Course 1718 (SWOCC Rubric Admin) ART115 Course 1718 - ART115 Course 1718 (SWOCC Rubric Admin) Biology Microbiology Outcomes - Biology Microbiology Outcomes Rubric (Daniel Brouse) CJ100 Course 1718 - CJ100 Course 1718 (SWOCC Rubric Admin) CJ231 Course 1718 - CJ231 Course 1718 (SWOCC Rubric Admin) Chemical Structure - Chemical Structure Rubric (Michael Springer) Coordinated Attack Rubric - Rubric (Tony Peters) Copy of: HDF5 225 01 - Understanding Child Development Project (Maidie Rosengarden) DD160 Course 1718 - DD160 Course 1718 (SWOCC Rubric Admin) ED 200, current events paper, FA - ED 200, current events paper, FA (Mary Fields) EMT296 Course 1718 - EMT296 Course 1718 (SWOCC Rubric Admin) ENG107 Course 1718 - ENG107 Course 1718 (SWOCC Rubric Admin) Essay Grading Criteria - Essay Rubric (Sara Keene) FA1718CIS120LISSEVELD - FA1718CIS120LISSEVELD (Piper Lisseveld) FA1718CIS250LISSEVELD - FA1718CIS250LISSEVELD (Piper Lisseveld) FA2017 Writing Assignment #3: Critiquing a Popular Press Article in Psychology - PSY201 WA3 FA2017 (Nathaniel Douda) FS100 Course 1718 - FS100 Course 1718 (SWOCC Rubric Admin) FS200 Course 1718 - FS200 Course 1718 (SWOCC Rubric Admin) FS205 Course 1718 - FS205 Course 1718 (SWOCC Rubric Admin) Fire Prevention Education Project Rubric - Fire Prevention Education Project Rubric (Tony Peters) Fire Service Culture Project Rubric - Rubric (Tony Peters) Foundations of Nursing: Health Promotion Fall 2017 Nursing Portfolio - Foundations of Nursing: Health Promotion Fall 2017 Nursing Portfolio (Melissa Sperry) G145 Course 1718 - G145 Course 1718 (SWOCC Rubric Admin) GSLO Communication 2016 - GSLO Communication 2016 (SWOCC Rubric Admin) GSLO Communication 2017 - GSLO Communication 2017 (SWOCC Rubric Admin) GSLO Communication 2017-18 - GSLO Communication 2017-18 (Mary Fields) GSLO Community/Global Consciousness & Responsibility 2017 - GSLO Community/Global Consciousness & Responsibility 2017 (SWOCC Rubric Admin) GSLO Computation 2017 - GSLO Computation 2017 (SWOCC Rubric Admin) GSLO Creative, Critical & Analytical Thinking 2016 - GSLO Creative, Critical & Analytical Thinking 2016 (SWOCC Rubric Admin) GSLO Creative, Critical & Analytical Thinking 2017 - GSLO Creative, Critical & Analytical Thinking 2017 (SWOCC Rubric Admin) HDF5 225 01 - Understanding Child Development Project (Maidie Rosengarden) MTH243 Course 1718 - MTH243 Course 1718 (SWOCC Rubric Admin) MTH60 Course 1718 - MTH60 Course 1718 (SWOCC Rubric Admin) MTH81 Course 1718 - MTH81 Course 1718 (SWOCC Rubric Admin) Math Program Learning Outcomes - UPDATED - Math Program Learning Outcomes - UPDATED (Nikki Armstrong) NRS222 Foundations of Nursing: Acute Care II and End of Life Fall 2017 Portfolio - NRS222 Foundations of Nursing: Acute Care II and End of Life Fall 2017 Portfolio (Melissa Sperry) PH 201/211 Final Exam Rubric - Rubric (Aaron Coyner) PH201 Course 1718 - PH201 Course 1718 (SWOCC Rubric Admin) PH211 Course 1718 - PH211 Course 1718 (SWOCC Rubric Admin) Research Presentation Rubric - Rubric (Aaron Coyner) Research Rubric - Research (Julie Ryan) SMAW Final - SMAW Mid term/ final (Chelsea Clemens) SMAW Midterm/Final - Stick Mid term/ final (Bryan Thurman) SOC204 Course 1718 - SOC204 Course 1718 (SWOCC Rubric Admin) SWOCCwritten communication rubric - SWOCCwritten communication rubric (Mary Fields) Strategy & Tactics Rubric - Rubric (Tony Peters) WLD100 Course 1718 - WLD100 Course 1718 (SWOCC Rubric Admin) WLD101 Course 1718 - WLD101 Course 1718 (SWOCC Rubric Admin) WR 121 Shared Assignment: Writing Thesis Statements - Rubric (Michael Winston) WR121 Course 1718 - WR121 Course 1718 (SWOCC Rubric Admin) WR227 Course 1718 - WR227 Course 1718 (SWOCC Rubric Admin) Welding Processes Midterm/Final - Welding Processes Midterm/Final (Chelsea Clemens) final exam rubric - outcome 1 psy 201 (Cheryl Davies)</p>
Date Range	From September 1, 2017 to February 28, 2018
Inter-Rater Summary	Y

Rubric: ANTH221 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identify concepts and approaches of anthropology.	13	4	1	0	3.667	4.000	0.577
Practice doing anthropology through participant-observation and other exercises.	0	0	0	0			
Gain more respect and tolerance for people of other cultures.	15	3	0	0	3.833	4.000	0.373
Develop intellectual skills that will prove useful in interactions with people of other cultures in social settings, school, job interviews, business environments, and elsewhere.	13	5	0	0	3.722	4.000	0.448
Identify and discuss representative cultural systems.	14	4	0	0	3.778	4.000	0.416

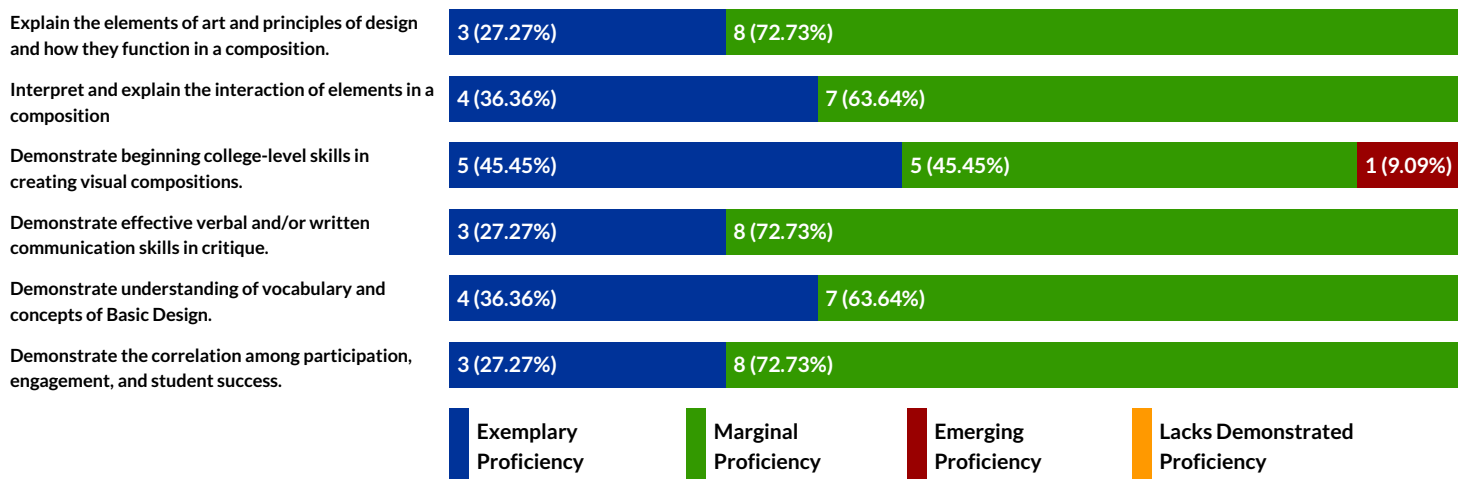


Inter-Rater Summary

	Keene, Sara	Mean	Stdev
Identify concepts and approaches of anthropology.	3.667	3.667	0.000
Gain more respect and tolerance for people of other cultures.	3.833	3.833	0.000
Develop intellectual skills that will prove useful in interactions with people of other cultures in social settings, school, job interviews, business environments, and elsewhere.	3.722	3.722	0.000
Identify and discuss representative cultural systems.	3.778	3.778	0.000

Rubric: ART115 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Explain the elements of art and principles of design and how they function in a composition.	3	8	0	0	3.273	3.000	0.445
Interpret and explain the interaction of elements in a composition	4	7	0	0	3.364	3.000	0.481
Demonstrate beginning college-level skills in creating visual compositions.	5	5	1	0	3.364	4.000	0.643
Demonstrate effective verbal and/or written communication skills in critique.	3	8	0	0	3.273	3.000	0.445
Demonstrate understanding of vocabulary and concepts of Basic Design.	4	7	0	0	3.364	3.000	0.481
Demonstrate the correlation among participation, engagement, and student success.	3	8	0	0	3.273	3.000	0.445

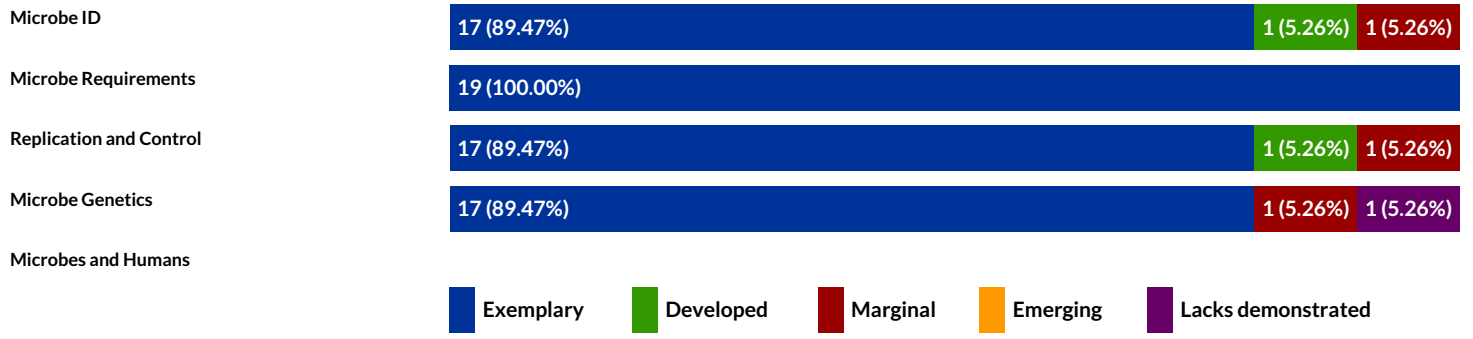


Inter-Rater Summary

	Tremonti, Joseph	Mean	Stdev
Explain the elements of art and principles of design and how they function in a composition.	3.273	3.273	0.000
Interpret and explain the interaction of elements in a composition	3.364	3.364	0.000
Demonstrate beginning college-level skills in creating visual compositions.	3.364	3.364	0.000
Demonstrate effective verbal and/or written communication skills in critique.	3.273	3.273	0.000
Demonstrate understanding of vocabulary and concepts of Basic Design.	3.364	3.364	0.000
Demonstrate the correlation among participation, engagement, and student success.	3.273	3.273	0.000

Rubric: Biology Microbiology Outcomes Rubric

	Exemplary (0 pts)	Developed (0 pts)	Marginal (0 pts)	Emerging (0 pts)	Lacks demonstrated (0 pts)	Mean	Mode	Stdev
Microbe ID	17	1	1	0	0	0.000	0.000	0.000
Microbe Requirements	19	0	0	0	0	0.000	0.000	0.000
Replication and Control	17	1	1	0	0	0.000	0.000	0.000
Microbe Genetics	17	0	1	0	1	0.000	0.000	0.000
Microbes and Humans	0	0	0	0	0			



Inter-Rater Summary

	Brouse, Daniel	Mean	Stdev
Microbe ID	0.000	0.000	0.000
Microbe Requirements	0.000	0.000	0.000
Replication and Control	0.000	0.000	0.000
Microbe Genetics	0.000	0.000	0.000

Rubric: Chemical Structure Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Electronic Structure	0	4	32	19	27	1.159	2.000	0.943
Molecular Geometry	0	1	4	41	36	0.634	1.000	0.635
Spectroscopic Analysis	0	0	0	15	35	0.300	0.000	0.458

Electronic Structure

GSLO-COMP1, GSLO-COMP2, GSLO-COMP3, GSLO-COMP4, GSLO-COMP5, GSLO-COMP6



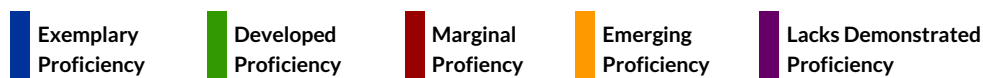
Molecular Geometry

GSLO-COMP1, GSLO-COMP2, GSLO-COMP3, GSLO-COMP4, GSLO-COMP5, GSLO-COMP6



Spectroscopic Analysis

GSLO-COMP1, GSLO-COMP2, GSLO-COMP3, GSLO-COMP4, GSLO-COMP5, GSLO-COMP6



Inter-Rater Summary

	Springer, Michael	Mean	Stdev
Electronic Structure	1.159	1.159	0.000
Molecular Geometry	0.634	0.634	0.000
Spectroscopic Analysis	0.300	0.300	0.000

Rubric: CIS120 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identify key components of computer hardware, their function, and how they interact with software to create a computer system.	0	0	0	0			
Describe the role of the computer operating system and typical user-level operations and configuration settings.	0	0	0	0			
Differentiate between various key software applications and demonstrate a basic skill in using them to solve common business problems.	4	3	1	0	3.375	4.000	0.696
Explain the benefits and risks of network computing and the use of typical Internet applications including web browsers and email programs.	0	0	0	0			
Demonstrate the desirable qualities of good cyber citizenship including respect for copyrights, ethical usage, and network etiquette.	2	1	3	2	2.375	2.000	1.111

Identify key components of computer hardware, their function, and how they interact with software to create a computer system.

NWCCU-2010-2.C.2

Describe the role of the computer operating system and typical user-level operations and configuration settings.

NWCCU-2010-2.C.2

Differentiate between various key software applications and demonstrate a basic skill in using them to solve common business problems.

NWCCU-2010-2.C.2

Explain the benefits and risks of network computing and the use of typical Internet applications including web browsers and email programs.

NWCCU-2010-2.C.2

Demonstrate the desirable qualities of good cyber citizenship including respect for copyrights, ethical usage, and network etiquette.

NWCCU-2010-2.C.2

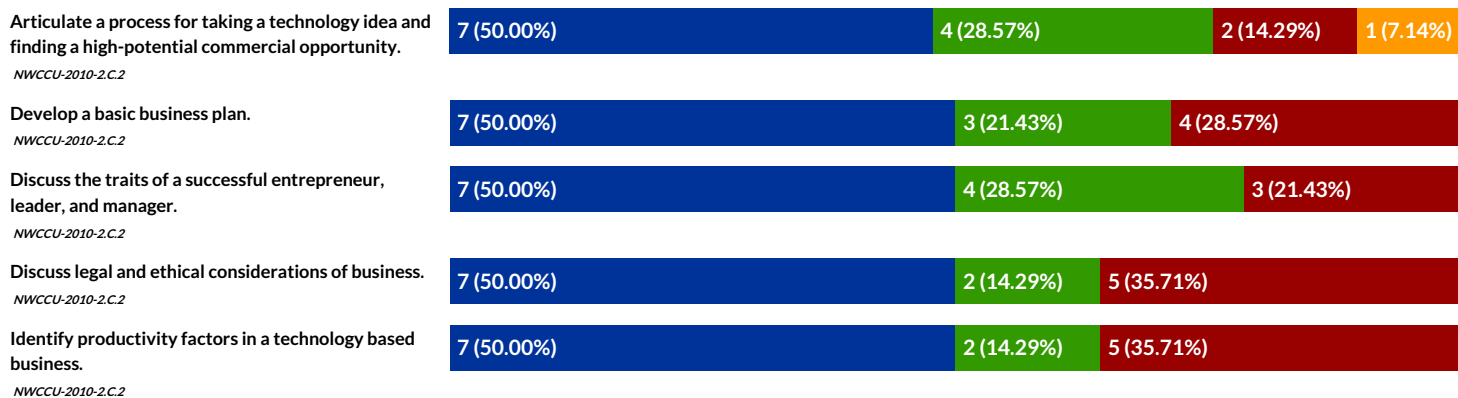


Inter-Rater Summary

	Lisseveld, Piper	Mean	Stdev
Differentiate between various key software applications and demonstrate a basic skill in using them to solve common business problems.	3.375	3.375	0.000
Demonstrate the desirable qualities of good cyber citizenship including respect for copyrights, ethical usage, and network etiquette.	2.375	2.375	0.000

Rubric: CIS250 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Articulate a process for taking a technology idea and finding a high-potential commercial opportunity.	7	4	2	1	3.214	4.000	0.939
Develop a basic business plan.	7	3	4	0	3.214	4.000	0.860
Discuss the traits of a successful entrepreneur, leader, and manager.	7	4	3	0	3.286	4.000	0.795
Discuss legal and ethical considerations of business.	7	2	5	0	3.143	4.000	0.915
Identify productivity factors in a technology based business.	7	2	5	0	3.143	4.000	0.915

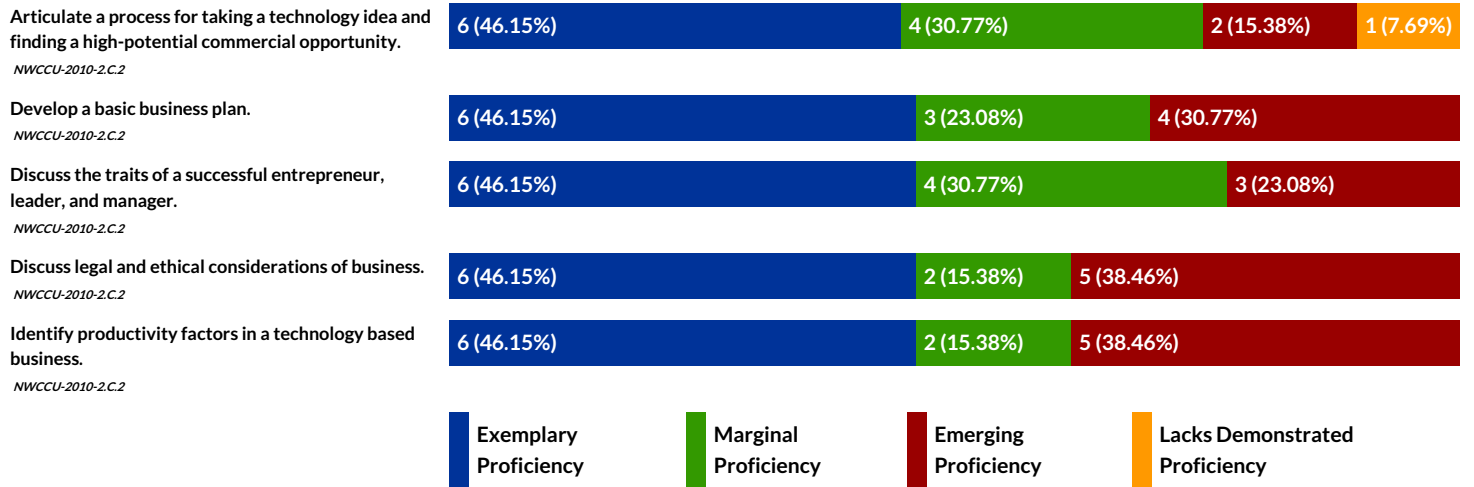


Inter-Rater Summary

	Lisseveld, Piper	Mean	Stdev
Articulate a process for taking a technology idea and finding a high-potential commercial opportunity.	3.214	3.214	0.000
Develop a basic business plan.	3.214	3.214	0.000
Discuss the traits of a successful entrepreneur, leader, and manager.	3.286	3.286	0.000
Discuss legal and ethical considerations of business.	3.143	3.143	0.000
Identify productivity factors in a technology based business.	3.143	3.143	0.000

Rubric: CIS250 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Articulate a process for taking a technology idea and finding a high-potential commercial opportunity.	6	4	2	1	3.154	4.000	0.948
Develop a basic business plan.	6	3	4	0	3.154	4.000	0.863
Discuss the traits of a successful entrepreneur, leader, and manager.	6	4	3	0	3.231	4.000	0.799
Discuss legal and ethical considerations of business.	6	2	5	0	3.077	4.000	0.917
Identify productivity factors in a technology based business.	6	2	5	0	3.077	4.000	0.917

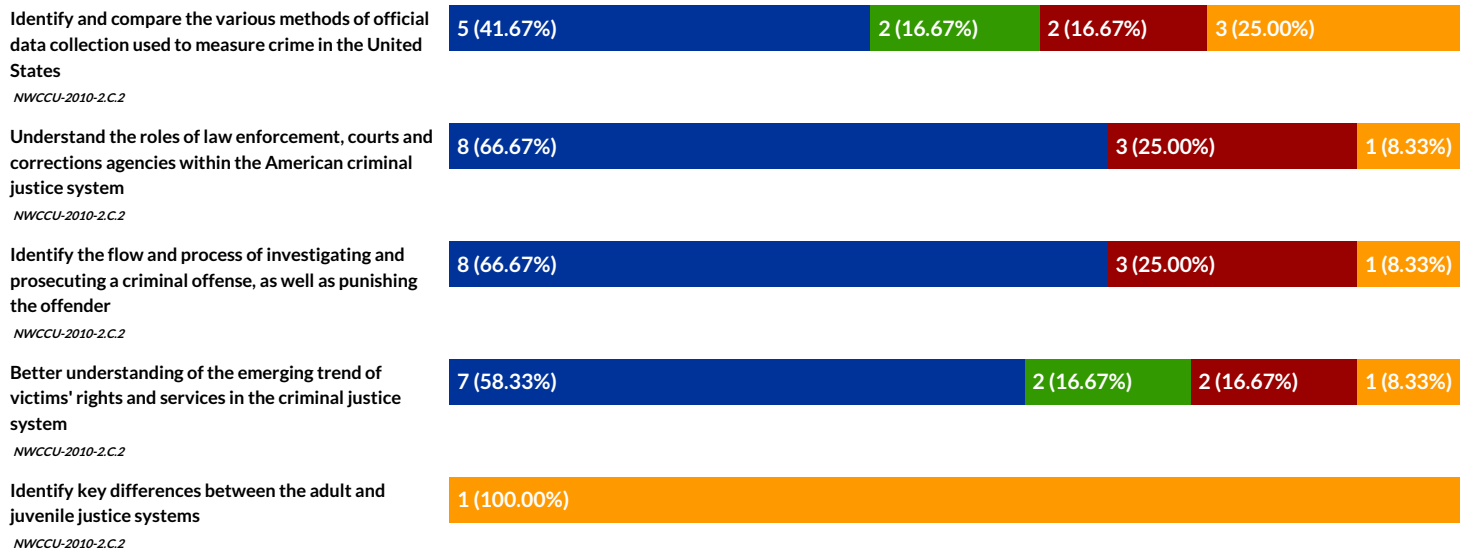


Inter-Rater Summary

	Lisseveld, Piper	Mean	Stdev
Articulate a process for taking a technology idea and finding a high-potential commercial opportunity.	3.154	3.154	0.000
Develop a basic business plan.	3.154	3.154	0.000
Discuss the traits of a successful entrepreneur, leader, and manager.	3.231	3.231	0.000
Discuss legal and ethical considerations of business.	3.077	3.077	0.000
Identify productivity factors in a technology based business.	3.077	3.077	0.000

Rubric: CJ100 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identify and compare the various methods of official data collection used to measure crime in the United States	5	2	2	3	2.750	4.000	1.233
Understand the roles of law enforcement, courts and corrections agencies within the American criminal justice system	8	0	3	1	3.250	4.000	1.090
Identify the flow and process of investigating and prosecuting a criminal offense, as well as punishing the offender	8	0	3	1	3.250	4.000	1.090
Better understanding of the emerging trend of victims' rights and services in the criminal justice system	7	2	2	1	3.250	4.000	1.010
Identify key differences between the adult and juvenile justice systems	0	0	0	1	1.000	1.000	0.000



Inter-Rater Summary

	Will Jr, Gary	Mean	Stdev
Identify and compare the various methods of official data collection used to measure crime in the United States	2.750	2.750	0.000
Understand the roles of law enforcement, courts and corrections agencies within the American criminal justice system	3.250	3.250	0.000
Identify the flow and process of investigating and prosecuting a criminal offense, as well as punishing the offender	3.250	3.250	0.000
Better understanding of the emerging trend of victims' rights and services in the criminal justice system	3.250	3.250	0.000
Identify key differences between the adult and juvenile justice systems	1.000	1.000	0.000

Rubric: CJ231 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Discuss the value of forensic photography for crime scene preservation and evidentiary documentation.	8	0	0	3	3.182	4.000	1.336
Identify basic components and operation of camera systems most frequently encountered in forensic practice.	10	0	0	0	4.000	4.000	0.000
Compare and contrast digital, 35mm, and "instant" photography.	11	0	0	0	4.000	4.000	0.000
Critically examine photographs for composition and technical quality.	0	0	0	0			
Discuss factors which determine the admissibility of photographs as evidence.	0	0	0	0			
Discuss issues related to HIPAA, consent and medical photography.	0	0	0	0			
Describe various lighting methods, use of filters, and forensic light sources.	0	0	0	0			
Demonstrate procedure for accurately and adequately photographing injury.	0	0	0	0			
Convey the importance and proper use of scales and color standards.	0	0	0	0			
Discuss associated documentation and chain of custody protection.	0	0	0	0			
Explain basic concepts of crime scene photography.	0	0	0	0			

Discuss the value of forensic photography for crime scene preservation and evidentiary documentation. **8 (72.73%)** **3 (27.27%)**
NWCCU-2010-2.C.2

Identify basic components and operation of camera systems most frequently encountered in forensic practice. **10 (100.00%)**
NWCCU-2010-2.C.2

Compare and contrast digital, 35mm, and "instant" photography. **11 (100.00%)**
NWCCU-2010-2.C.2

Critically examine photographs for composition and technical quality.
NWCCU-2010-2.C.2

Discuss factors which determine the admissibility of photographs as evidence.
NWCCU-2010-2.C.2

Discuss issues related to HIPAA, consent and medical photography.
NWCCU-2010-2.C.2

Describe various lighting methods, use of filters, and forensic light sources.
NWCCU-2010-2.C.2

Demonstrate procedure for accurately and adequately photographing injury.
NWCCU-2010-2.C.2

Convey the importance and proper use of scales and color standards.
NWCCU-2010-2.C.2

Discuss associated documentation and chain of custody protection.
NWCCU-2010-2.C.2

Explain basic concepts of crime scene photography.
NWCCU-2010-2.C.2

Exemplary Proficiency
 Marginal Proficiency
 Emerging Proficiency
 Lacks Demonstrated Proficiency

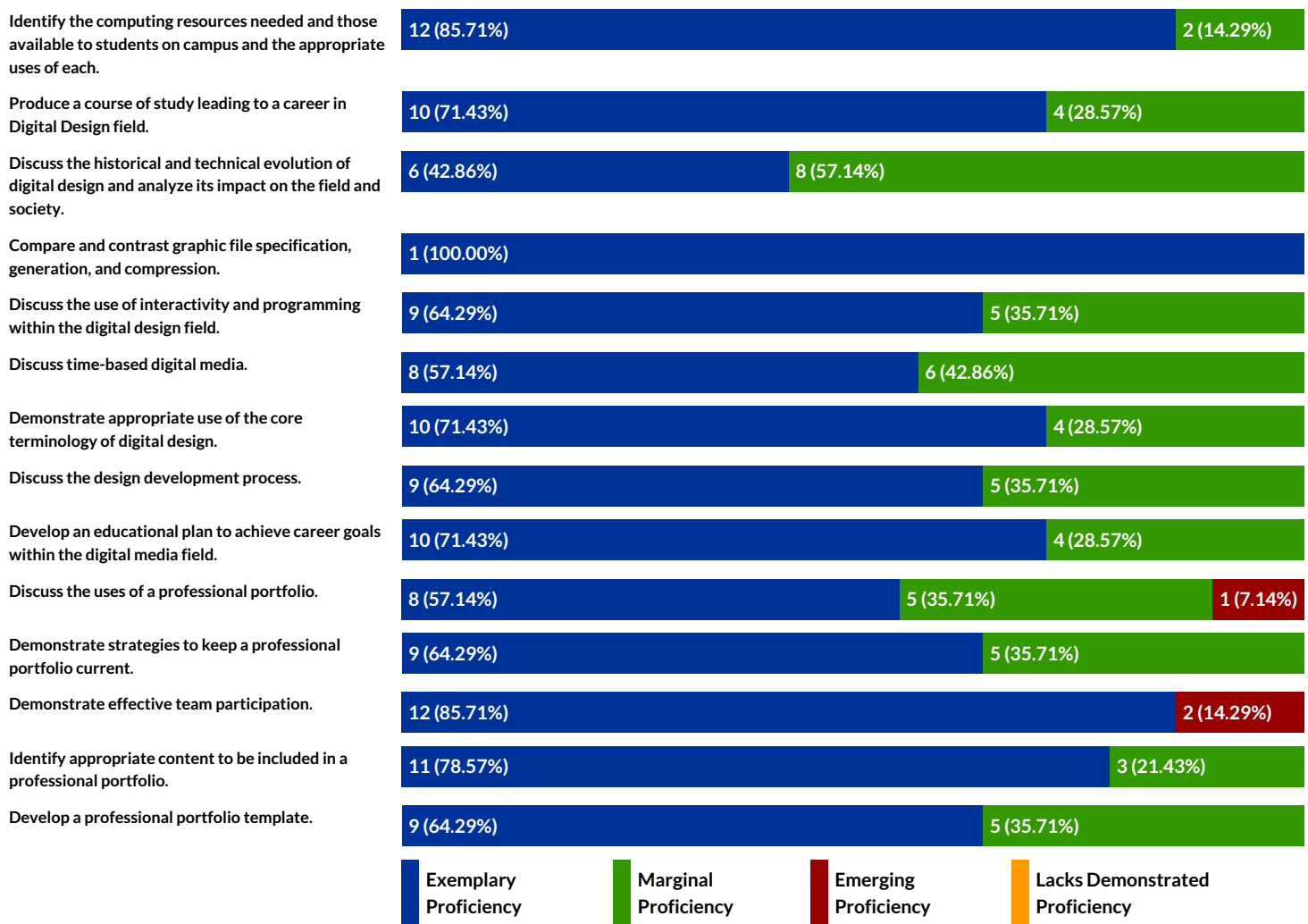
Inter-Rater Summary

	Will Jr, Gary	Mean	Stdev
Discuss the value of forensic photography for crime scene preservation and evidentiary documentation.	3.182	3.182	0.000

Identify basic components and operation of camera systems most frequently encountered in forensic practice.	4.000	4.000	0.000
Compare and contrast digital, 35mm, and "instant" photography.	4.000	4.000	0.000

Rubric: DD160 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identify the computing resources needed and those available to students on campus and the appropriate uses of each.	12	2	0	0	3.857	4.000	0.350
Produce a course of study leading to a career in Digital Design field.	10	4	0	0	3.714	4.000	0.452
Discuss the historical and technical evolution of digital design and analyze its impact on the field and society.	6	8	0	0	3.429	3.000	0.495
Compare and contrast graphic file specification, generation, and compression.	1	0	0	0	4.000	4.000	0.000
Discuss the use of interactivity and programming within the digital design field.	9	5	0	0	3.643	4.000	0.479
Discuss time-based digital media.	8	6	0	0	3.571	4.000	0.495
Demonstrate appropriate use of the core terminology of digital design.	10	4	0	0	3.714	4.000	0.452
Discuss the design development process.	9	5	0	0	3.643	4.000	0.479
Develop an educational plan to achieve career goals within the digital media field.	10	4	0	0	3.714	4.000	0.452
Discuss the uses of a professional portfolio.	8	5	1	0	3.500	4.000	0.627
Demonstrate strategies to keep a professional portfolio current.	9	5	0	0	3.643	4.000	0.479
Demonstrate effective team participation.	12	0	2	0	3.714	4.000	0.700
Identify appropriate content to be included in a professional portfolio.	11	3	0	0	3.786	4.000	0.410
Develop a professional portfolio template.	9	5	0	0	3.643	4.000	0.479



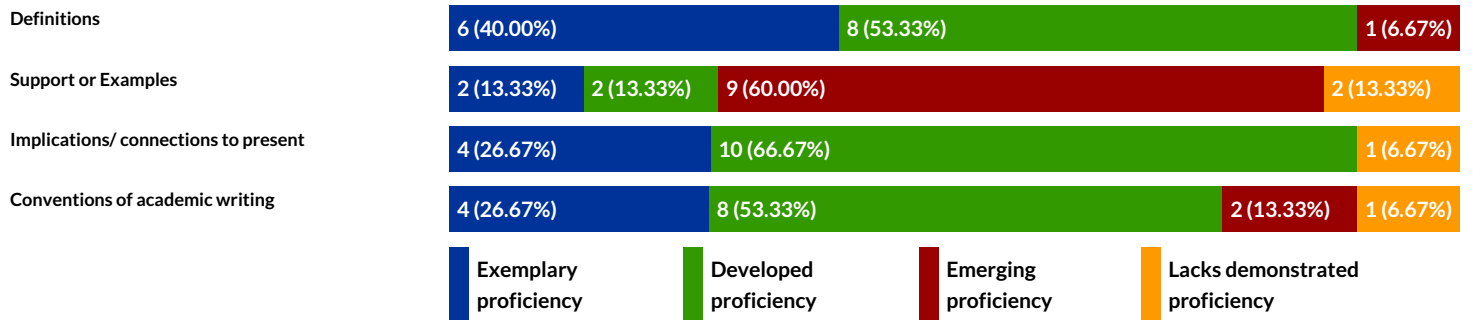
Inter-Rater Summary

	Tremonti, Joseph	Mean	Stdev
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Identify the computing resources needed and those available to students on campus and the appropriate uses of each.	3.857	3.857	0.000
Produce a course of study leading to a career in Digital Design field.	3.714	3.714	0.000
Discuss the historical and technical evolution of digital design and analyze its impact on the field and society.	3.429	3.429	0.000
Compare and contrast graphic file specification, generation, and compression.	4.000	4.000	0.000
Discuss the use of interactivity and programming within the digital design field.	3.643	3.643	0.000
Discuss time-based digital media.	3.571	3.571	0.000
Demonstrate appropriate use of the core terminology of digital design.	3.714	3.714	0.000
Discuss the design development process.	3.643	3.643	0.000
Develop an educational plan to achieve career goals within the digital media field.	3.714	3.714	0.000
Discuss the uses of a professional portfolio.	3.500	3.500	0.000
Demonstrate strategies to keep a professional portfolio current.	3.643	3.643	0.000
Demonstrate effective team participation.	3.714	3.714	0.000
Identify appropriate content to be included in a professional portfolio.	3.786	3.786	0.000
Develop a professional portfolio template.	3.643	3.643	0.000

Rubric: ED 200, current events paper, FA

	Exemplary proficiency (4 pts)	Developed proficiency (3 pts)	Emerging proficiency (2 pts)	Lacks demonstrated proficiency (1 pts)	Mean	Mode	Stdev
Definitions	6	8	1	0	3.333	3.000	0.596
Support or Examples	2	2	9	2	2.267	2.000	0.854
Implications/ connections to present	4	10	0	1	3.133	3.000	0.718
Conventions of academic writing	4	8	2	1	3.000	3.000	0.816

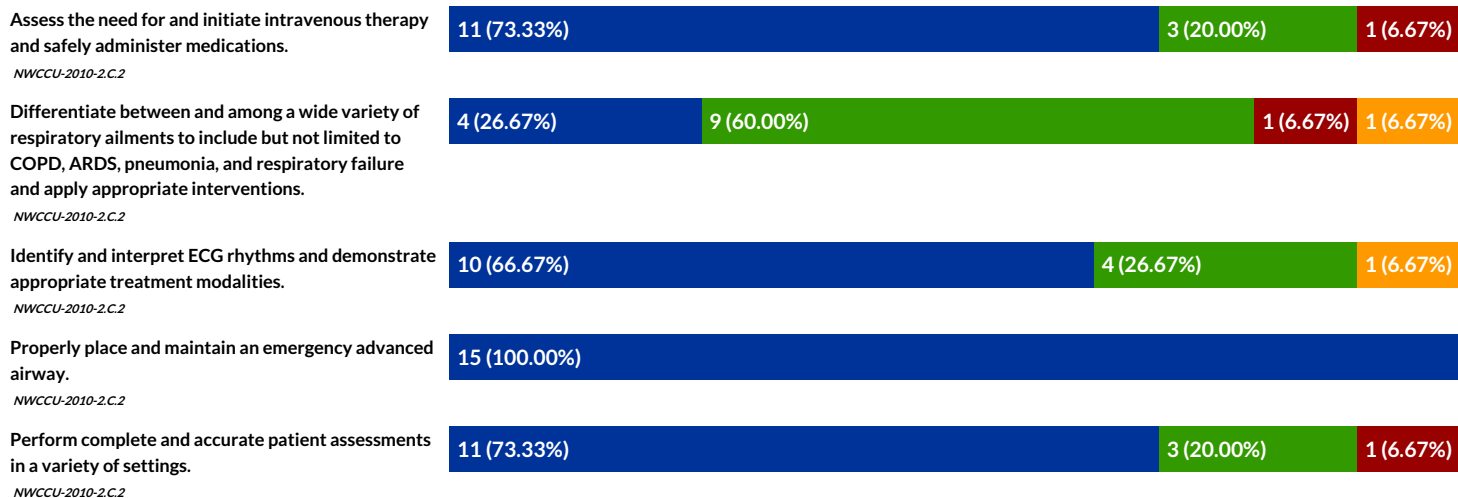


Inter-Rater Summary

	Fields, Mary	Mean	Stdev
Definitions	3.333	3.333	0.000
Support or Examples	2.267	2.267	0.000
Implications/ connections to present	3.133	3.133	0.000
Conventions of academic writing	3.000	3.000	0.000

Rubric: EMT296 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Assess the need for and initiate intravenous therapy and safely administer medications.	11	3	1	0	3.667	4.000	0.596
Differentiate between and among a wide variety of respiratory ailments to include but not limited to COPD, ARDS, pneumonia, and respiratory failure and apply appropriate interventions.	4	9	1	1	3.067	3.000	0.772
Identify and interpret ECG rhythms and demonstrate appropriate treatment modalities.	10	4	0	1	3.533	4.000	0.806
Properly place and maintain an emergency advanced airway.	15	0	0	0	4.000	4.000	0.000
Perform complete and accurate patient assessments in a variety of settings.	11	3	1	0	3.667	4.000	0.596



Inter-Rater Summary

	Ryan, Julie	Mean	Stdev
Assess the need for and initiate intravenous therapy and safely administer medications.	3.667	3.667	0.000
Differentiate between and among a wide variety of respiratory ailments to include but not limited to COPD, ARDS, pneumonia, and respiratory failure and apply appropriate interventions.	3.067	3.067	0.000
Identify and interpret ECG rhythms and demonstrate appropriate treatment modalities.	3.533	3.533	0.000
Properly place and maintain an emergency advanced airway.	4.000	4.000	0.000
Perform complete and accurate patient assessments in a variety of settings.	3.667	3.667	0.000

Rubric: ENG107 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Demonstrate a knowledge of a representative cross section of ancient and classical literature as well as the vision and values which inform the individual works and culture.	4	5	1	0	3.300	3.000	0.640
Apply the tools of critical thinking and close textual analysis to some of the world's greatest works of ancient and classical literature.	3	5	2	0	3.100	3.000	0.700
Know and apply the literary terms and the culture and thematic concerns of the literary movements mentioned above.	2	6	2	0	3.000	3.000	0.632
Recognize and explain literary quality.	2	4	1	0	3.143	3.000	0.639

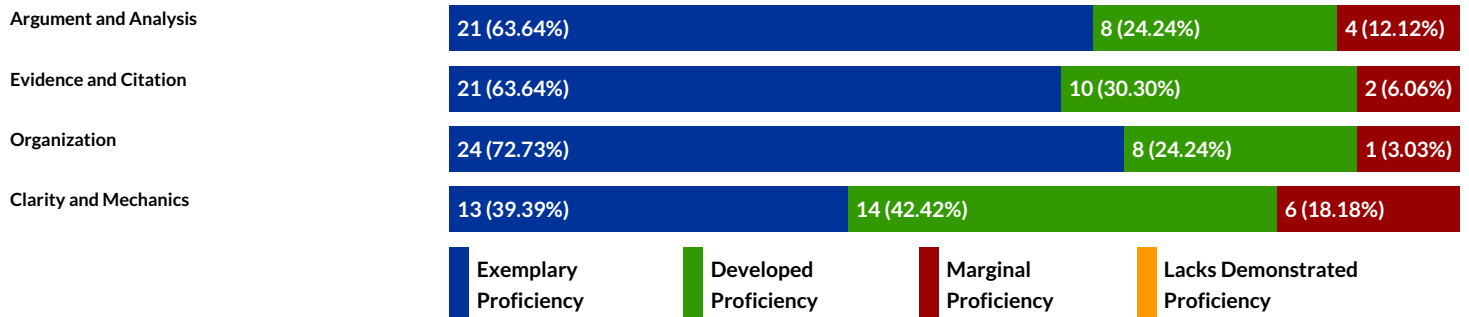


Inter-Rater Summary

	Wilson, Mark	Mean	Stdev
Demonstrate a knowledge of a representative cross section of ancient and classical literature as well as the vision and values which inform the individual works and culture.	3.300	3.300	0.000
Apply the tools of critical thinking and close textual analysis to some of the world's greatest works of ancient and classical literature.	3.100	3.100	0.000
Know and apply the literary terms and the culture and thematic concerns of the literary movements mentioned above.	3.000	3.000	0.000
Recognize and explain literary quality.	3.143	3.143	0.000

Rubric: Essay Rubric

	Exemplary Proficiency (4 pts)	Developed Proficiency (3 pts)	Marginal Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Argument and Analysis	21	8	4	0	3.515	4.000	0.702
Evidence and Citation	21	10	2	0	3.576	4.000	0.605
Organization	24	8	1	0	3.697	4.000	0.521
Clarity and Mechanics	13	14	6	0	3.212	3.000	0.729

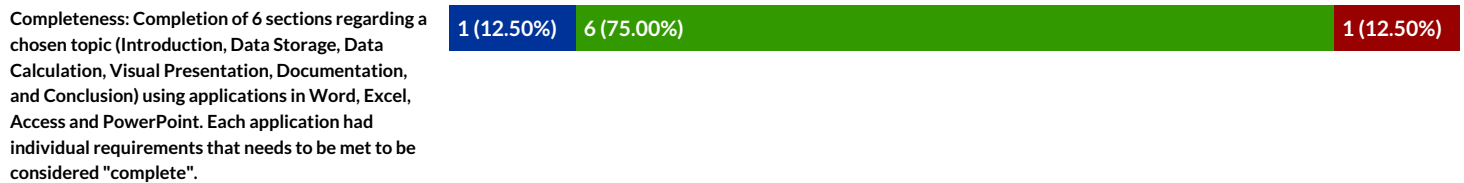


Inter-Rater Summary

	Keene, Sara	Mean	Stdev
Argument and Analysis	3.515	3.515	0.000
Evidence and Citation	3.576	3.576	0.000
Organization	3.697	3.697	0.000
Clarity and Mechanics	3.212	3.212	0.000

Rubric: FA1718CIS120LISSEVELD

	Exemplary Proficiency (5 pts)	Marginal Proficiency (4 pts)	Emerging Proficiency (3 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Interpretation: Research and interpret data about the chosen topic in visual, diagrammatic, and written forms. Evidence shown supports the topic's purpose.	4	3	1	0	4.375	5.000	0.696
Completeness: Completion of 6 sections regarding a chosen topic (Introduction, Data Storage, Data Calculation, Visual Presentation, Documentation, and Conclusion) using applications in Word, Excel, Access and PowerPoint. Each application had individual requirements that needs to be met to be considered "complete".	1	6	1	0	4.000	4.000	0.500
Professionalism Format and Flow: Design of Final Project in its entirety fits the Student's topic and is aesthetically balanced	1	7	0	0	4.125	4.000	0.331
Project Life-Cycle: Evidence of Project Life-Cycle consists of Initiation, Planning, Execution, and Closing	2	2	3	1	3.500	3.000	1.225

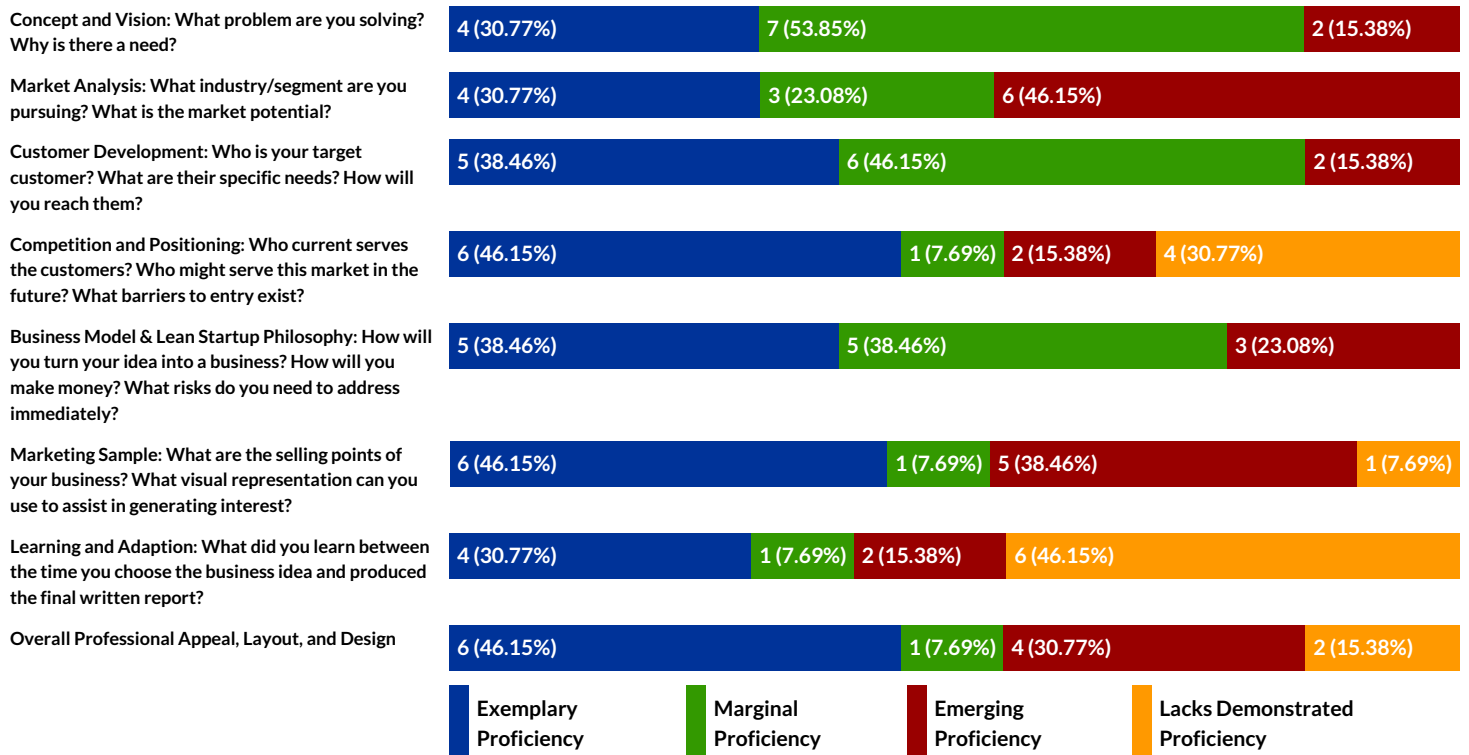


Inter-Rater Summary

	Lisseveld, Piper	Mean	Stdev
Interpretation: Research and interpret data about the chosen topic in visual, diagrammatic, and written forms. Evidence shown supports the topic's purpose.	4.375	4.375	0.000
Completeness: Completion of 6 sections regarding a chosen topic (Introduction, Data Storage, Data Calculation, Visual Presentation, Documentation, and Conclusion) using applications in Word, Excel, Access and PowerPoint. Each application had individual requirements that needs to be met to be considered "complete".	4.000	4.000	0.000
Professionalism Format and Flow: Design of Final Project in its entirety fits the Student's topic and is aesthetically balanced	4.125	4.125	0.000
Project Life-Cycle: Evidence of Project Life-Cycle consists of Initiation, Planning, Execution, and Closing	3.500	3.500	0.000

Rubric: FA1718CIS250LISSEVELD

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Concept and Vision: What problem are you solving? Why is there a need?	4	7	2	0	3.154	3.000	0.662
Market Analysis: What industry/segment are you pursuing? What is the market potential?	4	3	6	0	2.846	2.000	0.863
Customer Development: Who is your target customer? What are their specific needs? How will you reach them?	5	6	2	0	3.231	3.000	0.697
Competition and Positioning: Who current serves the customers? Who might serve this market in the future? What barriers to entry exist?	6	1	2	4	2.692	4.000	1.323
Business Model & Lean Startup Philosophy: How will you turn your idea into a business? How will you make money? What risks do you need to address immediately?	5	5	3	0	3.154	4.000	0.769
Marketing Sample: What are the selling points of your business? What visual representation can you use to assist in generating interest?	6	1	5	1	2.923	4.000	1.071
Learning and Adaption: What did you learn between the time you choose the business idea and produced the final written report?	4	1	2	6	2.231	1.000	1.310
Overall Professional Appeal, Layout, and Design	6	1	4	2	2.846	4.000	1.167

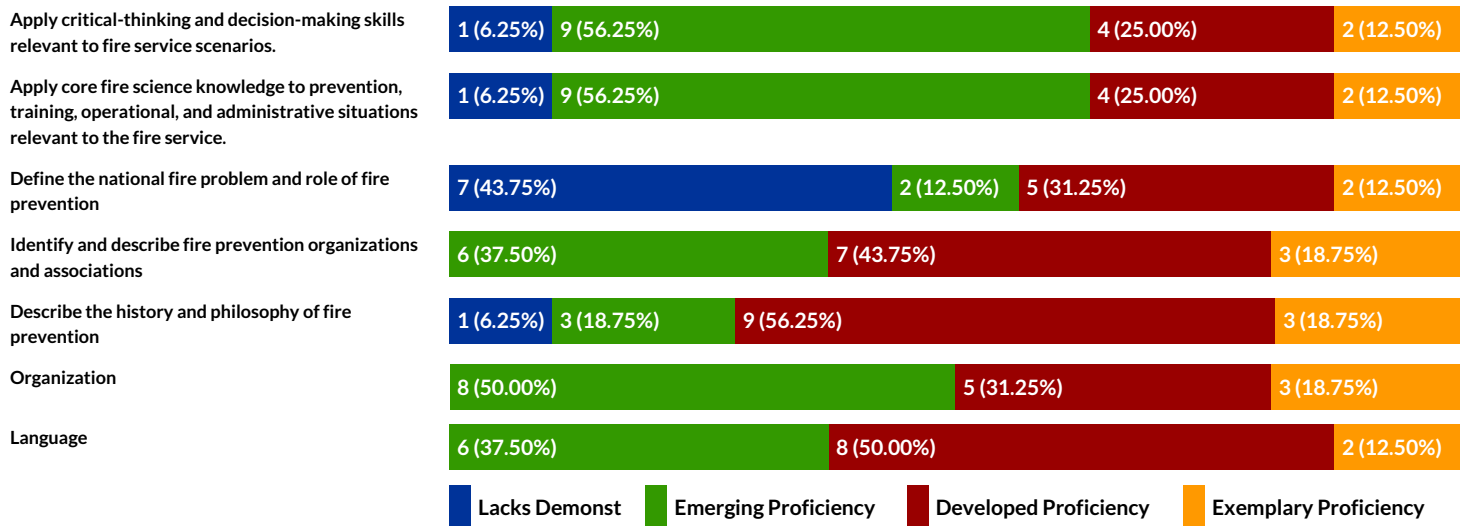


Inter-Rater Summary

	Lisseveld, Piper	Mean	Stdev
Concept and Vision: What problem are you solving? Why is there a need?	3.154	3.154	0.000
Market Analysis: What industry/segment are you pursuing? What is the market potential?	2.846	2.846	0.000
Customer Development: Who is your target customer? What are their specific needs? How will you reach them?	3.231	3.231	0.000
Competition and Positioning: Who current serves the customers? Who might serve this market in the future? What barriers to entry exist?	2.692	2.692	0.000
Business Model & Lean Startup Philosophy: How will you turn your idea into a business? How will you make money? What risks do you need to address immediately?	3.154	3.154	0.000
Marketing Sample: What are the selling points of your business? What visual representation can you use to assist in generating interest?	2.923	2.923	0.000
Learning and Adaption: What did you learn between the time you choose the business idea and produced the final written report?	2.231	2.231	0.000
Overall Professional Appeal, Layout, and Design	2.846	2.846	0.000

Rubric: Fire Prevention Education Project Rubric

	Lacks Demonstrated (0 pts)	Emerging Proficiency (0 pts)	Developed Proficiency (0 pts)	Exemplary Proficiency (0 pts)	Mean	Mode	Stdev
Apply critical-thinking and decision-making skills relevant to fire service scenarios.	1	9	4	2	0.000	0.000	0.000
Apply core fire science knowledge to prevention, training, operational, and administrative situations relevant to the fire service.	1	9	4	2	0.000	0.000	0.000
Define the national fire problem and role of fire prevention	7	2	5	2	0.000	0.000	0.000
Identify and describe fire prevention organizations and associations	0	6	7	3	0.000	0.000	0.000
Describe the history and philosophy of fire prevention	1	3	9	3	0.000	0.000	0.000
Organization	0	8	5	3	0.000	0.000	0.000
Language	0	6	8	2	0.000	0.000	0.000

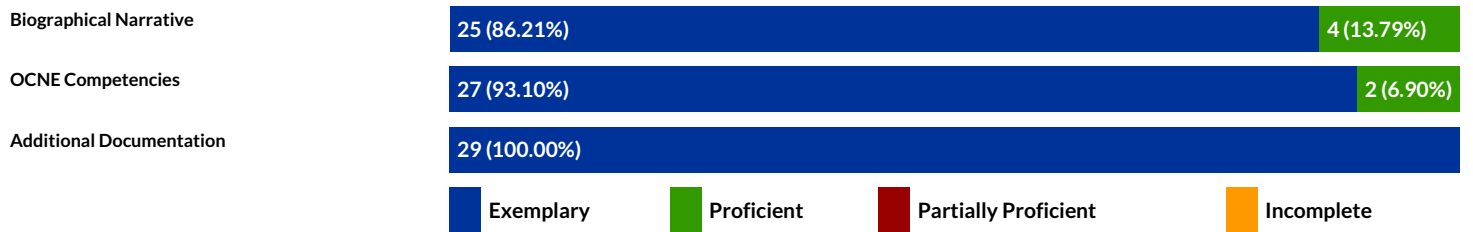


Inter-Rater Summary

	Peters, Tony	Mean	Stdev
Apply critical-thinking and decision-making skills relevant to fire service scenarios.	0.000	0.000	0.000
Apply core fire science knowledge to prevention, training, operational, and administrative situations relevant to the fire service.	0.000	0.000	0.000
Define the national fire problem and role of fire prevention	0.000	0.000	0.000
Identify and describe fire prevention organizations and associations	0.000	0.000	0.000
Describe the history and philosophy of fire prevention	0.000	0.000	0.000
Organization	0.000	0.000	0.000
Language	0.000	0.000	0.000

Rubric: Foundations of Nursing: Health Promotion Fall 2017 Nursing Portfolio

	Exemplary (4 pts)	Proficient (3 pts)	Partially Proficient (2 pts)	Incomplete (1 pts)	Mean	Mode	Stdev
Biographical Narrative	25	4	0	0	3.862	4.000	0.345
OCNE Competencies	27	2	0	0	3.931	4.000	0.253
Additional Documentation	29	0	0	0	4.000	4.000	0.000

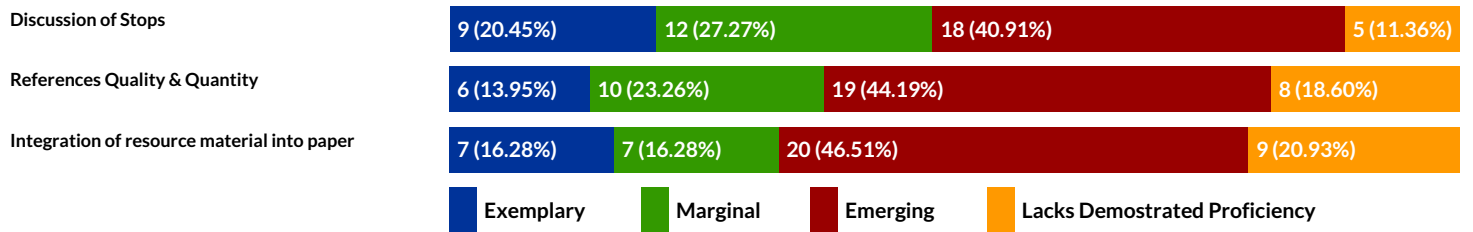


Inter-Rater Summary

	Finney, Robin	Sperry, Melissa	Mean	Stdev
Biographical Narrative	4.000	3.429	3.714	0.404
OCNE Competencies	4.000	3.714	3.857	0.202
Additional Documentation	4.000	4.000	4.000	0.000

Rubric: Geology Field Trip Report

	Exemplary (4 pts)	Marginal (3 pts)	Emerging (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Discussion of Stops	9	12	18	5	2.568	2.000	0.939
References Quality & Quantity	6	10	19	8	2.326	2.000	0.933
Integration of resource material into paper	7	7	20	9	2.279	2.000	0.972

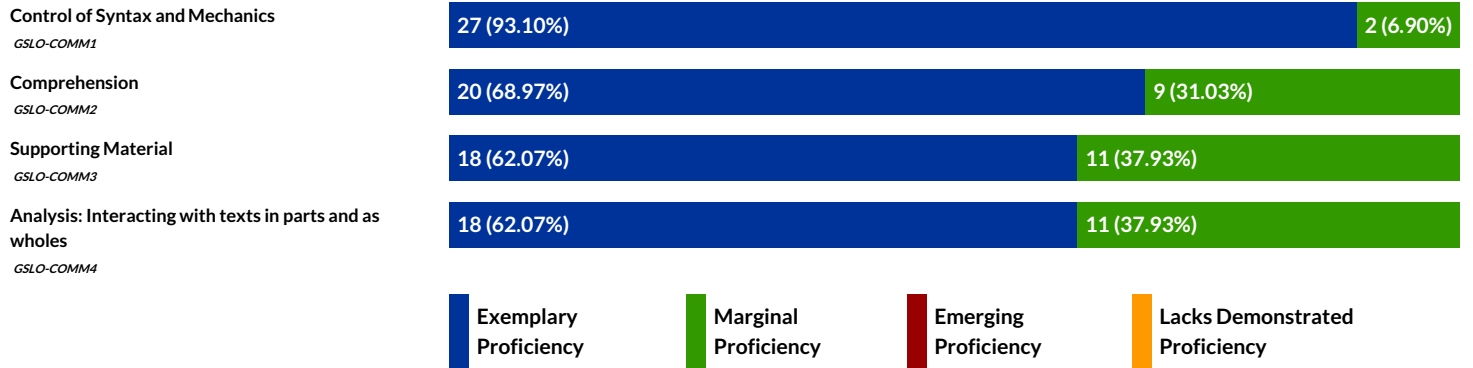


Inter-Rater Summary

	Metzger, Ronald	Mean	Stdev
Discussion of Stops	2.568	2.568	0.000
References Quality & Quantity	2.326	2.326	0.000
Integration of resource material into paper	2.279	2.279	0.000

Rubric: GSLO Communication 2016

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Control of Syntax and Mechanics	27	2	0	0	3.931	4.000	0.253
Comprehension	20	9	0	0	3.690	4.000	0.463
Supporting Material	18	11	0	0	3.621	4.000	0.485
Analysis: Interacting with texts in parts and as wholes	18	11	0	0	3.621	4.000	0.485

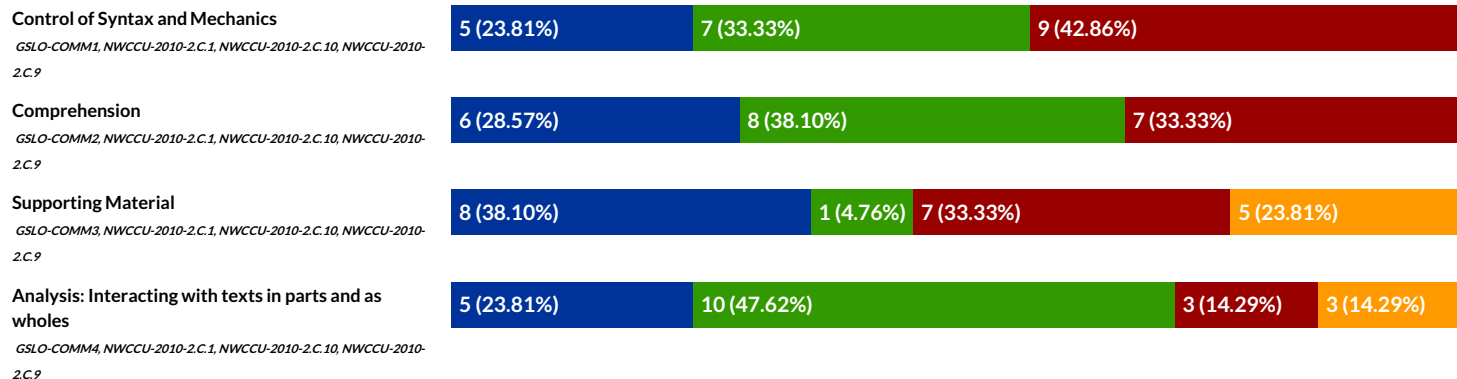


Inter-Rater Summary

	Finney, Robin	Sperry, Melissa	Mean	Stdev
Control of Syntax and Mechanics	4.000	3.714	3.857	0.202
Comprehension	3.636	3.857	3.747	0.156
Supporting Material	3.636	3.571	3.604	0.046
Analysis: Interacting with texts in parts and as wholes	3.636	3.571	3.604	0.046

Rubric: GSLO Communication 2017

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Control of Syntax and Mechanics	5	7	9	0	2.810	2.000	0.794
Comprehension	6	8	7	0	2.952	3.000	0.785
Supporting Material	8	1	7	5	2.571	4.000	1.218
Analysis: Interacting with texts in parts and as wholes	5	10	3	3	2.810	3.000	0.957

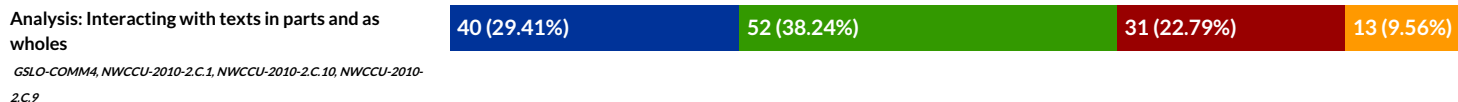
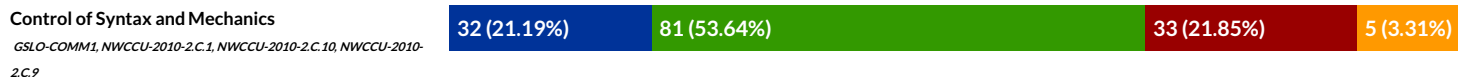


Inter-Rater Summary

	Lisseveld, Piper	Mean	Stdev
Control of Syntax and Mechanics	2.810	2.810	0.000
Comprehension	2.952	2.952	0.000
Supporting Material	2.571	2.571	0.000
Analysis: Interacting with texts in parts and as wholes	2.810	2.810	0.000

Rubric: GSLO Communication 2017

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Control of Syntax and Mechanics	32	81	33	5	2.927	3.000	0.747
Comprehension	39	51	32	13	2.859	3.000	0.944
Supporting Material	44	61	49	23	2.712	3.000	0.981
Analysis: Interacting with texts in parts and as wholes	40	52	31	13	2.875	3.000	0.943



Inter-Rater Summary

	Coyner, Aaron	Keene, Sara	Peters, Tony	Tremonti, Joseph	Will Jr, Gary	Wilson, Mark	Wyman, Jedediah	Metzger, Ronald	Mean	Stdev
Control of Syntax and Mechanics	3.167	3.242	2.755	3.400	2.800	2.696	2.000		2.866	0.468
Comprehension	3.600	3.515	2.408	3.280	2.400	2.700	1.625		2.790	0.717
Supporting Material	3.000	3.606	2.347	3.400	2.667	3.000	1.667	2.111	2.725	0.658
Analysis: Interacting with texts in parts and as wholes	3.200	3.485	2.327	3.480	2.500	3.100	1.800		2.842	0.643

Rubric: GSLO Communication 2017-18

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Control of Syntax and Mechanics	6	6	3	0	3.200	4.000	0.748
Comprehension	0	0	0	0			
Supporting Material	2	2	10	1	2.333	2.000	0.789
Analysis: Interacting with texts in parts and as wholes	0	0	0	0			



Comprehension
GSLO-COMM2



Analysis: Interacting with texts in parts and as wholes
GSLO-COMM4

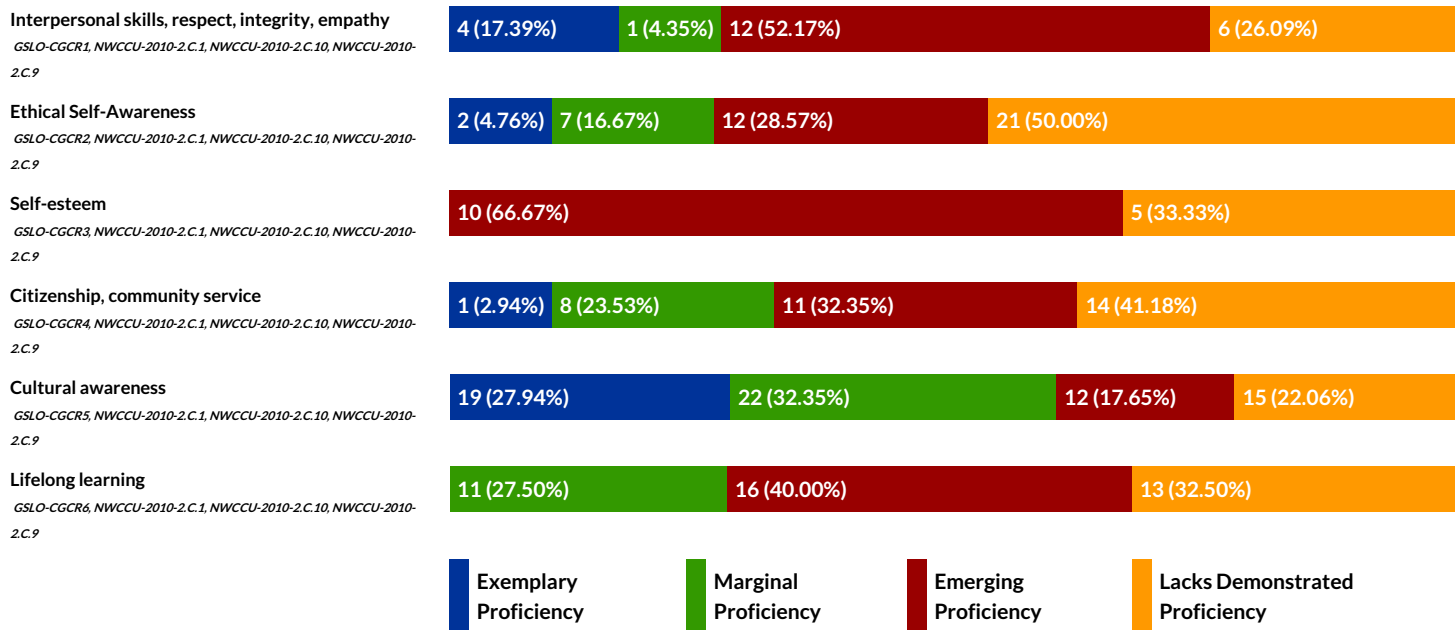


Inter-Rater Summary

	Fields, Mary	Mean	Stdev
Control of Syntax and Mechanics	3.200	3.200	0.000
Supporting Material	2.333	2.333	0.000

Rubric: GSLO Community/Global Consciousness & Responsibility 2017

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Interpersonal skills, respect, integrity, empathy	4	1	12	6	2.130	2.000	0.991
Ethical Self-Awareness	2	7	12	21	1.762	1.000	0.895
Self-esteem	0	0	10	5	1.667	2.000	0.471
Citizenship, community service	1	8	11	14	1.882	1.000	0.867
Cultural awareness	19	22	12	15	2.662	3.000	1.106
Lifelong learning	0	11	16	13	1.950	2.000	0.773

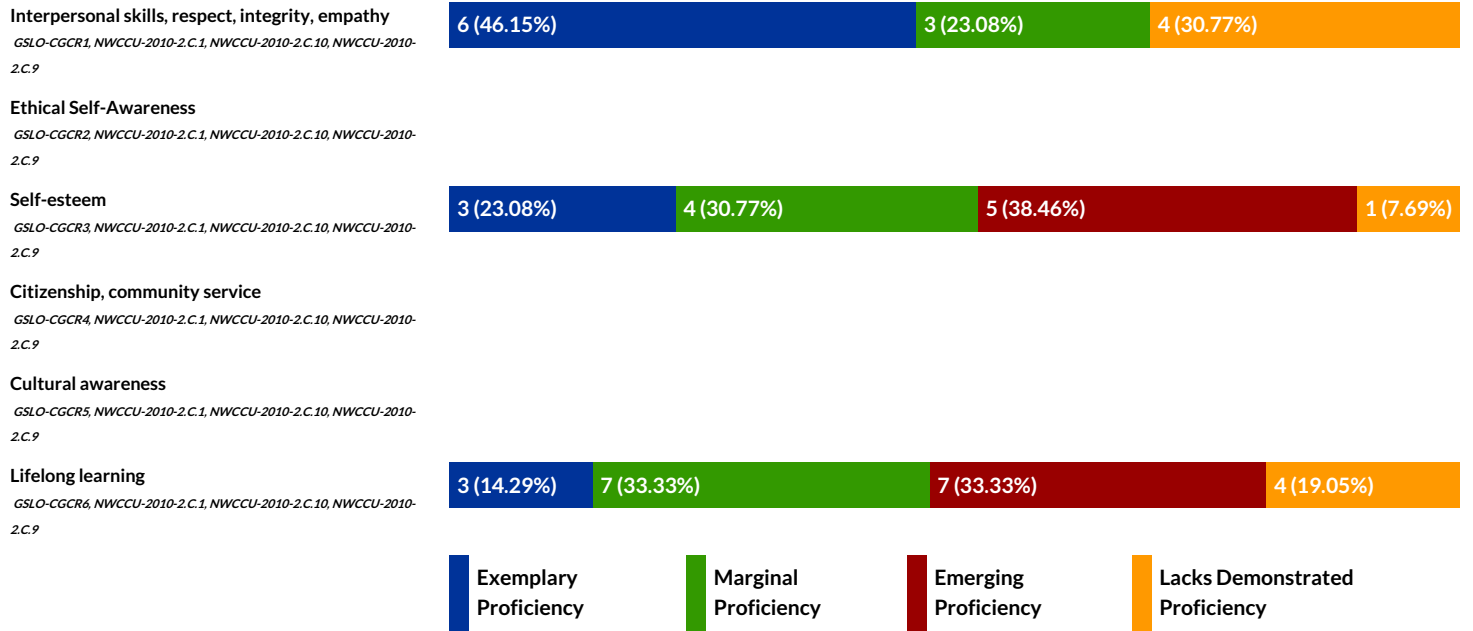


Inter-Rater Summary

	Peters, Tony	Wozniak, Marta	Wyman, Jedediah	Wilson, Mark	Keene, Sara	Mean	Stdev
Interpersonal skills, respect, integrity, empathy	2.750	1.625	1.000			1.792	0.887
Ethical Self-Awareness	1.188	1.600	1.600	2.818		1.801	0.705
Self-esteem			1.167	2.000		1.583	0.589
Citizenship, community service	1.562	2.250	1.571	3.000	4.000	2.477	1.037
Cultural awareness	1.375	2.250	1.333	3.000	3.500	2.292	0.965
Lifelong learning	1.562	2.167	1.625	2.700		2.014	0.532

Rubric: GSLO Community/Global Consciousness & Responsibility 2017

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Interpersonal skills, respect, integrity, empathy	6	3	0	4	2.846	4.000	1.292
Ethical Self-Awareness	0	0	0	0			
Self-esteem	3	4	5	1	2.692	2.000	0.910
Citizenship, community service	0	0	0	0			
Cultural awareness	0	0	0	0			
Lifelong learning	3	7	7	4	2.429	2.000	0.955

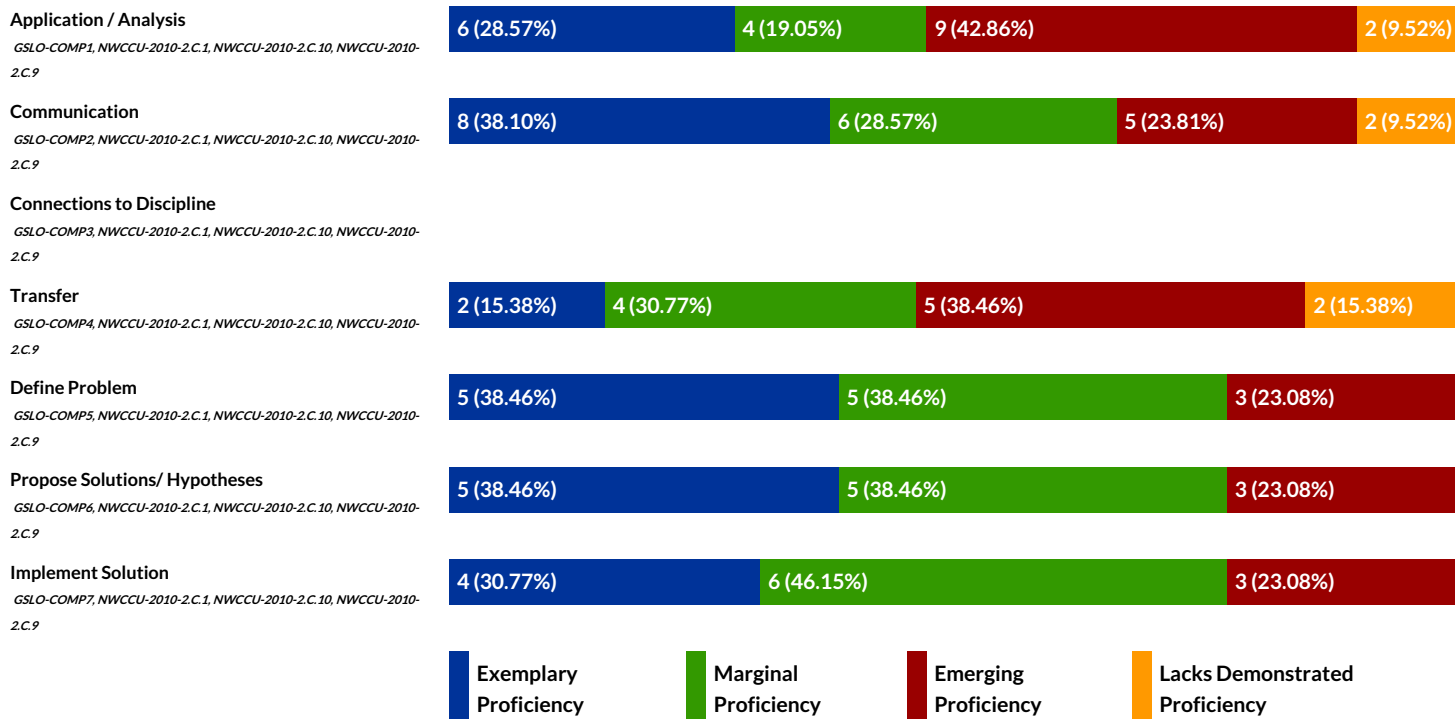


Inter-Rater Summary

	Lisseveld, Piper	Mean	Stdev
Interpersonal skills, respect, integrity, empathy	2.846	2.846	0.000
Self-esteem	2.692	2.692	0.000
Lifelong learning	2.429	2.429	0.000

Rubric: GSLO Computation 2017

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Application / Analysis	6	4	9	2	2.667	2.000	0.992
Communication	8	6	5	2	2.952	4.000	0.999
Connections to Discipline	0	0	0	0			
Transfer	2	4	5	2	2.462	2.000	0.929
Define Problem	5	5	3	0	3.154	3.000	0.769
Propose Solutions/ Hypotheses	5	5	3	0	3.154	3.000	0.769
Implement Solution	4	6	3	0	3.077	3.000	0.730

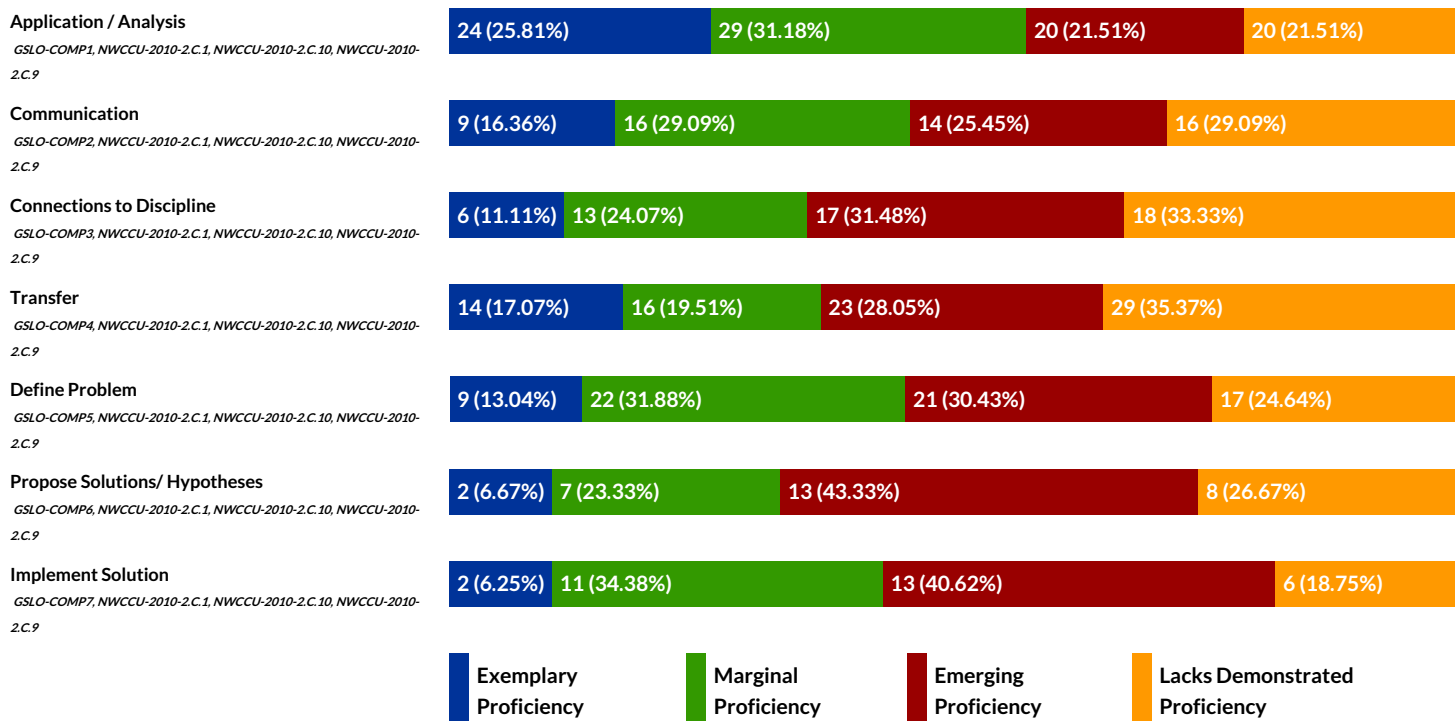


Inter-Rater Summary

	Lisseveld, Piper	Mean	Stdev
Application / Analysis	2.667	2.667	0.000
Communication	2.952	2.952	0.000
Transfer	2.462	2.462	0.000
Define Problem	3.154	3.154	0.000
Propose Solutions/ Hypotheses	3.154	3.154	0.000
Implement Solution	3.077	3.077	0.000

Rubric: GSLO Computation 2017

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Application / Analysis	24	29	20	20	2.613	3.000	1.088
Communication	9	16	14	16	2.327	3.000	1.063
Connections to Discipline	6	13	17	18	2.130	1.000	1.001
Transfer	14	16	23	29	2.183	1.000	1.095
Define Problem	9	22	21	17	2.333	3.000	0.988
Propose Solutions/ Hypotheses	2	7	13	8	2.100	2.000	0.870
Implement Solution	2	11	13	6	2.281	2.000	0.838

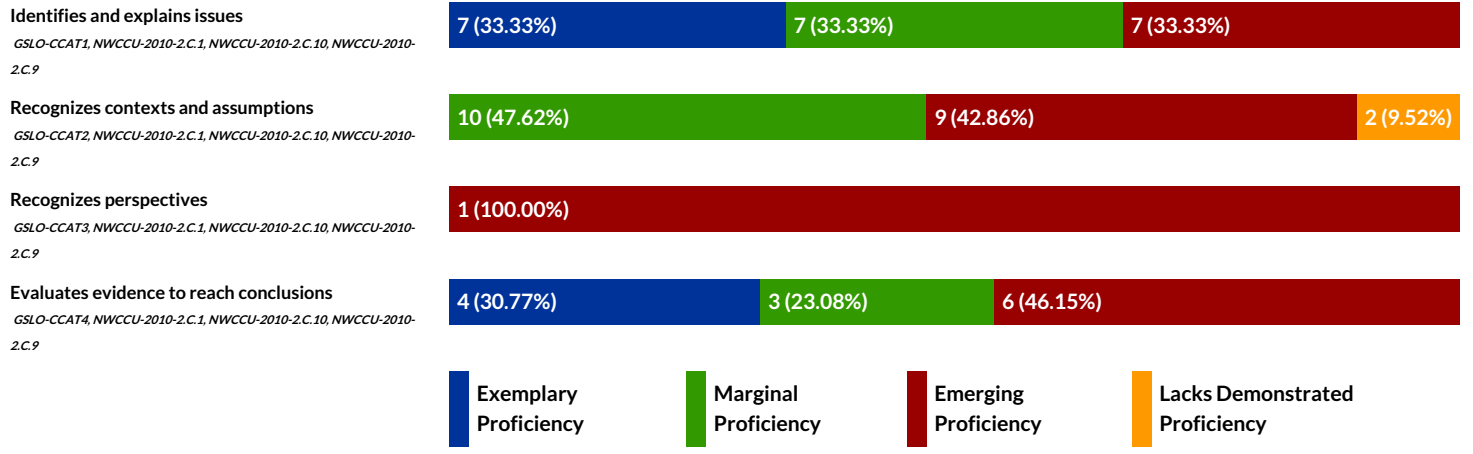


Inter-Rater Summary

	Coyner, Aaron	Hackett, Halpin	Hutcherson, Sean	Truka, Brian	Wyman, Jedediah	Wozniak, Marta	Mean	Stdev
Application / Analysis	2.588	3.000	3.062	2.321	1.778		2.550	0.528
Communication	2.824			2.321	1.500		2.215	0.668
Connections to Discipline	2.353			2.261	1.500	1.833	1.987	0.396
Transfer	2.588	2.409		2.111	1.400	1.833	2.068	0.472
Define Problem	2.706			2.357	1.800	2.214	2.269	0.375
Propose Solutions/ Hypotheses	2.471			2.000	1.444		1.972	0.514
Implement Solution	2.471			2.400	1.900		2.257	0.311

Rubric: GSLO Creative, Critical & Analytical Thinking 2017

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identifies and explains issues	7	7	7	0	3.000	2.000	0.816
Recognizes contexts and assumptions	0	10	9	2	2.381	3.000	0.653
Recognizes perspectives	0	0	1	0	2.000	2.000	0.000
Evaluates evidence to reach conclusions	4	3	6	0	2.846	2.000	0.863

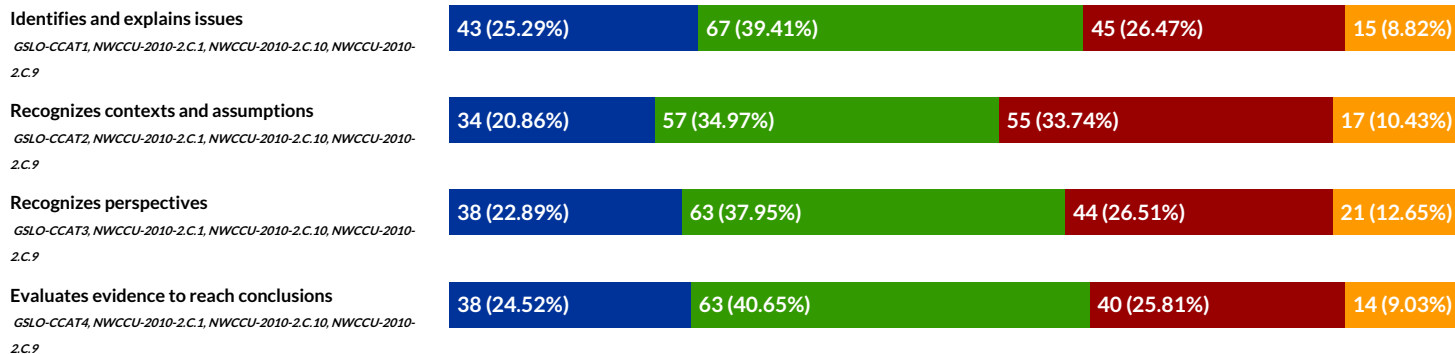


Inter-Rater Summary

	Lisseveld, Piper	Mean	Stdev
Identifies and explains issues	3.000	3.000	0.000
Recognizes contexts and assumptions	2.381	2.381	0.000
Recognizes perspectives	2.000	2.000	0.000
Evaluates evidence to reach conclusions	2.846	2.846	0.000

Rubric: GSLO Creative, Critical & Analytical Thinking 2017

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identifies and explains issues	43	67	45	15	2.812	3.000	0.914
Recognizes contexts and assumptions	34	57	55	17	2.663	3.000	0.922
Recognizes perspectives	38	63	44	21	2.711	3.000	0.957
Evaluates evidence to reach conclusions	38	63	40	14	2.806	3.000	0.909

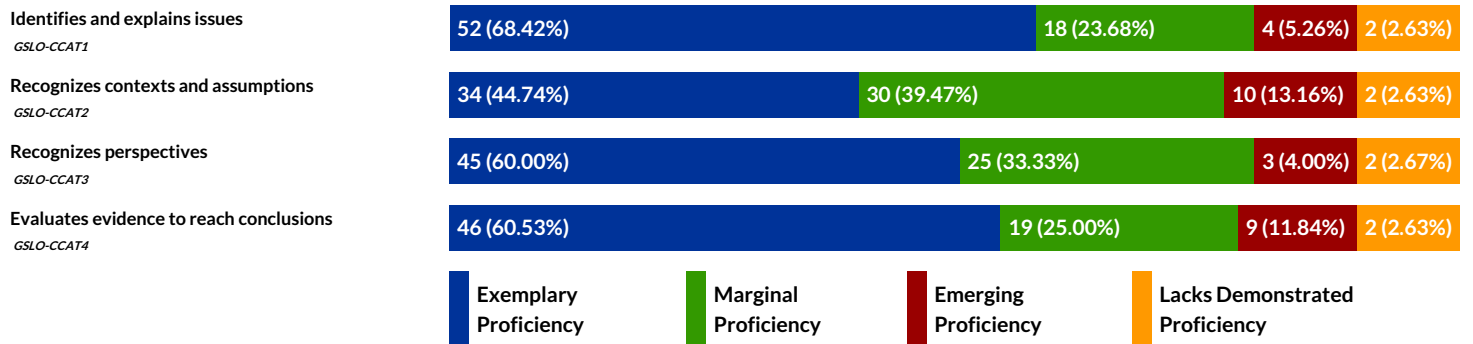


Inter-Rater Summary

	Clemens, Chelsea	Coyner, Aaron	Keene, Sara	Peters, Tony	Tremonti, Joseph	Will Jr, Gary	Wilson, Mark	Wyman, Jedediah	Mean	Stdev
Identifies and explains issues	2.870	2.913	3.485	1.909	3.440	2.200	2.667	2.200	2.710	0.581
Recognizes contexts and assumptions	2.696	2.696	3.424	1.727	3.160	2.400	2.667	1.889	2.582	0.576
Recognizes perspectives	2.652	2.727	3.424	1.636	3.520	2.400	2.933	1.800	2.637	0.682
Evaluates evidence to reach conclusions	2.609	2.870	3.606	1.848	3.360	2.400	3.000	1.000	2.587	0.844

Rubric: GSLO Creative, Critical & Analytical Thinking 2016

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identifies and explains issues	52	18	4	2	3.579	4.000	0.712
Recognizes contexts and assumptions	34	30	10	2	3.263	4.000	0.784
Recognizes perspectives	45	25	3	2	3.507	4.000	0.700
Evaluates evidence to reach conclusions	46	19	9	2	3.434	4.000	0.800



Inter-Rater Summary

	Davies, Cheryl	Douda, Nathaniel	Finney, Robin	Ryan, Julie	Sperry, Melissa	Thurman, Bryan	Wick, Pamela	Mean	Stdev
Identifies and explains issues	2.000	3.733	4.000	3.933	3.714	2.846	4.000	3.461	0.759
Recognizes contexts and assumptions	2.000	3.200	3.650	3.667	3.429	2.615	4.000	3.223	0.694
Recognizes perspectives	2.000	3.667	3.700	3.867	3.714	2.923	4.000	3.410	0.710
Evaluates evidence to reach conclusions	2.000	3.467	3.700	3.933	4.000	2.615	4.000	3.388	0.782

Rubric: Math Program Learning Outcomes - UPDATED

	Highly developed: Exemplary Proficiency (4 pts)	Developed: Proficient (3 pts)	Developing: Marginal Proficient (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Outcome 1: Communication	0	0	0	0	0			
Outcome 2: Symbolic Language	0	0	0	0	0			
Outcome 3: Mathematical Reasoning	5	9	0	2	0	3.062	3.000	0.899
Outcome 4: Estimation	0	0	0	0	0			
Outcome 5: Technology	0	0	0	0	0			
Outcome 6: Demonstrate an appreciation for mathematics as a rich theoretical and applied discipline.	0	0	0	0	0			

Outcome 1: Communication

Outcome 2: Symbolic Language

Outcome 3: Mathematical Reasoning



Outcome 4: Estimation

Outcome 5: Technology

Outcome 6: Demonstrate an appreciation for mathematics as a rich theoretical and applied discipline.



Inter-Rater Summary

	Hutcherson, Sean	Mean	Stdev
Outcome 3: Mathematical Reasoning	3.062	3.062	0.000

Rubric: MTH243 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Explain how descriptive and inferential statistics can be used to analyze data.	0	0	0	0			
Explain the strengths and weaknesses of predictions made for a population based on sampled data.	0	0	0	0			
Explain how the techniques of hypothesis testing is used to support or reject a claim about a population based on sample data.	0	0	0	0			
Display and interpret data in tables and graphs.	0	0	0	0			
Evaluate and interpret formulas for the basic statistical quantities: mean, median, mode, standard deviation, standard score, confidence intervals and hypothesis test values.	0	0	0	0			
Read and utilize statistical tables to make predictions about normally or approximately normally distributed data.	12	4	2	5	3.000	4.000	1.216
Explain biased versus random samples.	0	0	0	0			
Describe the analytical and interpretive power of statistical calculations as well as their limitations.	0	0	0	0			

Explain how descriptive and inferential statistics can be used to analyze data.

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Explain the strengths and weaknesses of predictions made for a population based on sampled data.

NWCCU-2010-2.C.2

Explain how the techniques of hypothesis testing is used to support or reject a claim about a population based on sample data.

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Display and interpret data in tables and graphs.

NWCCU-2010-2.C.2

Evaluate and interpret formulas for the basic statistical quantities: mean, median, mode, standard deviation, standard score, confidence intervals and hypothesis test values.

NWCCU-2010-2.C.2

Read and utilize statistical tables to make predictions about normally or approximately normally distributed data.

NWCCU-2010-2.C.2

Explain biased versus random samples.

NWCCU-2010-2.C.2

Describe the analytical and interpretive power of statistical calculations as well as their limitations.

NWCCU-2010-2.C.2



Inter-Rater Summary

	Hackett, Halpin	Mean	Stdev
Read and utilize statistical tables to make predictions about normally or approximately normally distributed data.	3.000	3.000	0.000

Rubric: MTH60 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Execute arithmetic operations with signed numbers, algebraic expressions, and polynomials	0	0	0	0			
Simplify and evaluate algebraic expressions	0	0	0	0			
Solve linear equations and inequalities	0	0	0	0			
Use the properties of exponents and simplify expressions containing exponents	0	0	0	0			
Simplify and evaluate polynomial expressions	2	1	1	6	1.900	1.000	1.221
Classify polynomials and find proper factorizations	0	0	0	0			
Solve quadratic equations	2	1	1	6	1.900	1.000	1.221

Execute arithmetic operations with signed numbers, algebraic expressions, and polynomials

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Simplify and evaluate algebraic expressions

NWCCU-2010-2.C.2

Solve linear equations and inequalities

NWCCU-2010-2.C.2

Use the properties of exponents and simplify expressions containing exponents

NWCCU-2010-2.C.2

Simplify and evaluate polynomial expressions

NWCCU-2010-2.C.2



Classify polynomials and find proper factorizations

NWCCU-2010-2.C.2

Solve quadratic equations

NWCCU-2010-2.C.2



Inter-Rater Summary

	Hackett, Halpin	Mean	Stdev
Simplify and evaluate polynomial expressions	1.900	1.900	0.000
Solve quadratic equations	1.900	1.900	0.000

Rubric: MTH81 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Use the vocabulary and symbolism of Algebra.	0	0	0	0			
Apply computation skills and algebra concepts to recipe conversions and applied problems.	3	4	1	4	2.500	3.000	1.190
Calculate and forecast purchase and preparations requirements.	0	0	0	0			
Explain the relationship between production and baking formulas.	0	0	0	0			
Solve linear equations and graph real-world application problems.	0	0	0	0			
Perform recipe yield conversions.	6	1	2	3	2.833	4.000	1.280
Convert between the metric and American measurement systems.	0	0	0	0			
Analyze Purchased (AP) vs. Edible Portion (EP).	7	1	1	3	3.000	4.000	1.291
Use analytical reasoning, critical thinking, arithmetic, and algebra in the workplace.	0	0	0	0			

Use the vocabulary and symbolism of Algebra.

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Apply computation skills and algebra concepts to recipe conversions and applied problems.



NWCCU-2010-2.C.2

Calculate and forecast purchase and preparations requirements.

NWCCU-2010-2.C.2

Explain the relationship between production and baking formulas.

NWCCU-2010-2.C.2

Solve linear equations and graph real-world application problems.

NWCCU-2010-2.C.2

Perform recipe yield conversions.



NWCCU-2010-2.C.2

Convert between the metric and American measurement systems.

NWCCU-2010-2.C.2

Analyze Purchased (AP) vs. Edible Portion (EP).



NWCCU-2010-2.C.2

Use analytical reasoning, critical thinking, arithmetic, and algebra in the workplace.

NWCCU-2010-2.C.2

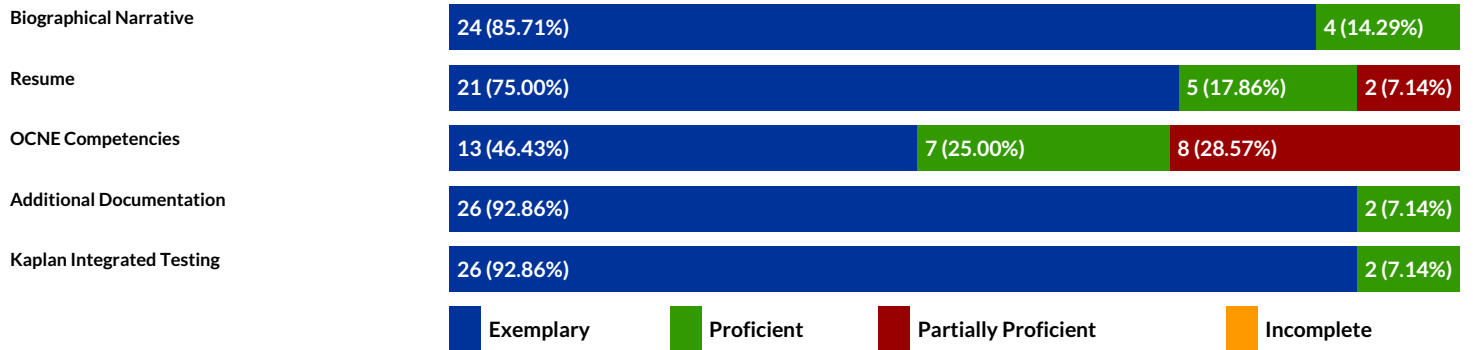


Inter-Rater Summary

	Hackett, Halpin	Mean	Stdev
Apply computation skills and algebra concepts to recipe conversions and applied problems.	2.500	2.500	0.000
Perform recipe yield conversions.	2.833	2.833	0.000
Analyze Purchased (AP) vs. Edible Portion (EP).	3.000	3.000	0.000

Rubric: NRS222 Foundations of Nursing: Acute Care II and End of Life Fall 2017 Portfolio

	Exemplary (4 pts)	Proficient (3 pts)	Partially Proficient (2 pts)	Incomplete (1 pts)	Mean	Mode	Stdev
Biographical Narrative	24	4	0	0	3.857	4.000	0.350
Resume	21	5	2	0	3.679	4.000	0.601
OCNE Competencies	13	7	8	0	3.179	4.000	0.847
Additional Documentation	26	2	0	0	3.929	4.000	0.258
Kaplan Integrated Testing	26	2	0	0	3.929	4.000	0.258

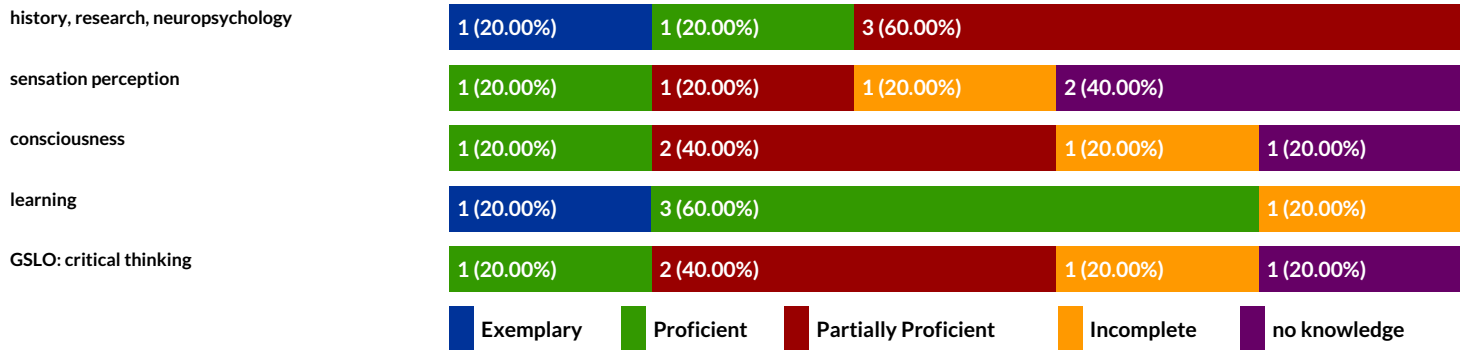


Inter-Rater Summary

	Finney, Robin	Sperry, Melissa	Wick, Pamela	Mean	Stdev
Biographical Narrative	4.000	3.429	4.000	3.810	0.330
Resume	3.950	2.857	4.000	3.602	0.646
OCNE Competencies	3.050	3.429	4.000	3.493	0.478
Additional Documentation	4.000	3.714	4.000	3.905	0.165
Kaplan Integrated Testing	3.950	3.857	4.000	3.936	0.072

Rubric: outcome 1 psy 201

	Exemplary (4 pts)	Proficient (3 pts)	Partially Proficient (2 pts)	Incomplete (1 pts)	no knowledge (0 pts)	Mean	Mode	Stdev
history, research, neuropsychology	1	1	3	0	0	2.600	2.000	0.800
sensation perception	0	1	1	1	2	1.200	0.000	1.166
consciousness	0	1	2	1	1	1.600	2.000	1.020
learning	1	3	0	1	0	2.800	3.000	0.980
GSLO: critical thinking	0	1	2	1	1	1.600	2.000	1.020



Inter-Rater Summary

	Davies, Cheryl	Mean	Stdev
history, research, neuropsychology	2.600	2.600	0.000
sensation perception	1.200	1.200	0.000
consciousness	1.600	1.600	0.000
learning	2.800	2.800	0.000
GSLO: critical thinking	1.600	1.600	0.000

Rubric: PH201 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Apply knowledge of linear motions, forces, energy, and circular motion to explain natural physical processes and related technological advances.	3	7	2	0	3.083	3.000	0.640
Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.	2	7	3	0	2.917	3.000	0.640
Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.	4	7	1	0	3.250	3.000	0.595



Inter-Rater Summary

	Coyner, Aaron	Mean	Stdev
Apply knowledge of linear motions, forces, energy, and circular motion to explain natural physical processes and related technological advances.	3.083	3.083	0.000
Use an understanding of algebraic mathematics along with physical principles to effectively solve problems encountered in everyday life, further study in science, and in the professional world.	2.917	2.917	0.000
Design experiments and acquire data in order to explore physical principles, effectively communicate results, and critically evaluate related scientific studies.	3.250	3.250	0.000

Rubric: PH211 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Understand how to represent and analyze motion for objects that can be modeled as a point.	0	7	4	0	2.636	3.000	0.481
Apply Newton's laws and conservation laws (energy and momentum) to analyze the behavior of physical systems under certain conditions, and to understand when to apply these laws.	0	6	5	0	2.545	3.000	0.498
Make observations of physical systems and find explanations that are consistent with the observations, apply these explanations and established laws to make predictions about the outcomes of experiments, and test the explanations and laws through experimentation.	0	8	3	0	2.727	3.000	0.445
Represent information in multiple ways (diagrams, graphs, words, equations, etc.) and move from one representation to another, use these representations to set up solutions to problems, predict the behaviors of physical systems, and to check the solutions to problems.	0	9	2	0	2.818	3.000	0.386
Use critical thinking skills.	0	5	6	0	2.455	2.000	0.498



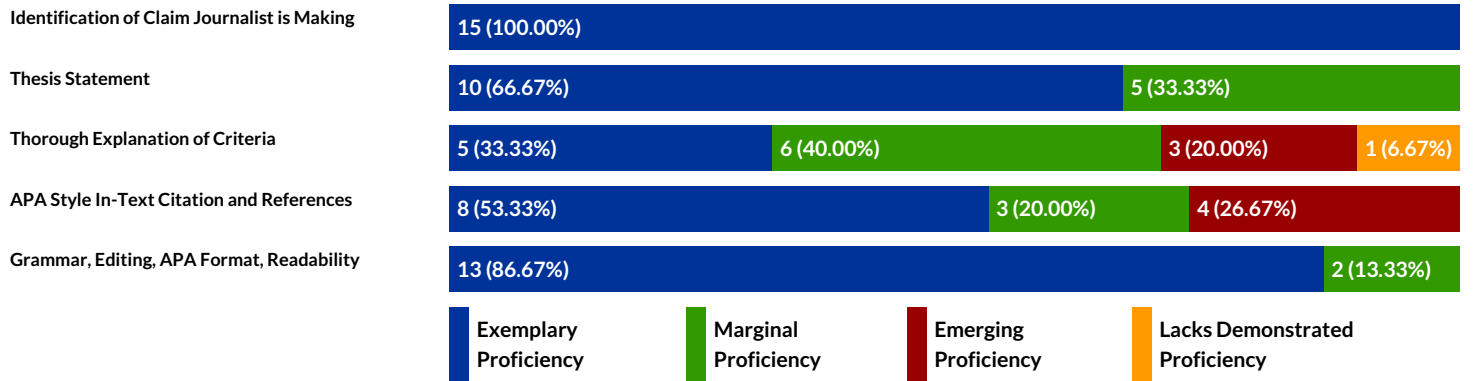
Exemplary Proficiency
 Marginal Proficiency
 Emerging Proficiency
 Lacks Demonstrated Proficiency

Inter-Rater Summary

	Coyner, Aaron	Mean	Stdev
Understand how to represent and analyze motion for objects that can be modeled as a point.	2.636	2.636	0.000
Apply Newton's laws and conservation laws (energy and momentum) to analyze the behavior of physical systems under certain conditions, and to understand when to apply these laws.	2.545	2.545	0.000
Make observations of physical systems and find explanations that are consistent with the observations, apply these explanations and established laws to make predictions about the outcomes of experiments, and test the explanations and laws through experimentation.	2.727	2.727	0.000
Represent information in multiple ways (diagrams, graphs, words, equations, etc.) and move from one representation to another, use these representations to set up solutions to problems, predict the behaviors of physical systems, and to check the solutions to problems.	2.818	2.818	0.000
Use critical thinking skills.	2.455	2.455	0.000

Rubric: PSY201 WA3 FA2017

	Exemplary Proficiency (3 pts)	Marginal Proficiency (2 pts)	Emerging Proficiency (1 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Identification of Claim Journalist is Making	15	0	0	0	3.000	3.000	0.000
Thesis Statement	10	5	0	0	2.667	3.000	0.471
Thorough Explanation of Criteria	5	6	3	1	2.000	2.000	0.894
APA Style In-Text Citation and References	8	3	4	0	2.267	3.000	0.854
Grammar, Editing, APA Format, Readability	13	2	0	0	2.867	3.000	0.340

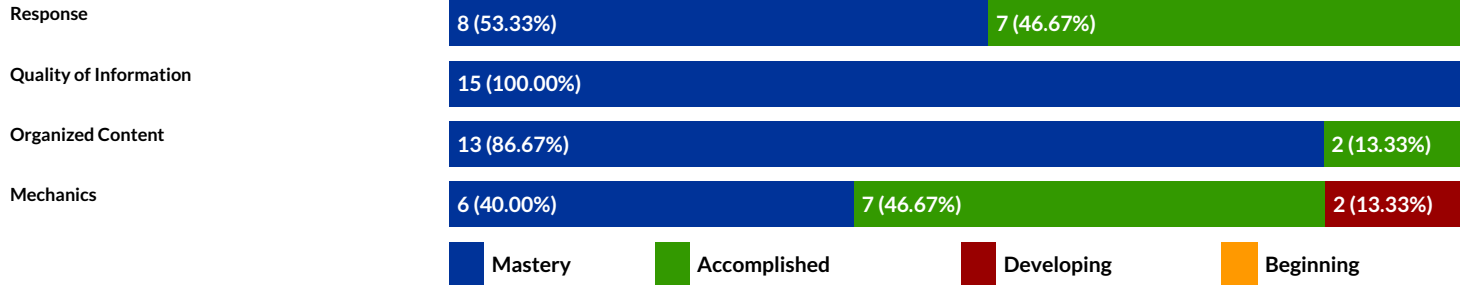


Inter-Rater Summary

	Douda, Nathaniel	Mean	Stdev
Identification of Claim Journalist is Making	3.000	3.000	0.000
Thesis Statement	2.667	2.667	0.000
Thorough Explanation of Criteria	2.000	2.000	0.000
APA Style In-Text Citation and References	2.267	2.267	0.000
Grammar, Editing, APA Format, Readability	2.867	2.867	0.000

Rubric: Research

	Mastery (4 pts)	Accomplished (3 pts)	Developing (2 pts)	Beginning (1 pts)	Mean	Mode	Stdev
Response	8	7	0	0	3.533	4.000	0.499
Quality of Information	15	0	0	0	4.000	4.000	0.000
Organized Content	13	2	0	0	3.867	4.000	0.340
Mechanics	6	7	2	0	3.267	3.000	0.680

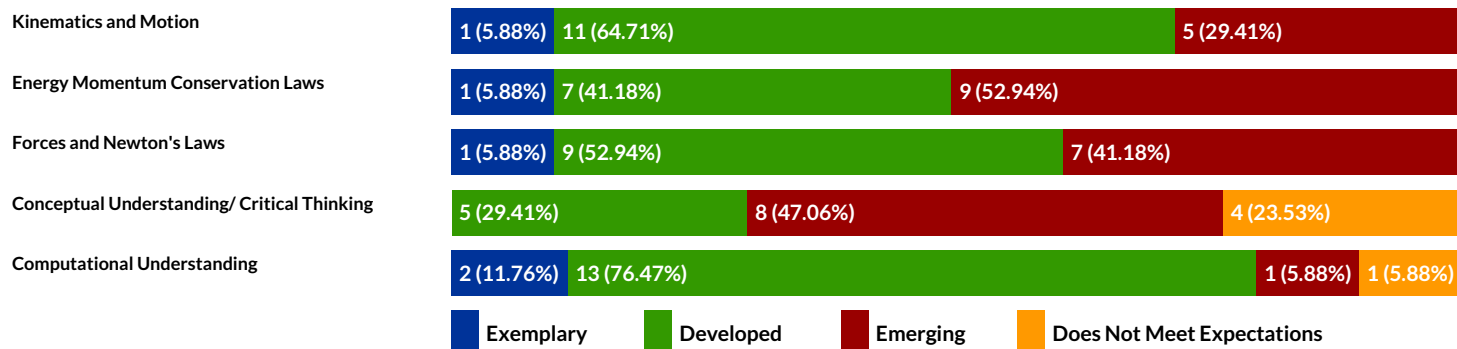


Inter-Rater Summary

	Ryan, Julie	Mean	Stdev
Response	3.533	3.533	0.000
Quality of Information	4.000	4.000	0.000
Organized Content	3.867	3.867	0.000
Mechanics	3.267	3.267	0.000

Rubric: Rubric

	Exemplary (4 pts)	Developed (3 pts)	Emerging (2 pts)	Does Not Meet Expectations (1 pts)	Mean	Mode	Stdev
Kinematics and Motion	1	11	5	0	2.765	3.000	0.546
Energy Momentum Conservation Laws	1	7	9	0	2.529	2.000	0.606
Forces and Newton's Laws	1	9	7	0	2.647	3.000	0.588
Conceptual Understanding/ Critical Thinking	0	5	8	4	2.059	2.000	0.725
Computational Understanding	2	13	1	1	2.941	3.000	0.639

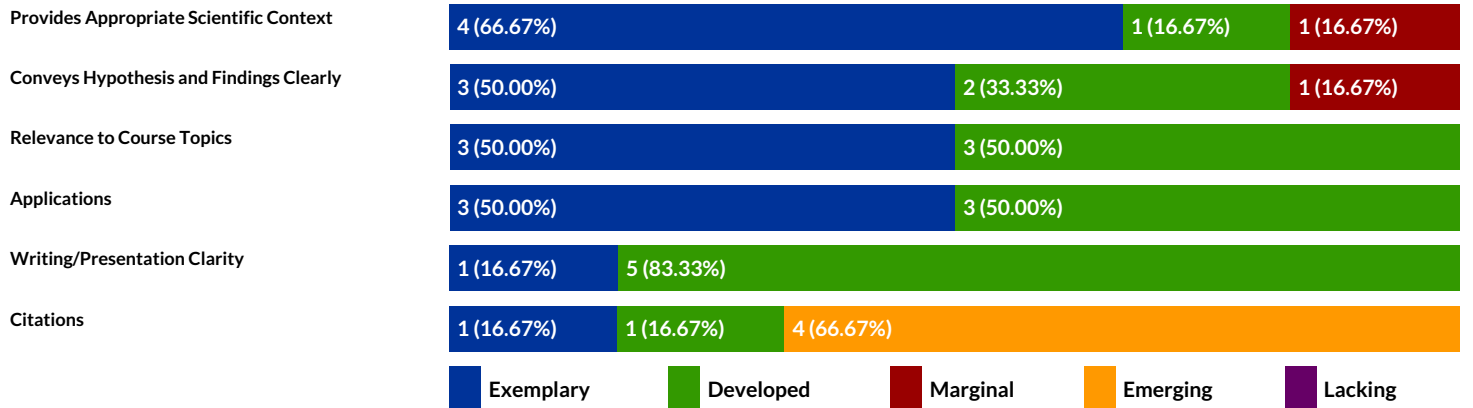


Inter-Rater Summary

	Coyner, Aaron	Mean	Stdev
Kinematics and Motion	2.765	2.765	0.000
Energy Momentum Conservation Laws	2.529	2.529	0.000
Forces and Newton's Laws	2.647	2.647	0.000
Conceptual Understanding/ Critical Thinking	2.059	2.059	0.000
Computational Understanding	2.941	2.941	0.000

Rubric: Rubric

	Exemplary (0 pts)	Developed (0 pts)	Marginal (0 pts)	Emerging (0 pts)	Lacking (0 pts)	Mean	Mode	Stdev
Provides Appropriate Scientific Context	4	1	1	0	0	0.000	0.000	0.000
Conveys Hypothesis and Findings Clearly	3	2	1	0	0	0.000	0.000	0.000
Relevance to Course Topics	3	3	0	0	0	0.000	0.000	0.000
Applications	3	3	0	0	0	0.000	0.000	0.000
Writing/Presentation Clarity	1	5	0	0	0	0.000	0.000	0.000
Citations	1	1	0	4	0	0.000	0.000	0.000

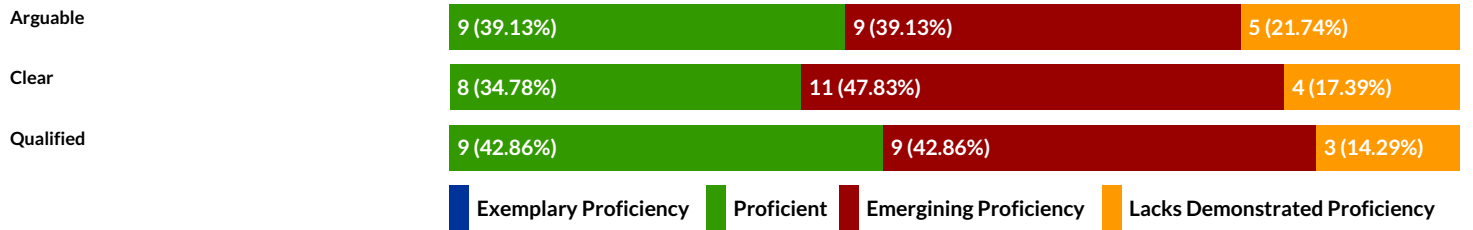


Inter-Rater Summary

	Coyner, Aaron	Mean	Stdev
Provides Appropriate Scientific Context	0.000	0.000	0.000
Conveys Hypothesis and Findings Clearly	0.000	0.000	0.000
Relevance to Course Topics	0.000	0.000	0.000
Applications	0.000	0.000	0.000
Writing/Presentation Clarity	0.000	0.000	0.000
Citations	0.000	0.000	0.000

Rubric: Rubric

	Exemplary Proficiency (4 pts)	Proficient (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Arguable	0	9	9	5	2.174	2.000	0.761
Clear	0	8	11	4	2.174	2.000	0.701
Qualified	0	9	9	3	2.286	2.000	0.700

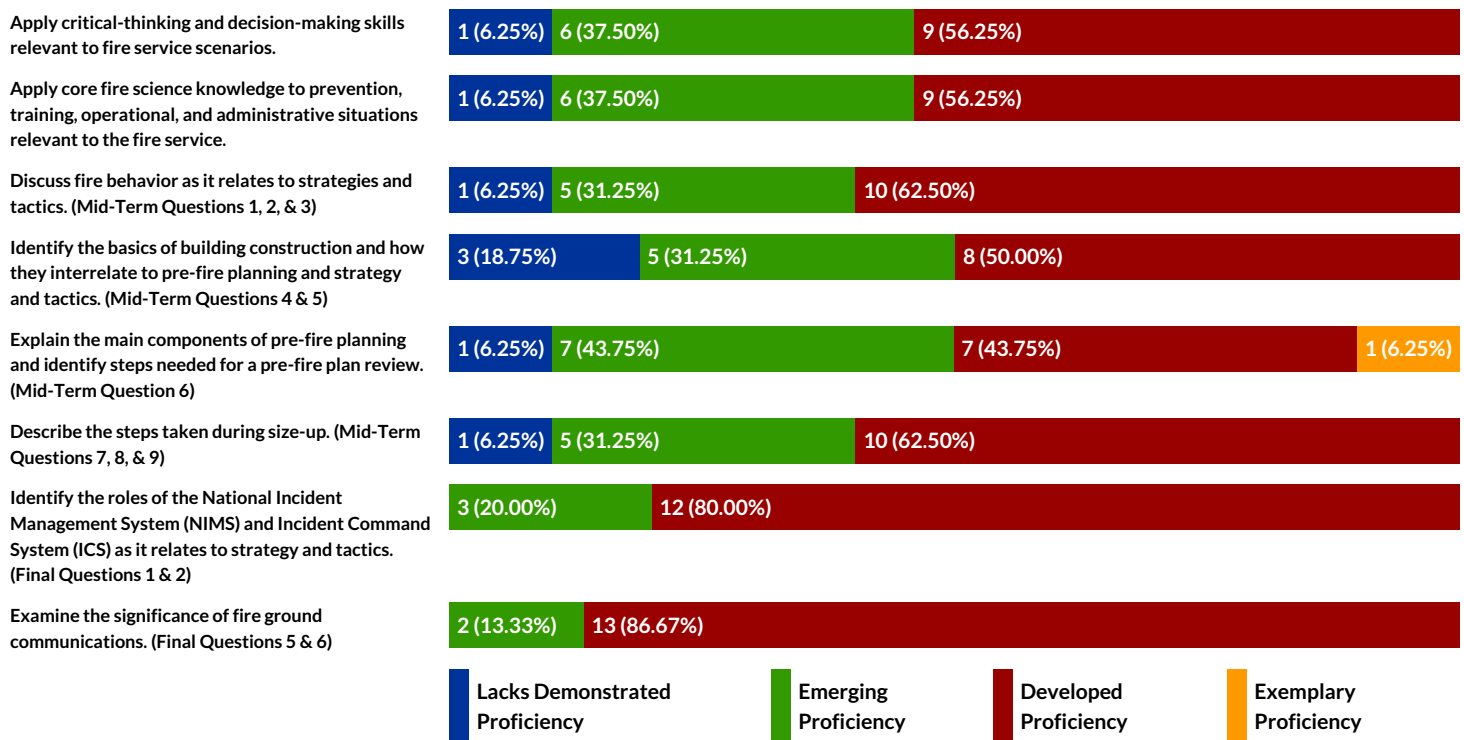


Inter-Rater Summary

	Wilson, Mark	Wyman, Jedediah	Mean	Stdev
Arguable	2.462	1.800	2.131	0.468
Clear	2.385	1.900	2.142	0.343
Qualified	2.462	2.000	2.231	0.326

Rubric: Rubric

	Lacks Demonstrated Proficiency (0 pts)	Emerging Proficiency (0 pts)	Developed Proficiency (0 pts)	Exemplary Proficiency (0 pts)	Mean	Mode	Stdev
Apply critical-thinking and decision-making skills relevant to fire service scenarios.	1	6	9	0	0.000	0.000	0.000
Apply core fire science knowledge to prevention, training, operational, and administrative situations relevant to the fire service.	1	6	9	0	0.000	0.000	0.000
Discuss fire behavior as it relates to strategies and tactics. (Mid-Term Questions 1, 2, & 3)	1	5	10	0	0.000	0.000	0.000
Identify the basics of building construction and how they interrelate to pre-fire planning and strategy and tactics. (Mid-Term Questions 4 & 5)	3	5	8	0	0.000	0.000	0.000
Explain the main components of pre-fire planning and identify steps needed for a pre-fire plan review. (Mid-Term Question 6)	1	7	7	1	0.000	0.000	0.000
Describe the steps taken during size-up. (Mid-Term Questions 7, 8, & 9)	1	5	10	0	0.000	0.000	0.000
Identify the roles of the National Incident Management System (NIMS) and Incident Command System (ICS) as it relates to strategy and tactics. (Final Questions 1 & 2)	0	3	12	0	0.000	0.000	0.000
Examine the significance of fire ground communications. (Final Questions 5 & 6)	0	2	13	0	0.000	0.000	0.000

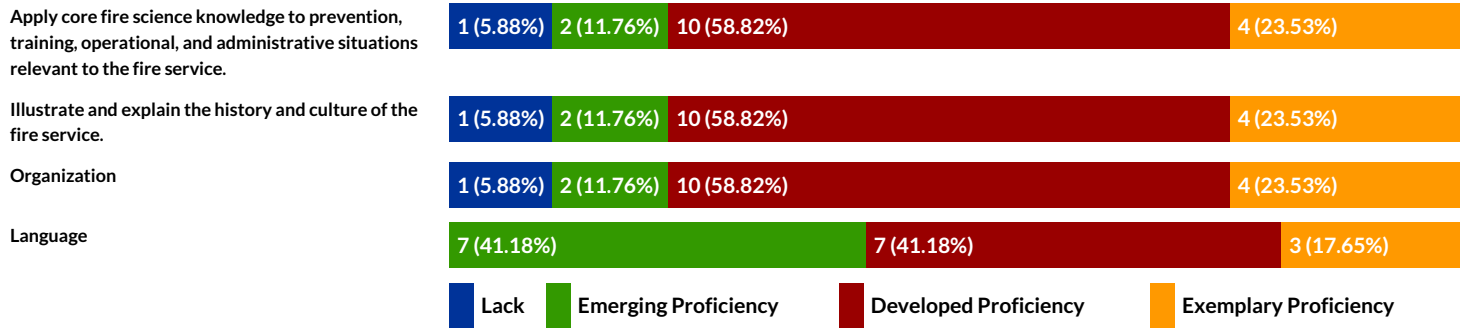


Inter-Rater Summary

	Peters, Tony	Mean	Stdev
Apply critical-thinking and decision-making skills relevant to fire service scenarios.	0.000	0.000	0.000
Apply core fire science knowledge to prevention, training, operational, and administrative situations relevant to the fire service.	0.000	0.000	0.000
Discuss fire behavior as it relates to strategies and tactics. (Mid-Term Questions 1, 2, & 3)	0.000	0.000	0.000
Identify the basics of building construction and how they interrelate to pre-fire planning and strategy and tactics. (Mid-Term Questions 4 & 5)	0.000	0.000	0.000
Explain the main components of pre-fire planning and identify steps needed for a pre-fire plan review. (Mid-Term Question 6)	0.000	0.000	0.000
Describe the steps taken during size-up. (Mid-Term Questions 7, 8, & 9)	0.000	0.000	0.000
Identify the roles of the National Incident Management System (NIMS) and Incident Command System (ICS) as it relates to strategy and tactics. (Final Questions 1 & 2)	0.000	0.000	0.000
Examine the significance of fire ground communications. (Final Questions 5 & 6)	0.000	0.000	0.000

Rubric: Rubric

	Lack (0 pts)	Emerging Proficiency (0 pts)	Developed Proficiency (0 pts)	Exemplary Proficiency (0 pts)	Mean	Mode	Stdev
Apply core fire science knowledge to prevention, training, operational, and administrative situations relevant to the fire service.	1	2	10	4	0.000	0.000	0.000
Illustrate and explain the history and culture of the fire service.	1	2	10	4	0.000	0.000	0.000
Organization	1	2	10	4	0.000	0.000	0.000
Language	0	7	7	3	0.000	0.000	0.000

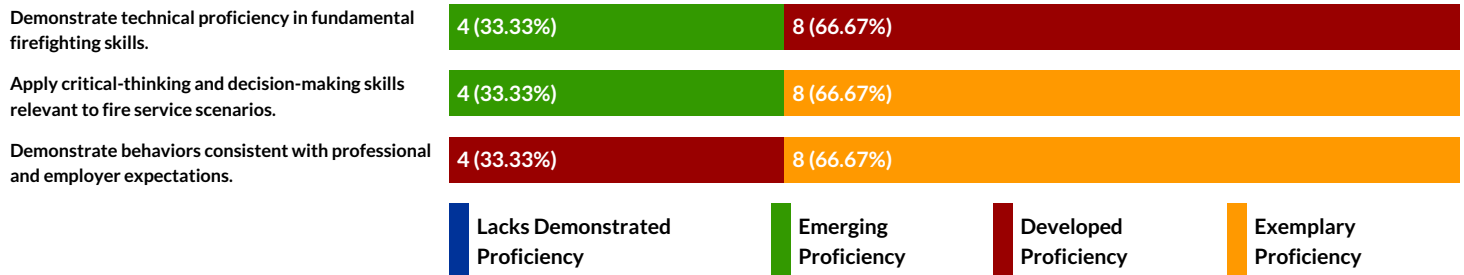


Inter-Rater Summary

	Peters, Tony	Mean	Stdev
Apply core fire science knowledge to prevention, training, operational, and administrative situations relevant to the fire service.	0.000	0.000	0.000
Illustrate and explain the history and culture of the fire service.	0.000	0.000	0.000
Organization	0.000	0.000	0.000
Language	0.000	0.000	0.000

Rubric: Rubric

	Lacks Demonstrated Proficiency (0 pts)	Emerging Proficiency (0 pts)	Developed Proficiency (0 pts)	Exemplary Proficiency (0 pts)	Mean	Mode	Stdev
Demonstrate technical proficiency in fundamental firefighting skills.	0	4	8	0	0.000	0.000	0.000
Apply critical-thinking and decision-making skills relevant to fire service scenarios.	0	4	0	8	0.000	0.000	0.000
Demonstrate behaviors consistent with professional and employer expectations.	0	0	4	8	0.000	0.000	0.000

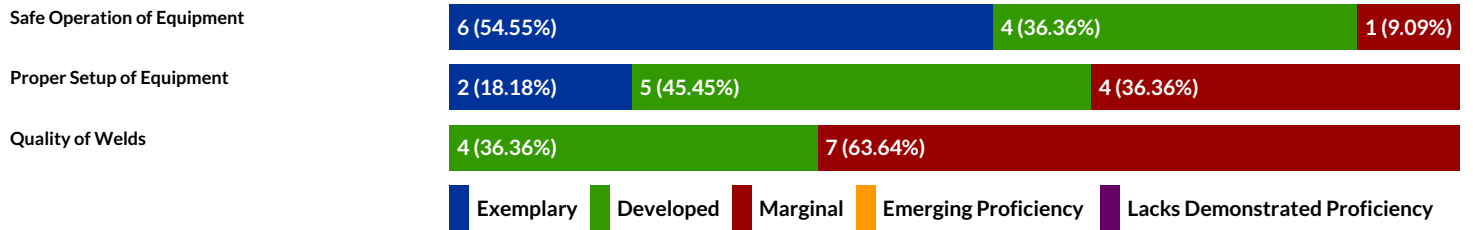


Inter-Rater Summary

	Peters, Tony	Mean	Stdev
Demonstrate technical proficiency in fundamental firefighting skills.	0.000	0.000	0.000
Apply critical-thinking and decision-making skills relevant to fire service scenarios.	0.000	0.000	0.000
Demonstrate behaviors consistent with professional and employer expectations.	0.000	0.000	0.000

Rubric: SMAW Mid term/ final

	Exemplary (0 pts)	Developed (0 pts)	Marginal (0 pts)	Emerging Proficiency (0 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Safe Operation of Equipment	6	4	1	0	0	0.000	0.000	0.000
Proper Setup of Equipment	2	5	4	0	0	0.000	0.000	0.000
Quality of Welds	0	4	7	0	0	0.000	0.000	0.000



Inter-Rater Summary

	Clemens, Chelsea	Mean	Stdev
Safe Operation of Equipment	0.000	0.000	0.000
Proper Setup of Equipment	0.000	0.000	0.000
Quality of Welds	0.000	0.000	0.000

Rubric: SOC204 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Identify the core concepts, terminology, and major figures in the field of sociology.	9	4	2	0	3.467	4.000	0.718
List and describe the major sociological theories.	0	0	0	0			
Identify and apply the nature and methods of sociological inquiry.	0	0	0	0			
Identify the role sociology plays in critical inquiry and public policy regarding class, race, gender, family, religion, the media, education, crime, etc.	8	4	3	0	3.333	4.000	0.789
Develop/refine the ability to synthesize personal reality with the larger realities of the social world.	8	5	2	0	3.400	4.000	0.712



NWCCU-2010-2.C.2



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NWCCU-2010-2.C.2



NWCCU-2010-2.C.2



NWCCU-2010-2.C.2

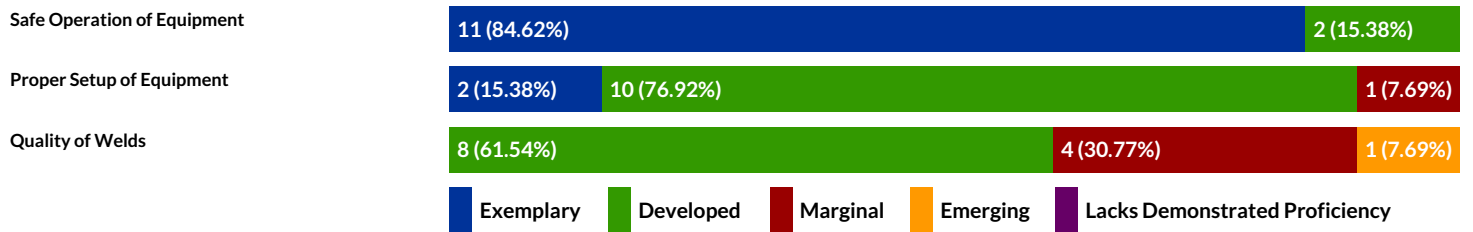


Inter-Rater Summary

	Keene, Sara	Mean	Stdev
Identify the core concepts, terminology, and major figures in the field of sociology.	3.467	3.467	0.000
Identify the role sociology plays in critical inquiry and public policy regarding class, race, gender, family, religion, the media, education, crime, etc.	3.333	3.333	0.000
Develop/refine the ability to synthesize personal reality with the larger realities of the social world.	3.400	3.400	0.000

Rubric: Stick Mid term/ final

	Exemplary (0 pts)	Developed (0 pts)	Marginal (0 pts)	Emerging (0 pts)	Lacks Demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Safe Operation of Equipment	11	2	0	0	0	0.000	0.000	0.000
Proper Setup of Equipment	2	10	1	0	0	0.000	0.000	0.000
Quality of Welds	0	8	4	1	0	0.000	0.000	0.000

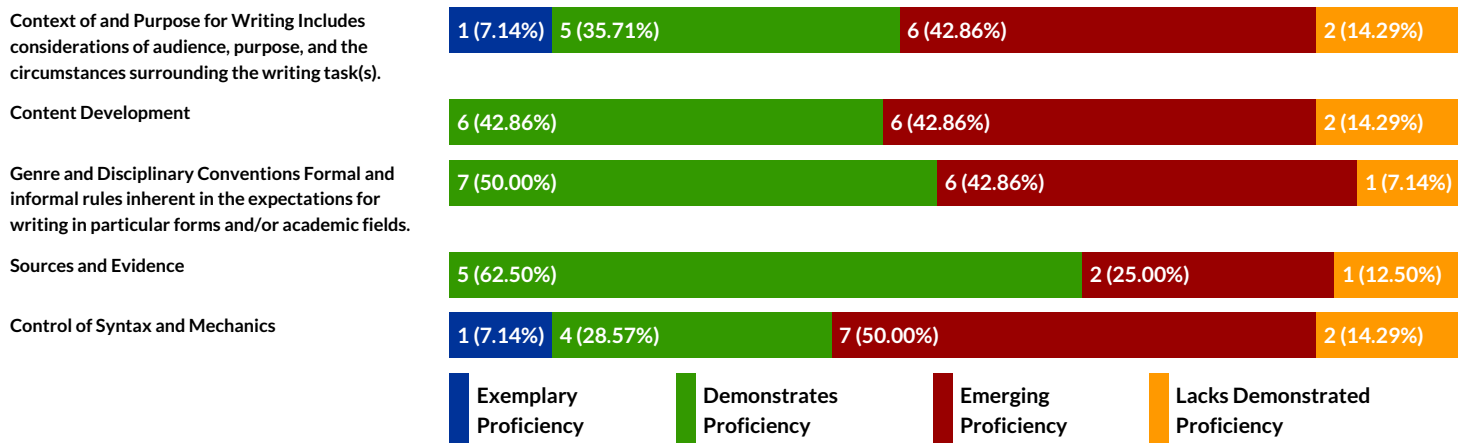


Inter-Rater Summary

	Thurman, Bryan	Mean	Stdev
Safe Operation of Equipment	0.000	0.000	0.000
Proper Setup of Equipment	0.000	0.000	0.000
Quality of Welds	0.000	0.000	0.000

Rubric: SWOCCwritten communication rubric

	Exemplary Proficiency (4 pts)	Demonstrates Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	1	5	6	2	2.357	2.000	0.811
Content Development	0	6	6	2	2.286	2.000	0.700
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	0	7	6	1	2.429	3.000	0.623
Sources and Evidence	0	5	2	1	2.500	3.000	0.707
Control of Syntax and Mechanics	1	4	7	2	2.286	2.000	0.795

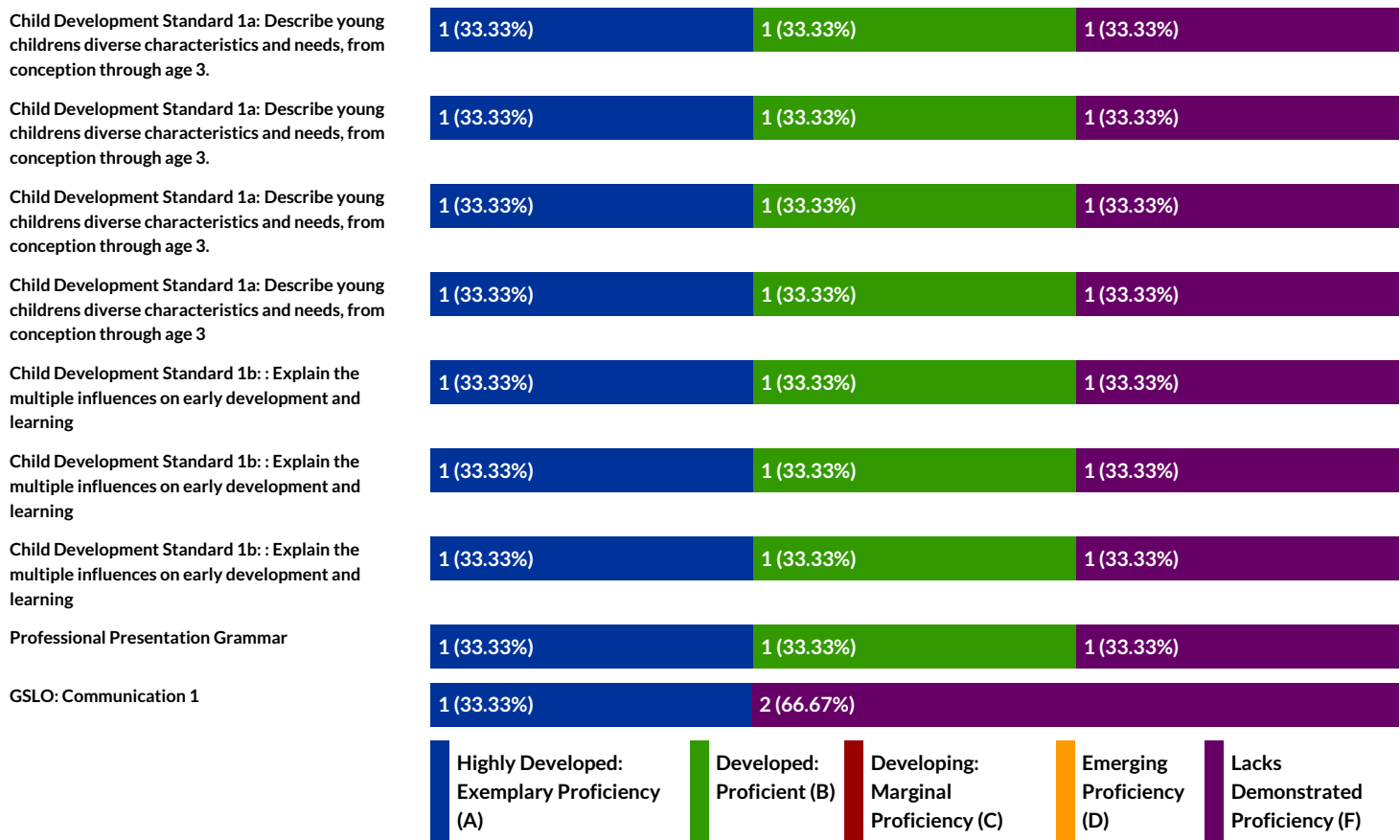


Inter-Rater Summary

	Wozniak, Marta	Mean	Stdev
Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	2.357	2.357	0.000
Content Development	2.286	2.286	0.000
Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields.	2.429	2.429	0.000
Sources and Evidence	2.500	2.500	0.000
Control of Syntax and Mechanics	2.286	2.286	0.000

Rubric: Understanding Child Development Project

	Highly Developed: Exemplary Proficiency (A) (1 pts)	Developed: Proficient (B) (0.800 pts)	Developing: Marginal Proficiency (C) (0.500 pts)	Emerging Proficiency (D) (0.200 pts)	Lacks Demonstrated Proficiency (F) (0 pts)	Mean	Mode	Stdev
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	1	1	0	0	1	0.600	1.000	0.432
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	1	1	0	0	1	0.600	1.000	0.432
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	1	1	0	0	1	0.600	1.000	0.432
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3	1	1	0	0	1	0.600	1.000	0.432
Child Development Standard 1b: : Explain the multiple influences on early development and learning	1	1	0	0	1	0.600	1.000	0.432
Child Development Standard 1b: : Explain the multiple influences on early development and learning	1	1	0	0	1	0.600	1.000	0.432
Child Development Standard 1b: : Explain the multiple influences on early development and learning	1	1	0	0	1	0.600	1.000	0.432
Professional Presentation Grammar	1	1	0	0	1	0.600	1.000	0.432
GSLO: Communication 1	1	0	0	0	2	0.333	0.000	0.471

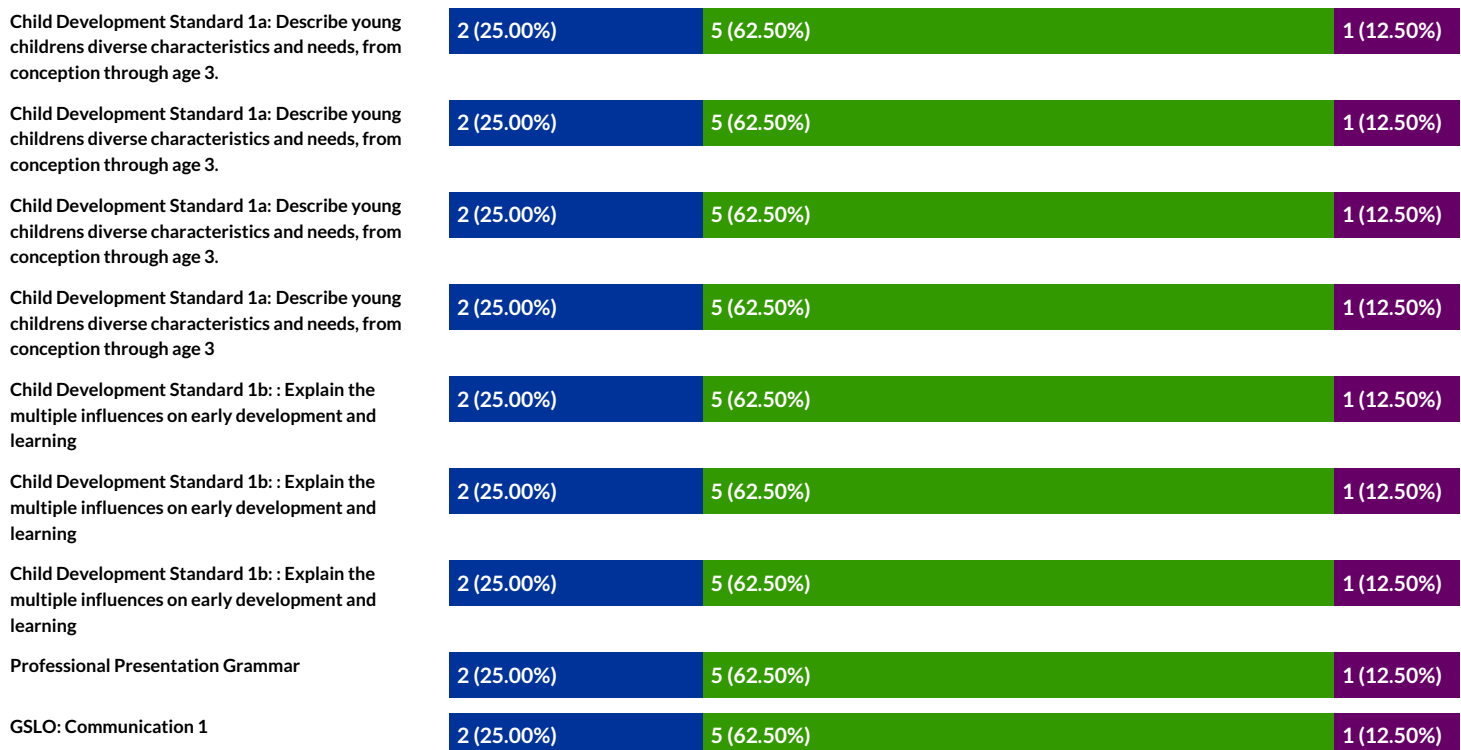


Inter-Rater Summary

	Rosengarden, Maidie	Mean	Stdev
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3.	0.600	0.600	0.000
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3.	0.600	0.600	0.000
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3.	0.600	0.600	0.000
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3	0.600	0.600	0.000
Child Development Standard 1b: : Explain the multiple influences on early development and learning	0.600	0.600	0.000
Child Development Standard 1b: : Explain the multiple influences on early development and learning	0.600	0.600	0.000
Child Development Standard 1b: : Explain the multiple influences on early development and learning	0.600	0.600	0.000
Professional Presentation Grammar	0.600	0.600	0.000

Rubric: Understanding Child Development Project

	Highly Developed: Exemplary Proficiency (A) <i>(1 pts)</i>	Developed: Proficient (B) <i>(0.800 pts)</i>	Developing: Marginal Proficiency (C) <i>(0.500 pts)</i>	Emerging Proficiency (D) <i>(0.200 pts)</i>	Lacks Demonstrated Proficiency (F) <i>(0 pts)</i>	Mean	Mode	Stdev
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	2	5	0	0	1	0.750	0.800	0.296
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	2	5	0	0	1	0.750	0.800	0.296
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3.	2	5	0	0	1	0.750	0.800	0.296
Child Development Standard 1a: Describe young childrens diverse characteristics and needs, from conception through age 3	2	5	0	0	1	0.750	0.800	0.296
Child Development Standard 1b: : Explain the multiple influences on early development and learning	2	5	0	0	1	0.750	0.800	0.296
Child Development Standard 1b: : Explain the multiple influences on early development and learning	2	5	0	0	1	0.750	0.800	0.296
Child Development Standard 1b: : Explain the multiple influences on early development and learning	2	5	0	0	1	0.750	0.800	0.296
Professional Presentation Grammar	2	5	0	0	1	0.750	0.800	0.296
GSLO: Communication 1	2	5	0	0	1	0.750	0.800	0.296

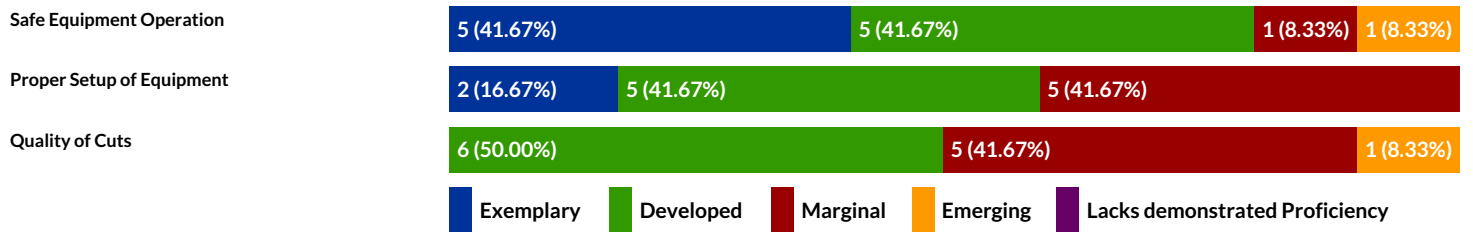


Inter-Rater Summary

	Rosengarden, Maidie	Mean	Stdev
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3.	0.750	0.750	0.000
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3.	0.750	0.750	0.000
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3.	0.750	0.750	0.000
Child Development Standard 1a: Describe young children's diverse characteristics and needs, from conception through age 3	0.750	0.750	0.000
Child Development Standard 1b: : Explain the multiple influences on early development and learning	0.750	0.750	0.000
Child Development Standard 1b: : Explain the multiple influences on early development and learning	0.750	0.750	0.000
Child Development Standard 1b: : Explain the multiple influences on early development and learning	0.750	0.750	0.000
Professional Presentation Grammar	0.750	0.750	0.000

Rubric: Welding Processes Midterm/Final

	Exemplary (0 pts)	Developed (0 pts)	Marginal (0 pts)	Emerging (0 pts)	Lacks demonstrated Proficiency (0 pts)	Mean	Mode	Stdev
Safe Equipment Operation	5	5	1	1	0	0.000	0.000	0.000
Proper Setup of Equipment	2	5	5	0	0	0.000	0.000	0.000
Quality of Cuts	0	6	5	1	0	0.000	0.000	0.000

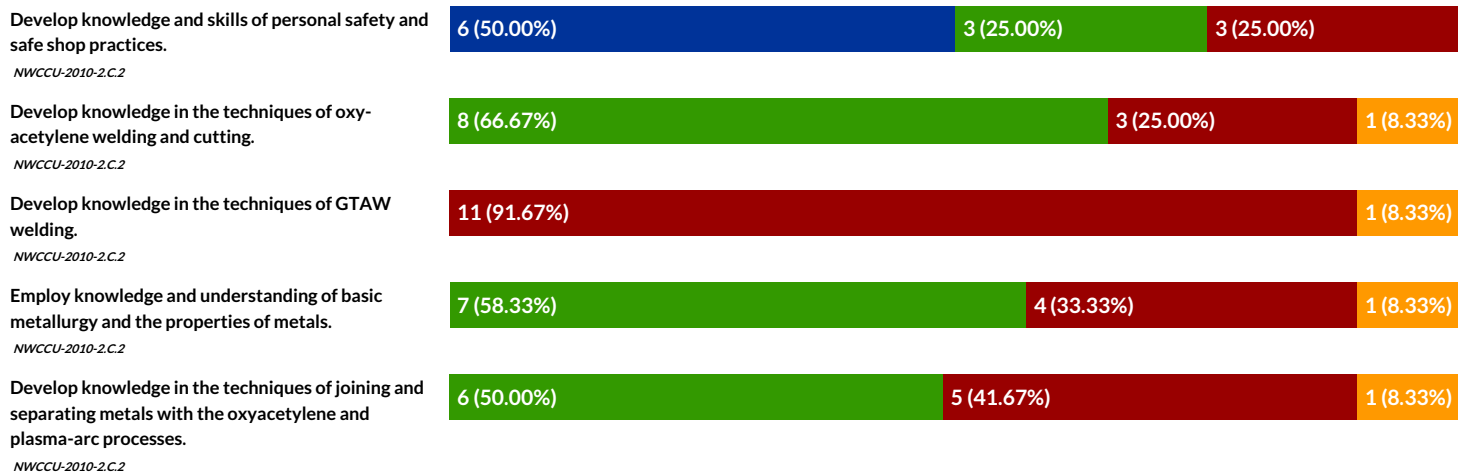


Inter-Rater Summary

	Clemens, Chelsea	Mean	Stdev
Safe Equipment Operation	0.000	0.000	0.000
Proper Setup of Equipment	0.000	0.000	0.000
Quality of Cuts	0.000	0.000	0.000

Rubric: WLD100 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Develop knowledge and skills of personal safety and safe shop practices.	6	3	3	0	3.250	4.000	0.829
Develop knowledge in the techniques of oxy-acetylene welding and cutting.	0	8	3	1	2.583	3.000	0.640
Develop knowledge in the techniques of GTAW welding.	0	0	11	1	1.917	2.000	0.276
Employ knowledge and understanding of basic metallurgy and the properties of metals.	0	7	4	1	2.500	3.000	0.645
Develop knowledge in the techniques of joining and separating metals with the oxyacetylene and plasma-arc processes.	0	6	5	1	2.417	3.000	0.640

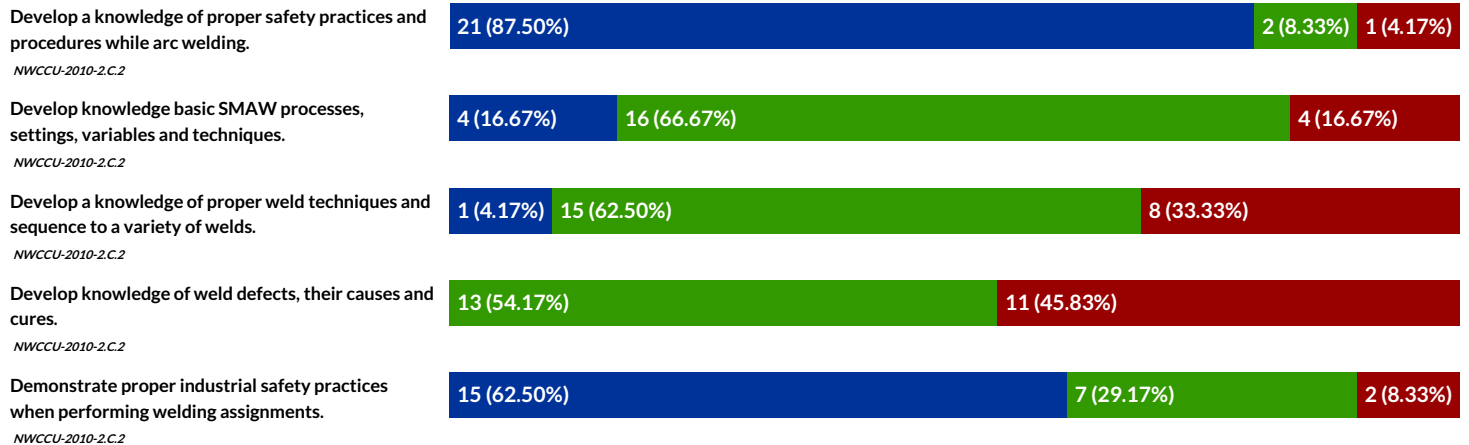


Inter-Rater Summary

	Clemens, Chelsea	Mean	Stdev
Develop knowledge and skills of personal safety and safe shop practices.	3.250	3.250	0.000
Develop knowledge in the techniques of oxy-acetylene welding and cutting.	2.583	2.583	0.000
Develop knowledge in the techniques of GTAW welding.	1.917	1.917	0.000
Employ knowledge and understanding of basic metallurgy and the properties of metals.	2.500	2.500	0.000
Develop knowledge in the techniques of joining and separating metals with the oxyacetylene and plasma-arc processes.	2.417	2.417	0.000

Rubric: WLD101 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Develop a knowledge of proper safety practices and procedures while arc welding.	21	2	1	0	3.833	4.000	0.471
Develop knowledge basic SMAW processes, settings, variables and techniques.	4	16	4	0	3.000	3.000	0.577
Develop a knowledge of proper weld techniques and sequence to a variety of welds.	1	15	8	0	2.708	3.000	0.538
Develop knowledge of weld defects, their causes and cures.	0	13	11	0	2.542	3.000	0.498
Demonstrate proper industrial safety practices when performing welding assignments.	15	7	2	0	3.542	4.000	0.644

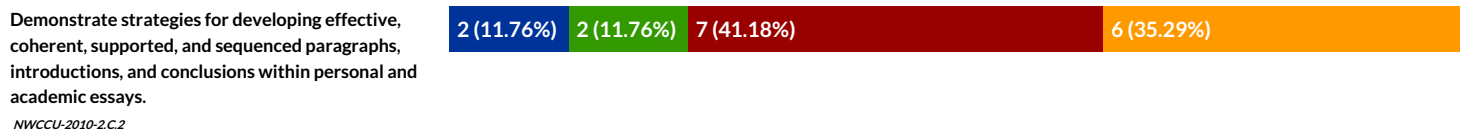
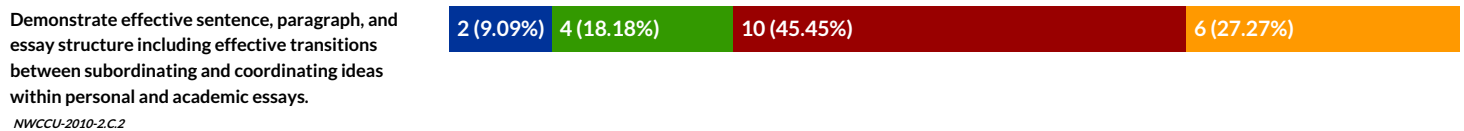


Inter-Rater Summary

	Clemens, Chelsea	Thurman, Bryan	Mean	Stdev
Develop a knowledge of proper safety practices and procedures while arc welding.	3.727	3.923	3.825	0.138
Develop knowledge basic SMAW processes, settings, variables and techniques.	2.727	3.231	2.979	0.356
Develop a knowledge of proper weld techniques and sequence to a variety of welds.	2.455	2.923	2.689	0.331
Develop knowledge of weld defects, their causes and cures.	2.364	2.692	2.528	0.232
Demonstrate proper industrial safety practices when performing welding assignments.	3.273	3.769	3.521	0.351

Rubric: WR121 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Demonstrate the composition process: prewriting, drafting, revising, and editing personal and academic essays.	2	4	10	5	2.143	2.000	0.888
Demonstrate the ability to adapt to different audiences and purposes when writing personal and academic essays.	1	5	8	5	2.105	2.000	0.852
Demonstrate strategies for collecting information, shaping a thesis, and developing and supporting ideas within personal and academic essays.	1	8	11	7	2.111	2.000	0.831
Demonstrate effective sentence, paragraph, and essay structure including effective transitions between subordinating and coordinating ideas within personal and academic essays.	2	4	10	6	2.091	2.000	0.900
Demonstrate strategies for developing effective, coherent, supported, and sequenced paragraphs, introductions, and conclusions within personal and academic essays.	2	2	7	6	2.000	2.000	0.970
Demonstrate appropriate language usage, Standard American English conventions, and current MLA or APA format within personal and academic essays.	1	8	11	6	2.154	2.000	0.818



Inter-Rater Summary

	Wilson, Mark	Wozniak, Marta	Wyman, Jedediah	Mean	Stdev
Demonstrate the composition process: prewriting, drafting, revising, and editing personal and academic essays.	2.333	2.667	1.333	2.111	0.694
Demonstrate the ability to adapt to different audiences and purposes when writing personal and academic essays.	2.375	2.500	1.200	2.025	0.717
Demonstrate strategies for collecting information, shaping a thesis, and developing and supporting ideas within personal and academic essays.	2.273	2.500	1.700	2.158	0.412
Demonstrate effective sentence, paragraph, and essay structure including effective transitions between subordinating and coordinating ideas within personal and academic essays.	2.429	2.667	1.444	2.180	0.648
Demonstrate strategies for developing effective, coherent, supported, and sequenced paragraphs, introductions, and conclusions within personal and academic essays.	2.250	2.667	1.286	2.067	0.708
Demonstrate appropriate language usage, Standard American English conventions, and current MLA or APA format within personal and academic essays.	2.400	2.167	1.900	2.156	0.250

Rubric: WR227 Course 1718

	Exemplary Proficiency (4 pts)	Marginal Proficiency (3 pts)	Emerging Proficiency (2 pts)	Lacks Demonstrated Proficiency (1 pts)	Mean	Mode	Stdev
Use efficient and effective search techniques to gather primary and secondary data	0	0	0	0			
Present findings in a well-written and sufficiently supported report tailored to the needs of a specific audience	0	0	0	0			
Demonstrate different formats, types and conventions of technical writing	0	0	6	2	1.750	2.000	0.433
Apply basic concepts of style and document design to increase readability of technical documents	0	0	7	1	1.875	2.000	0.331
Incorporate and accurately document paraphrase, summary, and quotations in reports	0	0	0	0			
Demonstrate collaborative writing skills	0	0	0	0			

Use efficient and effective search techniques to gather primary and secondary data

NWCCU-2010-2.C.2

Present findings in a well-written and sufficiently supported report tailored to the needs of a specific audience

NWCCU-2010-2.C.2

Demonstrate different formats, types and conventions of technical writing

NWCCU-2010-2.C.2



Apply basic concepts of style and document design to increase readability of technical documents

NWCCU-2010-2.C.2



Incorporate and accurately document paraphrase, summary, and quotations in reports

NWCCU-2010-2.C.2

Demonstrate collaborative writing skills

NWCCU-2010-2.C.2



Inter-Rater Summary

	Wozniak, Marta	Mean	Stdev
Demonstrate different formats, types and conventions of technical writing	1.750	1.750	0.000
Apply basic concepts of style and document design to increase readability of technical documents	1.875	1.875	0.000