Spring 2019

Reporting GLO assessment scores in MaineStreet

Have your GLO rubric handy and the 'code' for the rubric rows in "Reporting GLO scores in MaineStreet". It gives a number to each row in your rubric for your GLO (for example, for row 1 in the GLO 3C rubric, it will be coded GLO 3C1 = Evaluation of scientific information. It will really help to already have a spreadsheet with your scores ready with students down the left, and rubric rows across the top.

Create Class Assignments: Find your rubric row codes. For each rubric row, you will create a separate "Class Assignment" in your course in MaineStreet.
For example GLO 3C1, GLO 3C2 and GLO 3C3. See tutorial below.

So, for each GLO, you will have 3-6 assignments, depending on the GLO and its rubric.

In Gradebook, enter a score of 1-4 for each Class Assignment for each student, just as we did in TK20 when we used the rubric and scored each row.

Using this approach, we will still be gathering the scores for individual rubric rows, and the scores will be more readily available for analysis, will document your students' outcomes and can potentially be included on a student's transcript.

Don't forget to go back and update the scores as students complete any NPs. You don't need a formal change request. You can just change them. Maybe do that when you are changing the grade.

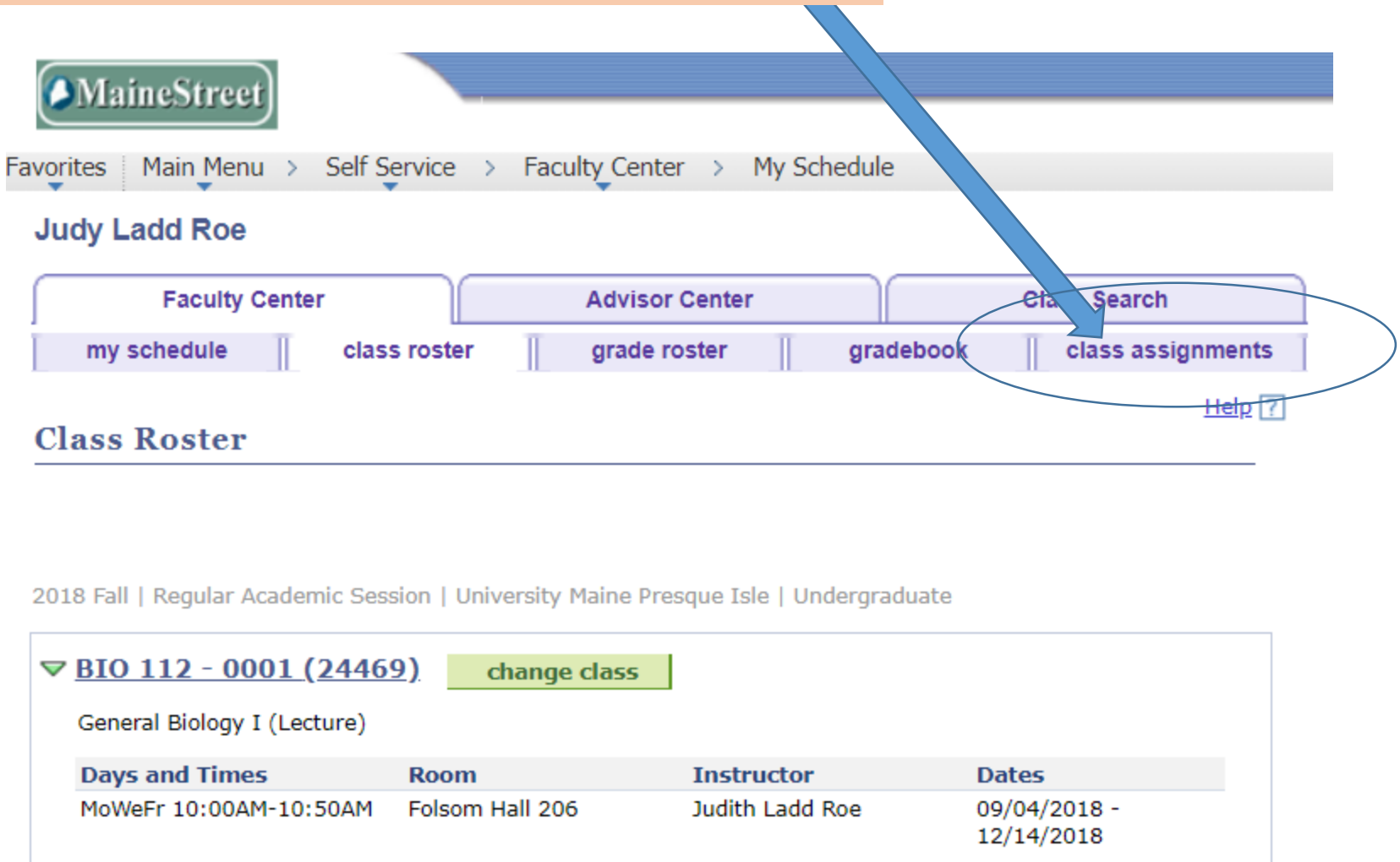
Example: GLO3C

Students will demonstrate the ability to be consumers of biological and other scientific information to better inform one's daily life.

		4 Advanced	3 Proficient	2 Developing	1 Beginning
GLO 3C1 Evaluation of scientific information	Evaluation of scientific information	Places stories presented by news and other media sources in a relevant context. Compares information with a deep understanding of the topic. Identifies evidence in the source and evaluates for credibility, quality, and scientific accuracy. Makes a judgement on the importance/accuracy of the information appropriately.	Places stories presented by news and other media sources in a relevant context. Compares information with a basic understanding of the topic. Identifies evidence in the source and evaluates for credibility, quality, and scientific accuracy.	Places stories presented by news and other media sources in a relevant context, but evidence is not identified and information is not evaluated.	Finds stories presented by news and other media sources, but does not appropriately place in a relevant context and/or does not consider credibility and accuracy of sources.
GLO 3C2 Supplemental sources of information	Supplemental sources of information	Uses appropriate terminology for online or written searches and finds extensive supplemental sources. Reports sources appropriately. Provides expertise of the author(s) of new source and/or evaluates the accuracy of the new information. Synthesizes the original and supplemental information to provide a more complete understanding of the topic.	Uses appropriate terminology for online or written searches and finds several related supplemental sources. Reports sources appropriately. Evaluates quality of supplemental information. Synthesizes the original and supplemental information to provide a more complete understanding of the topic.	Uses appropriate terminology for online or written searches and finds relevant supplemental information, but new sources are not appropriately reported, and/or supplemental information is not integrated into an analysis of the original information.	Performs searches, but supplemental information is not evaluated for credibility, accuracy or relevant to the initial information and is presented ineffectually.
GLO 3C3 Application to one's daily life	Application to one's daily life	Provides several relevant examples of the impact of the new scientific information and its evaluation on one's daily life. Makes predictions about possible future situations in which the new information can better inform choices. Analyzes the consequences of these choices.	Provides a relevant example of the impact of the new scientific information and its evaluation on one's daily life. Makes predictions about possible future situations in which the new information can better inform choices.	Provides a relevant example of the impact of new scientific information on one's daily life, but ignores evaluation and/or no predictions are made about possible future impacts of the new information.	Provides an example of an issue in one's daily life, but does not discuss future implications, or the example is not directly related to the new scientific information.

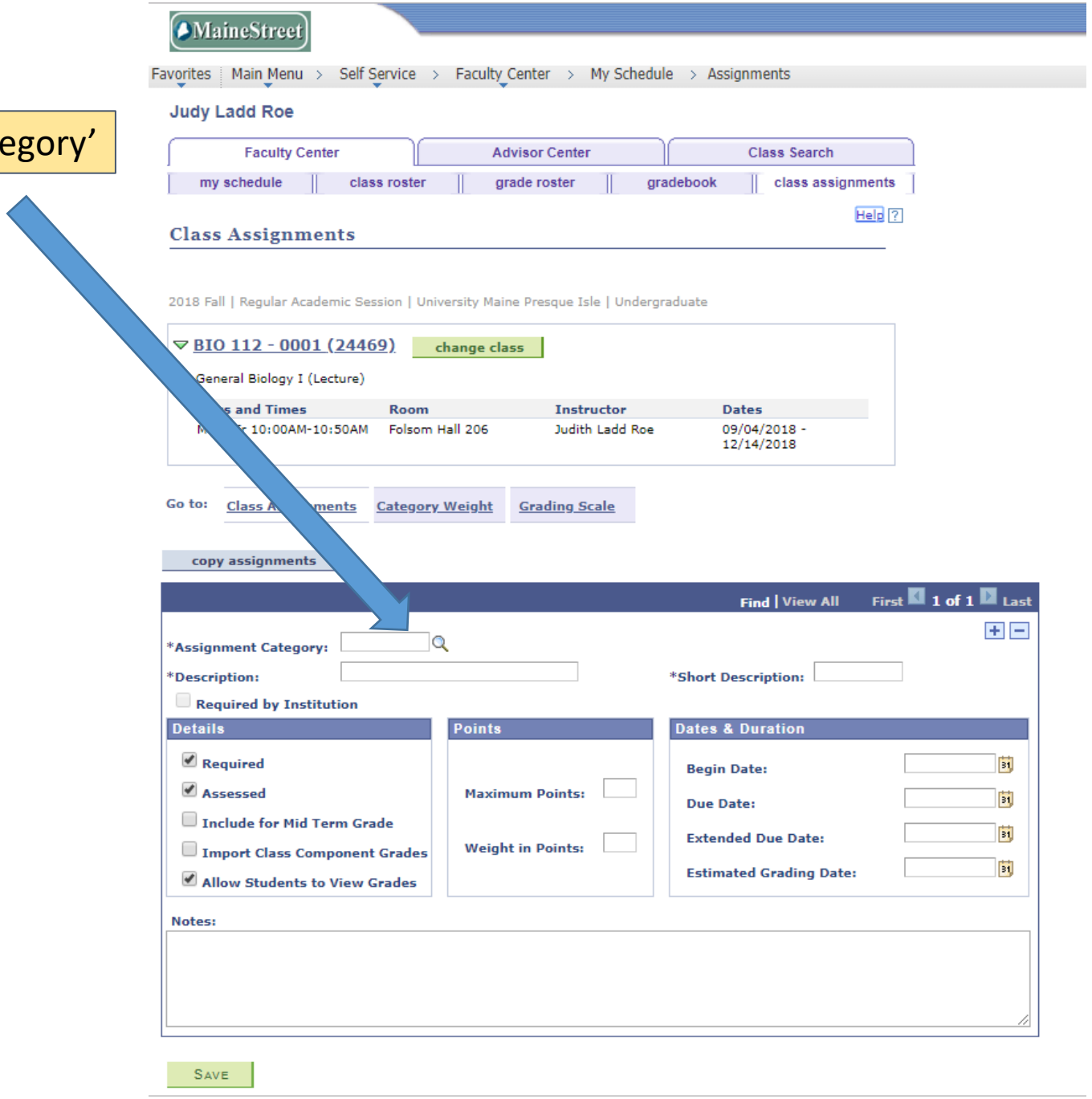
Creating Class Assignments

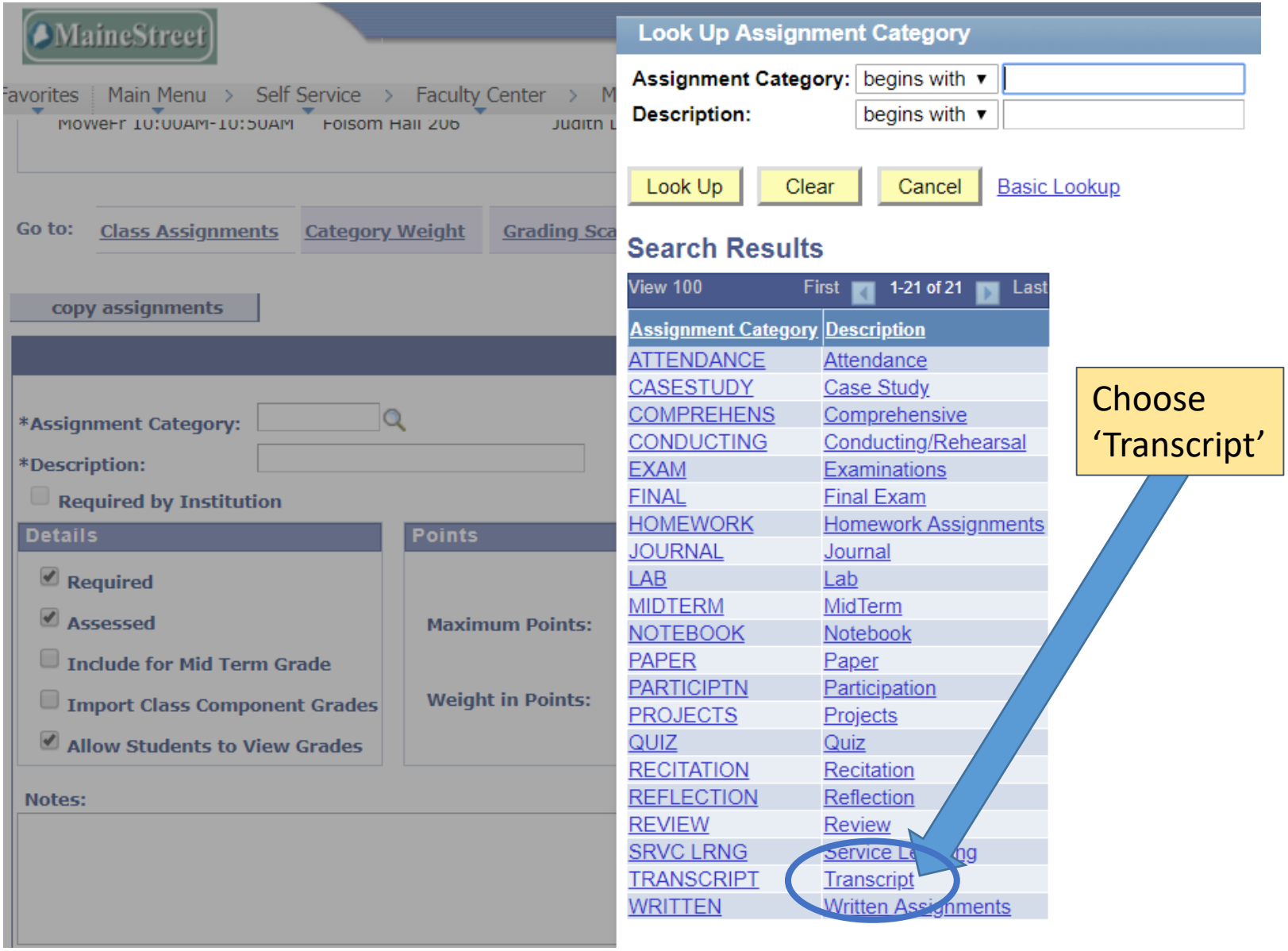
In your course in MaineStreet, click on Class Assignments



Choose ‘Assignment Category’

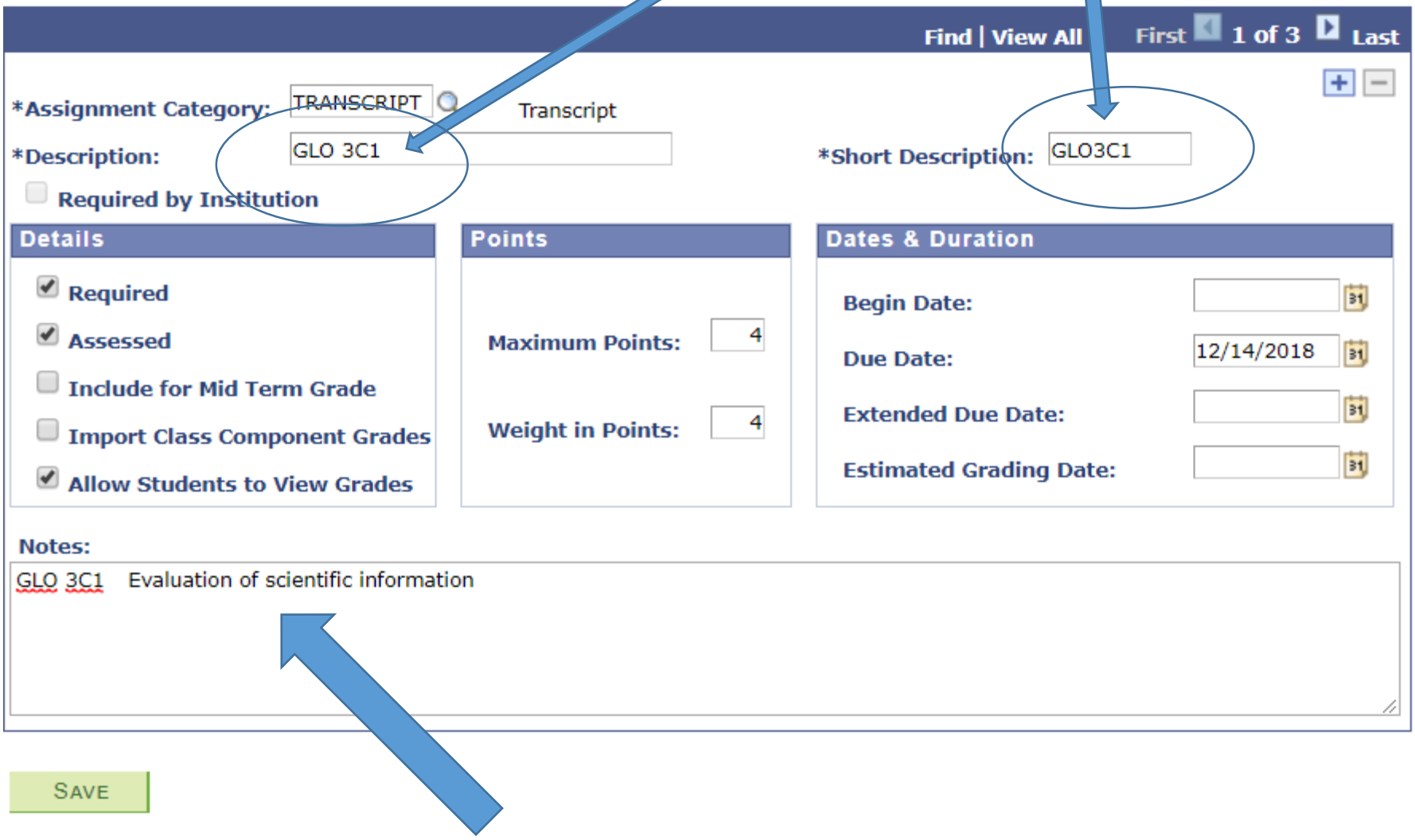
Drop Down Menu




MaineStreet
Favorites
Main Menu
Self Service
Faculty Center
Go to:
Class Assignments
Category Weight
copy assignments
*Assignment Category:
*Description:
Required by Institution
Details
Required
Assessed
Include for Mid Term Grade
Import Class Component Grades
Allow Students to View Grades
Points
Maximum Points:
Weight in Points:
Notes:
Look Up Assignment Category
Assignment Category: begins with
Description: begins with
Look Up
Clear
Cancel
Basic Lookup
Search Results
View 100
First
1-21 of 21
Last
Assignment Category
Description
ATTENDANCE Attendance
CASESTUDY Case Study
COMPREHENS Comprehensive
CONDUCTING Conducting/Rehearsal
EXAM Examinations
FINAL Final Exam
HOMEWORK Homework Assignments
JOURNAL Journal
LAB Lab
MIDTERM MidTerm
NOTEBOOK Notebook
PAPER Paper
PARTICIPTN Participation
PROJECTS Projects
QUIZ Quiz
RECITATION Recitation
REFLECTION Reflection
REVIEW Review
SRVC LRNG
TRANSCRIPT Transcript
WRITTEN
Choose 'Transcript'

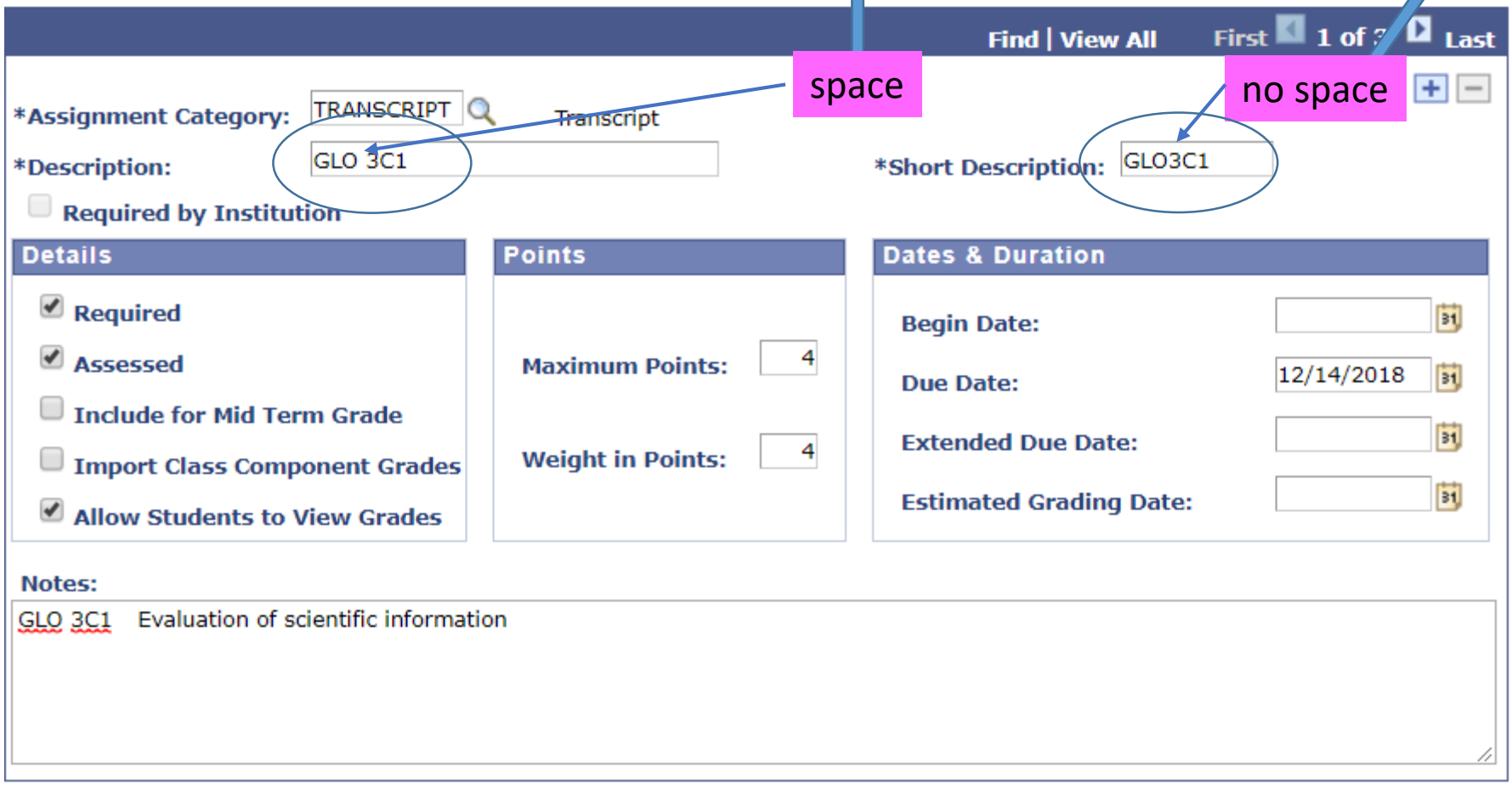
Enter first rubric row code in Description (e.g. GLO 3C1) and Short Description (e.g. GLO3C1).

Note space in code for Description. This is important for data management



You can enter the title of the rubric row in the Notes

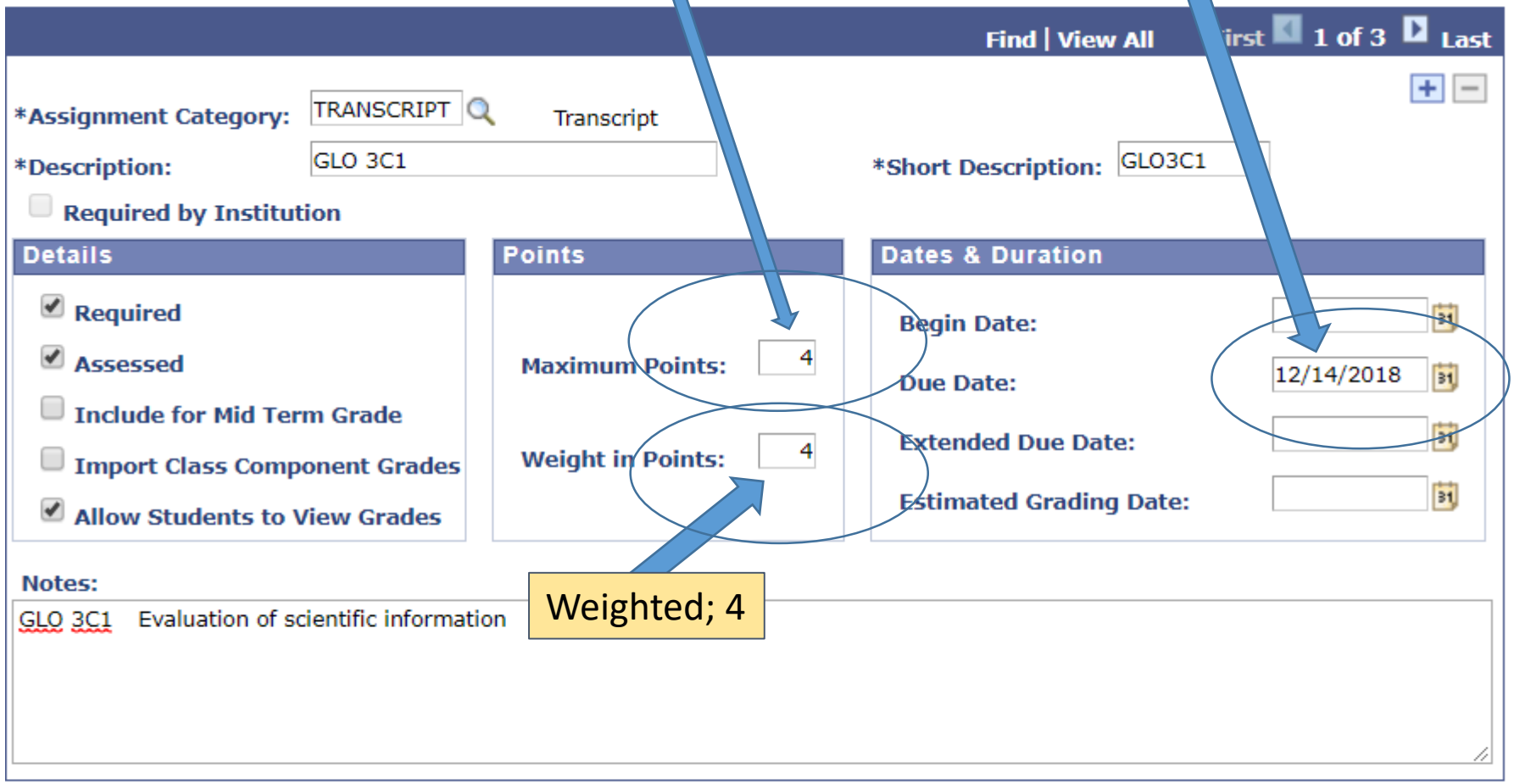
Enter first rubric row code in Description (e.g. GLO 3C1) and Short Description (e.g. GLO3C1).
Note space in code for Description. This is important for data management



SAVE

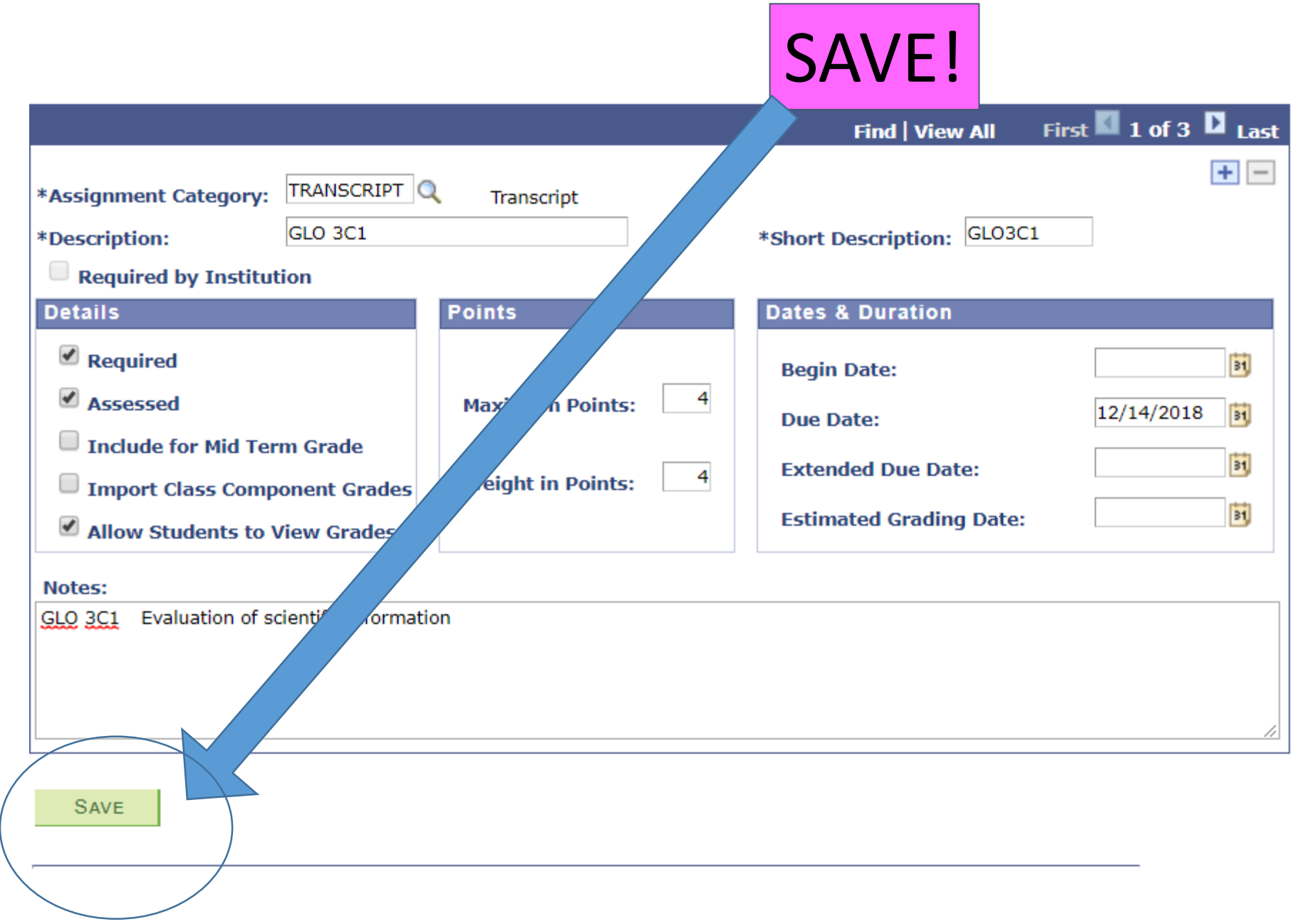
Due Date- last day of class (it doesn't like dates after that but you may enter scores after that)

Maximum Points = 4

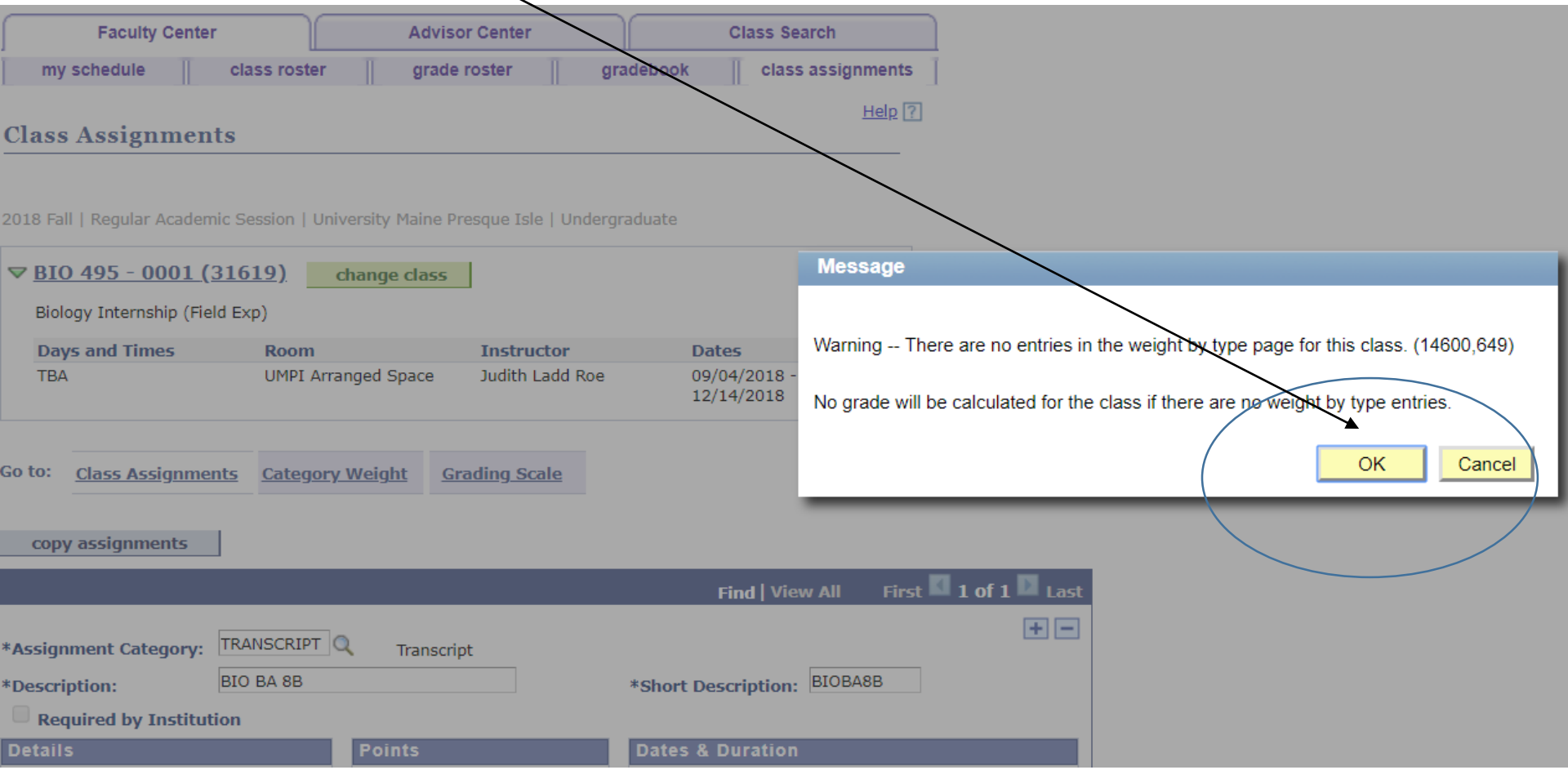


Weighted; 4

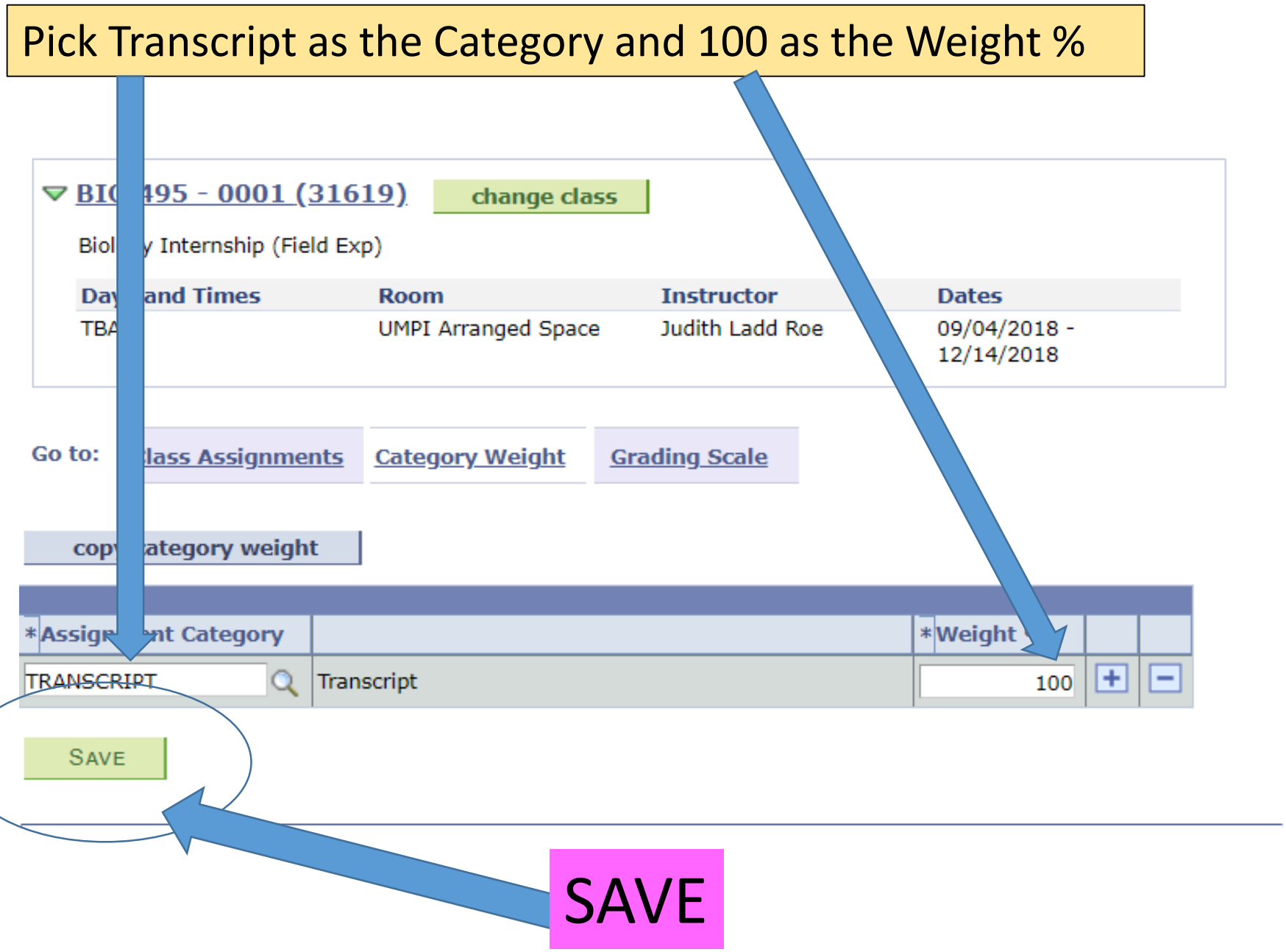
SAVE


SAVE!
Find | View All
First
1 of 3
Last
*Assignment Category:
TRANSCRIPT
Transcript
*Description:
GLO 3C1
*Short Description:
GLO3C1
Required by Institution
Details
Required
Assessed
Include for Mid Term Grade
Import Class Component Grades
Allow Students to View Grades
Points
Points:
4
eight in Points:
4
Dates & Duration
Begin Date:
Due Date:
12/14/2018
Extended Due Date:
Estimated Grading Date:
Notes:
GLO 3C1 Evaluation of scienti ormation
SAVE

The first time you make class assignments in your course, it will ask you about the category weight- say OK and go to next slide



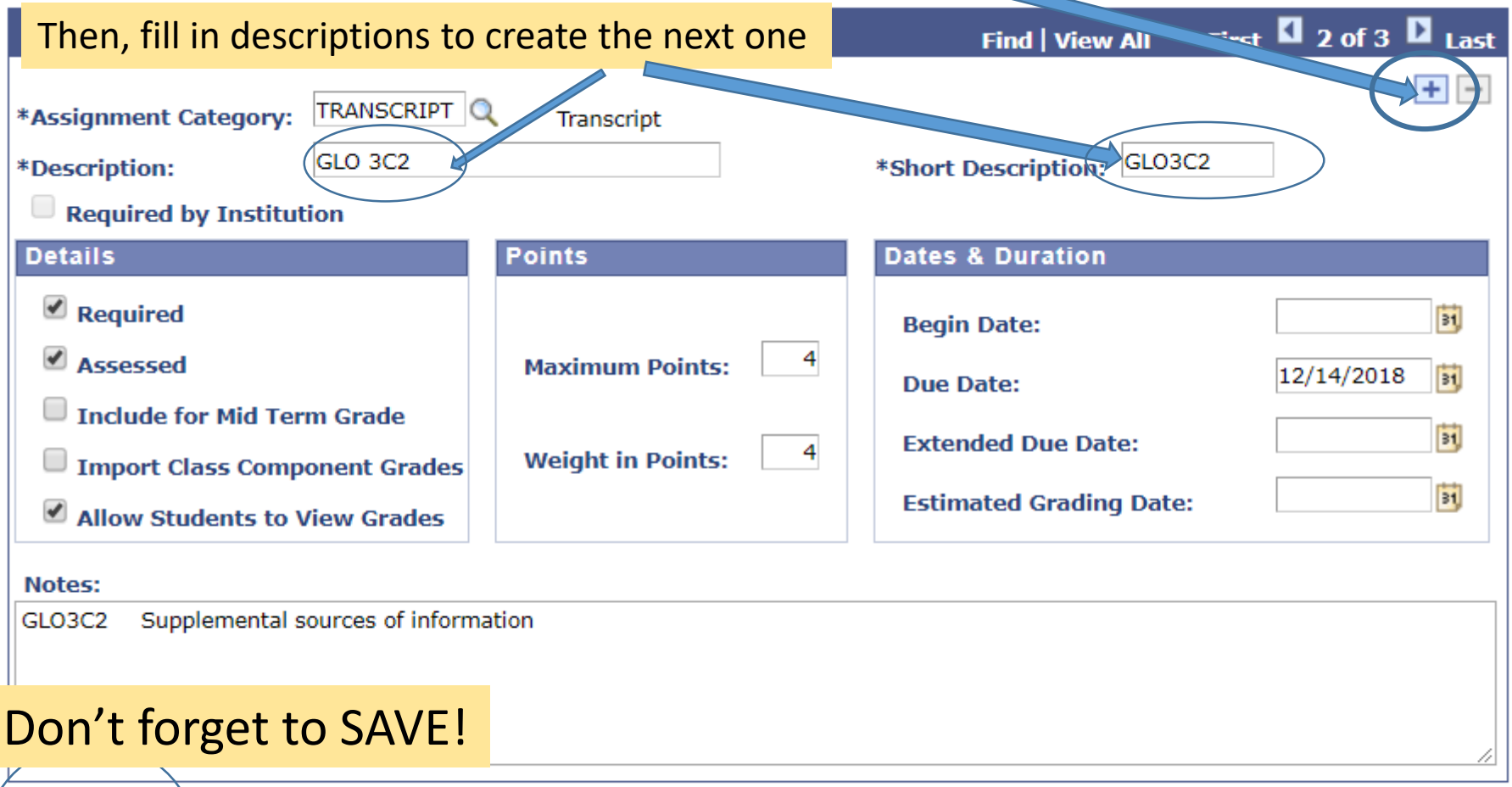
Pick Transcript as the Category and 100 as the Weight %



SAVE

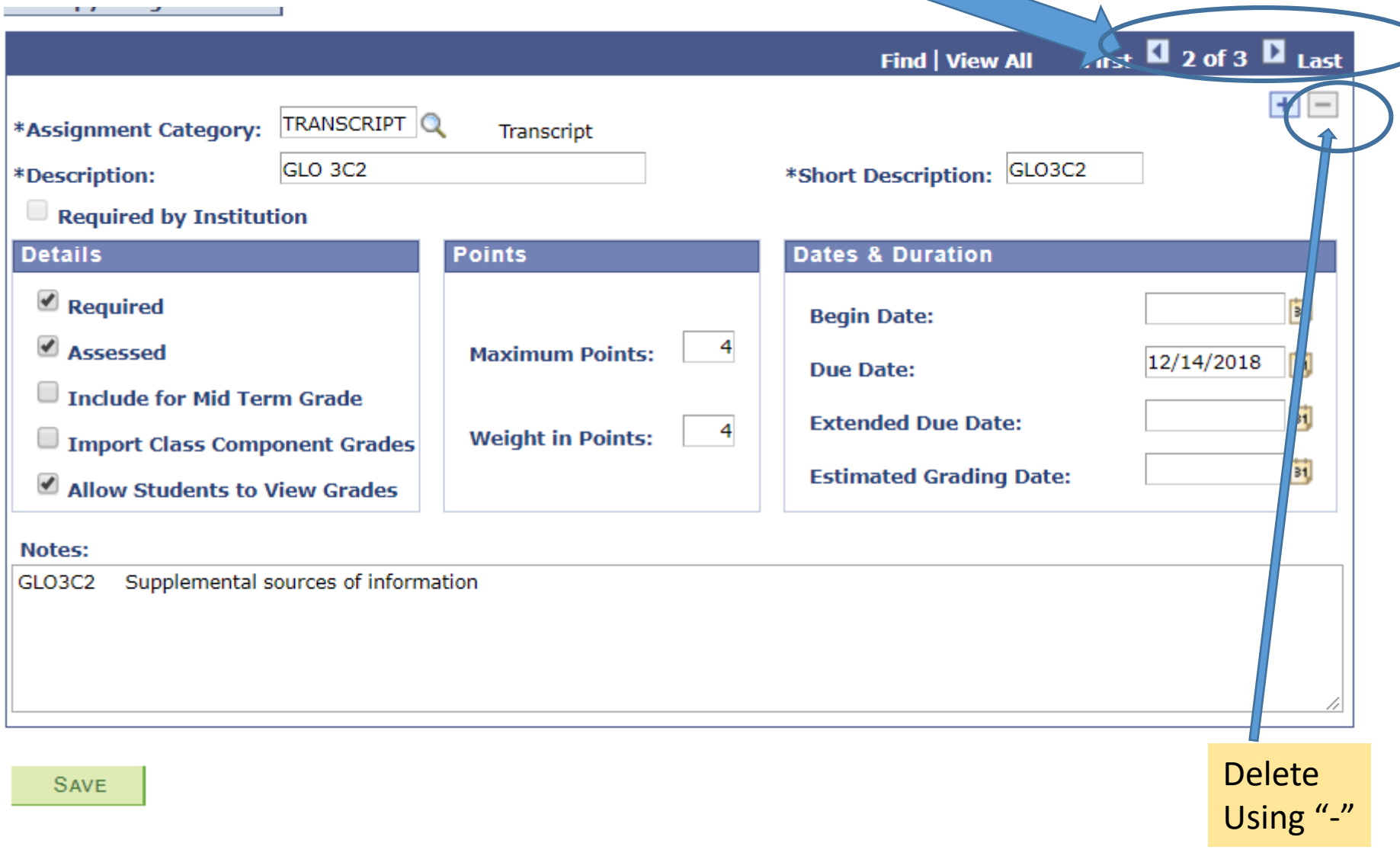
To add the NEXT Class Assignment for next rubric row (example GLO 3C2)
You need to create a **NEW** one, so push "+" and it should clear this one

Then, fill in descriptions to create the next one



Don't forget to SAVE!

Here is where you navigate between Class Assignments



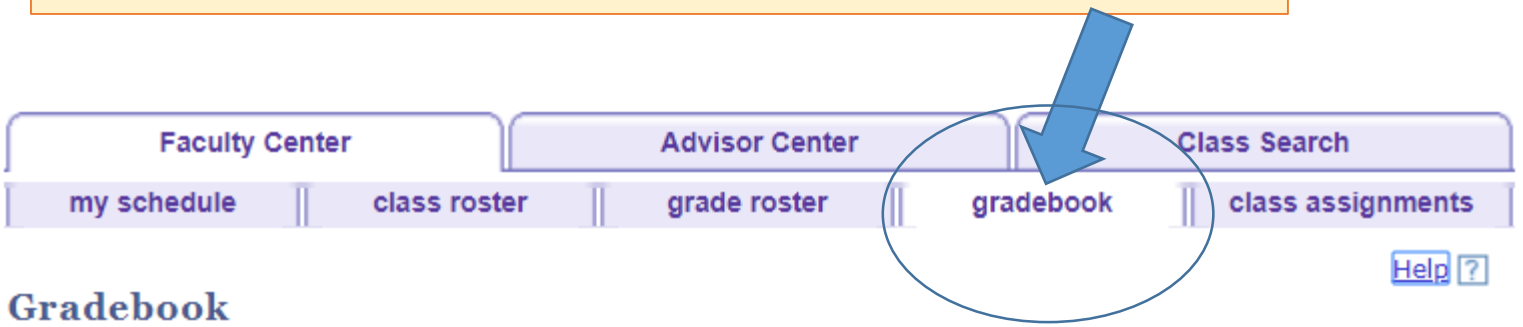
Delete Using "-"

Once you have all your Class Assignments created for the GLO rubric, you can enter scores in the Gradebook.

Go to Gradebook Tab and you should see all your rubric assignments.
Enter 0-4 for the grade. SAVE!

Next semester, or whenever you teach next, you will be able to copy these assignments to your new course (see tutorial for PLO entry in APPA folders).

To enter scores and see assignments: Go to Gradebook



Gradebook

2018 Fall | Regular Academic Session | University Maine Presque Isle | Undergraduate

BIO 112 - 0001 (24469) change class

General Biology I (Lecture)

Days and Times	Room	Instructor	Dates
MoWeFr 10:00AM-10:50AM	Folsom Hall 206	Judith Ladd Roe	09/04/2018 - 12/14/2018

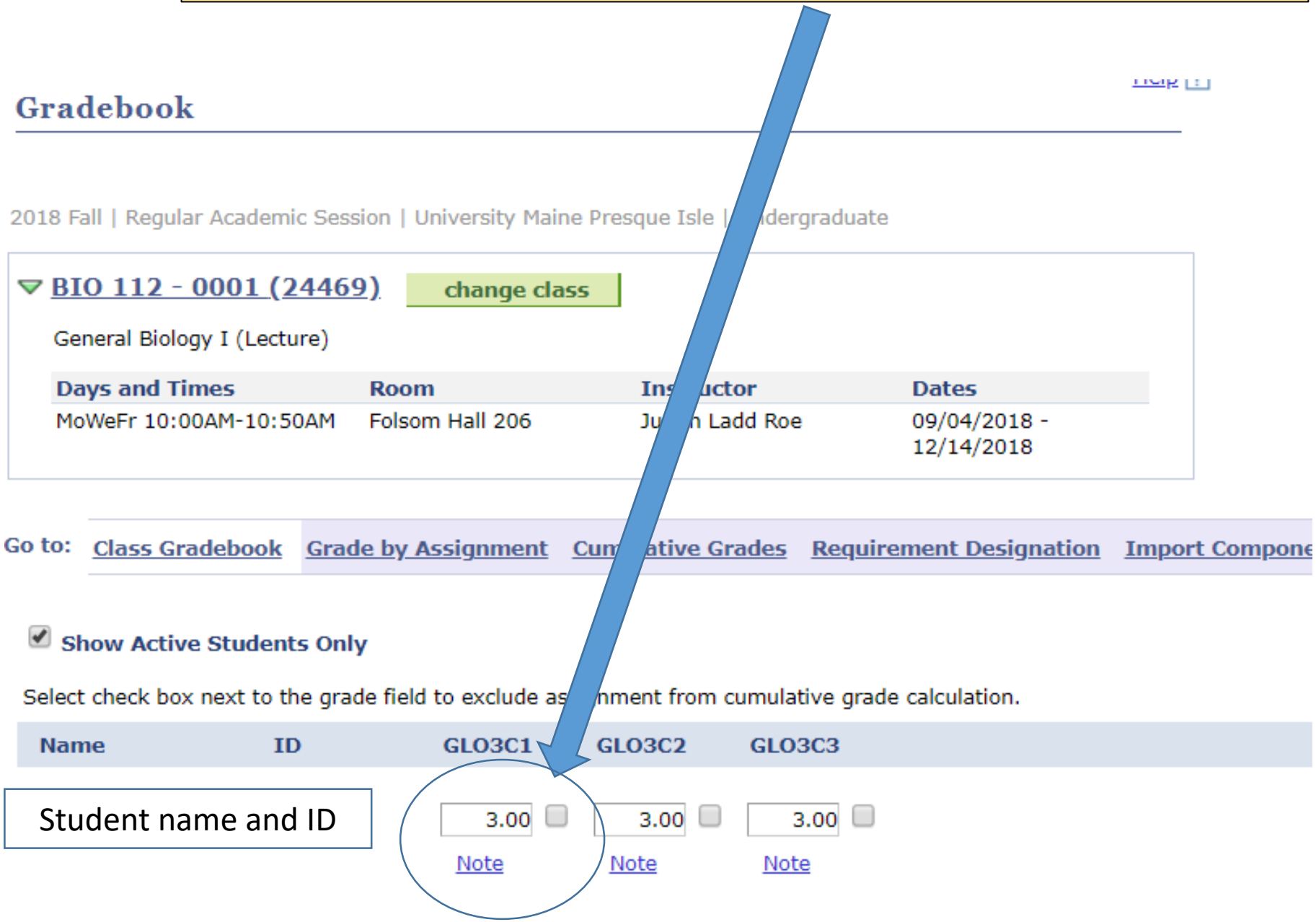
Go to: Class Gradebook | Grade by Assignment | Cumulative Grades | Requirement Designation | Import Compor

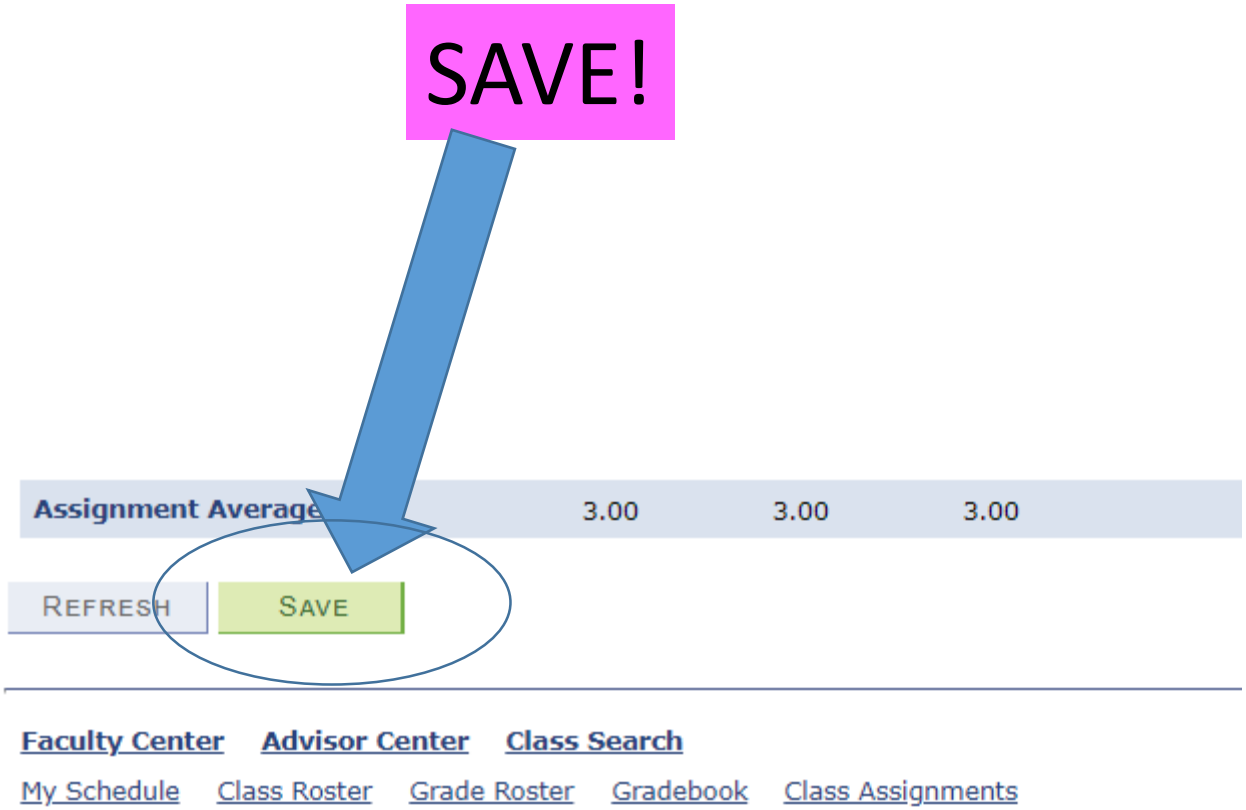
Show Active Students Only

Select check box next to the grade field to exclude assignment from cumulative grade calculation.

Name	ID	GLO3C1	GLO3C2	GLO3C3

Entering Scores: For each student, enter score for each rubric row





All Done!

Thank you for participating in assessing your students for the GLOs!

Don’t forget to go back and change scores after NPs are complete.

(no request needed- you can just change them)