

MYTHS ABOUT ASSESSMENT/CRITICAL THINKING

1. "PROJECT/ACTIVITY CANNOT BE USED FOR A GRADE USING THE 4 POINT RUBRIC".

-The point system for the rubric is a total of 24 potential points. Use the student's score out of 24 to get a percentage. This score can be used in conjunction with other points given for other aspects of the project/activity as well. Simply report the critical thinking results only on the template.

2. PROJECT MUST BE USED FOR A GRADE.

-Activities can be strictly used for data collection and assessment. This is up to the faculty.

3. TEST SCORES CAN BE USED FOR ASSESSING A SPECIFIC OUTCOME.

-The test would have to entirely be centered on ONLY the aspects of what you are looking at i.e. all questions would be about the one critical thinking outcome you are evaluating. A better method is to use ONE or TWO questions only in essay form and assess those questions with your rubric for a break out scoring.

4. "EVERYONE IS PUT INTO THE SAME MOLD BY USING THE QUANTITATIVE RUBRIC".

-The criteria for each rubric and activity is determined by the faculty/instructor. The only commonality is the 4 point system in order to benchmark growth and results for the institution. Each activity SHOULD be unique and the rubric specific to that course alone.

5. ASSESSMENT IS ANOTHER PASSING FANCY THAT WILL GO AWAY IF WE IGNORE IT LONG ENOUGH.

-If you consider the amount of federal funding that is channeled in greater numbers each year to higher education, the level of accountability will NOT be decreasing but quite the opposite. Greater evidence of outcomes and success related to those dollars are at the forefront of current and future legislation. Healthcare has already undergone this scrutiny in last several decades due to federal and state funding and education is following in its' footsteps for the same reasons.

6. EVALUATION SHOULD BE "PRE" AND "POST" IN THE COURSE TO MARK GROWTH.

-Especially in terms of critical thinking, (which is higher ordered application of knowledge and comprehension), since learning has not taken place in the beginning of the course, it

stands to reason there would be growth from that point to the end. However, we want to establish and benchmark the growth of the students' ability to critically apply, analyze, synthesize and evaluate their gained knowledge from the course. The student composition from semester to semester is not drastically different, so measuring at the same point from one semester to the next will compare results of improvement in their critical thinking related to actions you have taken in your course based upon your previous semesters results.