

eLumen Assessment Basics – Update

A visual guide to using eLumen for course assessment

Updated for the 2024 – 2025 Academic year

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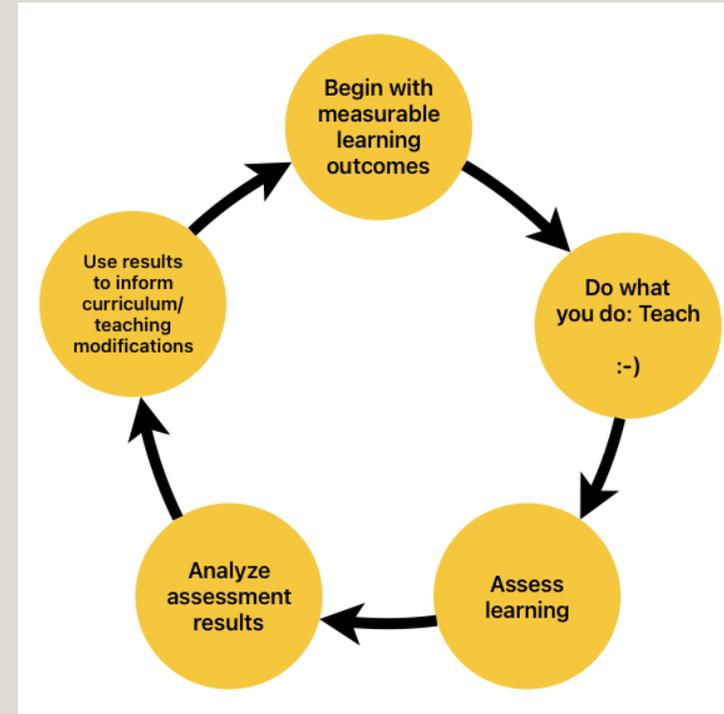
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PURPOSE OF ASSESSMENT

The primary aim of assessment is to gauge the efficacy of a course in fostering specific learning goals, with the goal of gaining insight into and enhancing student learning.





RECENT ACCREDITATION CHANGES



Assessment & Accreditation

While teaching and learning is clearly the focus of TLC (and faculty), as an institution, we are accountable for demonstrating results. The [Accrediting Commission for Community and Junior Colleges' \(ACCJC's\) most recent standards](#) place substantial emphasis on gathering *disaggregated* student data.

Assessment & Accreditation

While teaching and learning is clearly the focus of TLC (and faculty), as an institution, we are accountable for demonstrating results. The [Accrediting Commission for Community and Junior Colleges' \(ACCJC's\) most recent standards](#) place substantial emphasis on gathering *disaggregated* student data.

The goal is to gain deeper insights towards equitable student achievement then use those insights to inform pedagogy on our campus.



Assessment & Accreditation

While teaching and learning is clearly the focus of TLC (and faculty), as an institution, we are accountable for demonstrating results. The [Accrediting Commission for Community and Junior Colleges' \(ACCJC's\) most recent standards](#) place substantial emphasis on gathering *disaggregated* student data.

The goal is to gain deeper insights towards equitable student achievement then use those insights to inform pedagogy on our campus.

Below is an example of information required in our Midterm Report to the ACCJC

C.2

How (i.e., for what subpopulations, modalities, etc.) does your institution disaggregate its assessment results? When you review disaggregated assessment results, what patterns or trends do you see related to equitable attainment of student learning? What patterns or trends excite you? What patterns or trends concern you?





CREATING YOUR FIRST ASSESSMENT



Your First Assessment: Signing into eLumen

<https://lmc.elumenapp.com/>

A screenshot of the eLumen login page is shown on the right. The page features a dark blue header with logos for Contra Costa College (CCC), DVC, and Los Medanos College. Below the header, there are two input fields: 'Username' with the placeholder text 'Enter your username' and 'Password' with the placeholder text 'Enter your password'. A 'Show password' checkbox is located below the password field. At the bottom of the form, there are four blue buttons: 'Login', 'Forgot Password?', 'Lookup Username', and 'Set Password'. The background of the login page shows a blurred outdoor scene with trees and a building.

Your First Assessment: Signing into eLumen

<https://lmc.elumenapp.com/>

A screenshot of the eLumen login interface. At the top, there are logos for Contra Costa College (CCC), DVC, and Los Medanos College. Below the logos, there are two input fields: 'Username' with the placeholder text 'Enter your username' and 'Password' with the placeholder text 'Enter your password'. A checkbox labeled 'Show password' is located below the password field. At the bottom of the form, there are four blue buttons: 'Login', 'Forgot Password?', 'Lookup Username', and 'Set Password'.

Not for testing/training purposes!!

Test Assessments

<https://lmctest.elumenapp.com/>



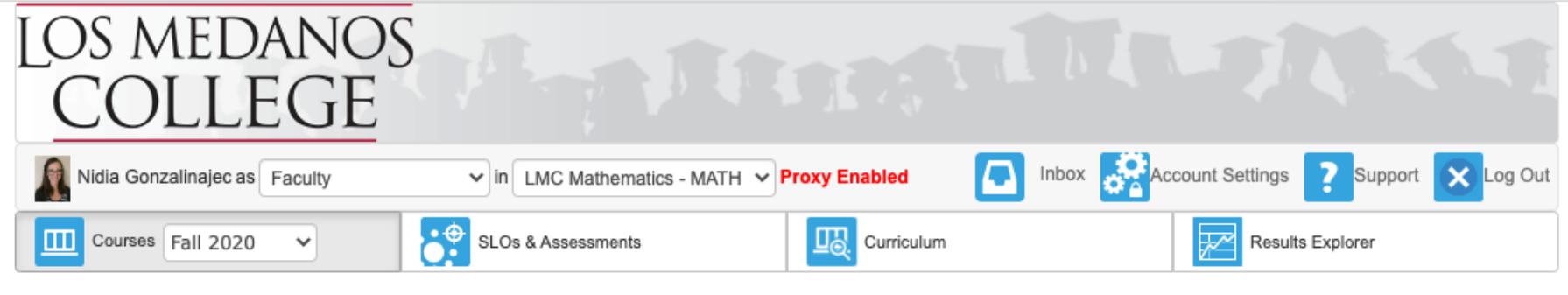
When to use the Test Site?

- Learning how to use eLumen
- Practicing the skills obtained from this training
- In departmental meetings when training your colleagues

In short, any time you are learning or teaching to use eLumen, please use the Test Site.

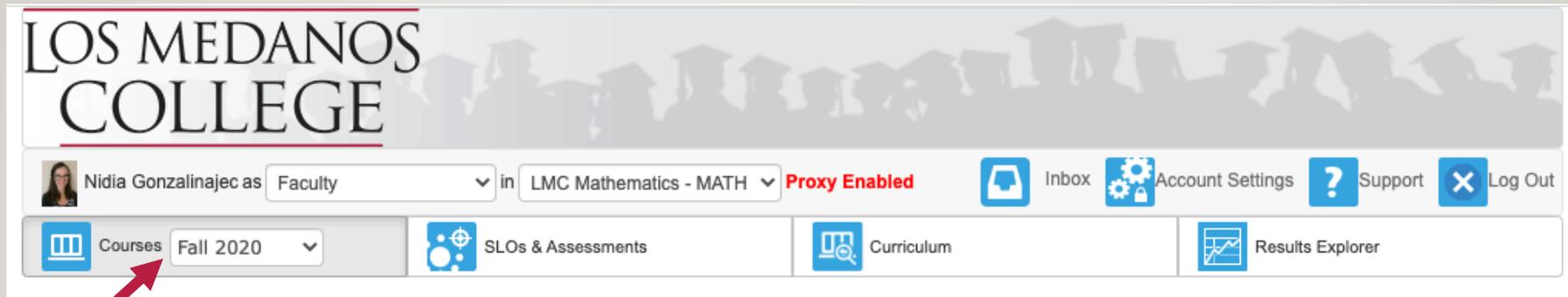
For testing/training purposes only

Your First Assessment: Faculty view



The screenshot shows the top navigation bar of the Los Medanos College system. On the left, the college name "LOS MEDANOS COLLEGE" is displayed above a row of graduation cap silhouettes. The user profile section shows "Nidia Gonzalinajec as Faculty" with a dropdown arrow, followed by "in LMC Mathematics - MATH" and a "Proxy Enabled" status indicator. To the right are icons for "Inbox", "Account Settings", "Support", and "Log Out". Below this is a secondary navigation bar with buttons for "Courses" (with a "Fall 2020" dropdown), "SLOs & Assessments", "Curriculum", and "Results Explorer".

Your First Assessment: Faculty view



The screenshot shows the top navigation bar of the Los Medanos College system. On the left, the college name "LOS MEDANOS COLLEGE" is displayed above a silhouette of graduates. The user profile section shows "Nidia Gonzalinajec as Faculty" in "LMC Mathematics - MATH" with a "Proxy Enabled" status. Navigation links include "Inbox", "Account Settings", "Support", and "Log Out". A main menu contains "Courses" (with a "Fall 2020" dropdown), "SLOs & Assessments", "Curriculum", and "Results Explorer". A red arrow points to the "Courses" dropdown menu.

Select the appropriate semester from the dropdown list.

Your First Assessment: Faculty view

The courses you taught **that** semester will now be visible.

The screenshot displays a web interface for a faculty member. At the top, there is a navigation bar with a user profile (Nidia Gonzalinajec), a dropdown menu for 'Faculty', and a course selector for 'LWC Mathematics - MATH'. Below this is a secondary navigation bar with icons for 'Courses', 'SLOs & Assessments', 'Curriculum', and 'Results Explorer'. The 'Courses' dropdown is set to 'Fall 2020'. A red arrow points from the word 'that' in the text on the left to this dropdown menu.

The main content area shows two course entries:

- MATH210 - Calculus and Analytic Geometry I - 2269**
Course Coordinator(s): <unassigned>
Evaluator(s): Nidia Gonzalinajec
- MATH220 - Calculus and Analytic Geometry II - 1678**
Course Coordinator(s): <unassigned>
Evaluator(s): Nidia Gonzalinajec

Below the course details, there are two buttons: 'Add Assessment' and 'Find Assessment'. A table with columns 'Activity Name', 'Activity Description', 'Scorecards', and 'Import Score' is shown, but it contains no data, with the message 'No Assessments found. Find or Add an Assessment'.

Your First Assessment: Faculty view

Click on “Add Assessment”
under the appropriate
course.

The screenshot shows the LMS interface for a faculty member. At the top, there is a navigation bar with icons for Courses, SLOs & Assessments, Curriculum, and Results Explorer. The current course is MATH210 - Calculus and Analytic Geometry I - 2269. Below the course title, there are icons for a group of people and a checkmark. The course coordinator is listed as <unassigned> and the evaluator as Nidia Gonzalinajec. A red arrow points to the 'Add Assessment' button. Below this, there is a table with columns for Activity Name, Activity Description, Scorecards, and Import Score. The table is currently empty, displaying the message 'No Assessments found. Find or Add an Assessment'. Below the table, the course MATH220 - Calculus and Analytic Geometry II - 1678 is also visible, with the same icons and coordinator/evaluator information.

Activity Name	Activity Description	Scorecards	Import Score
No Assessments found. Find or Add an Assessment			



ASSESSMENT OPTIONS



Assessment Options

- Individual Student Scorecard & Rubric vs Collective Student Score Entry

The first decision you need to make is the **Assessment Type** (1).

(This first “Assessment Type” will impact the data entry process. The second is in a later slide.)

The screenshot shows the LMC Mathematics assessment creation interface. At the top, the user is identified as Nidia Gonzalajec as Faculty in LMC Mathematics, with Proxy Enabled. The interface includes navigation tabs for Courses (Spring 2023), SLOs & Assessments, Curriculum, and Results Explorer. The main content area is titled 'Select the Assessment Type' and features two tabs: 'Individual Student Scorecard & Rubric' (selected) and 'Collective Student Score Entry'. Below the tabs, the 'Define this Assessment' section contains the following fields:

- Assessment Name***: Math 210 - Generic template for training purposes
- Assessment Description***: This assessment was created for training purposes.
- Assessment Type***: Summative Assessment (dropdown menu)

Additional options include:

- Make this assessment formative (Formative assessments are solely for student evaluation and instructor reflection and have no impact on institutional reporting.)
- Allow Faculty Annotations

At the bottom, there are links for 'Add Reflections Template' (Assessment Quality & Improvement Reflection with a red X icon) and 'Upload Evaluator Assessment Guide'.

Assessment Options

- Assessment name and description

Next, you will need to come up with a name and description for this assessment.

Select the Assessment Type

Individual Student Scorecard & Rubric | Collective Student Score Entry

Define this Assessment

Assessment Name* Math 210 - Generic template for training purposes

Assessment Description* This assessment was created for training purposes

Assessment Type* Summative Assessment

Make this assessment formative
(Formative assessments are solely for student evaluation and instructor reflection and have no impact on institutional reporting.)

Allow Faculty Annotations

[Add Reflections Template](#)

Assessment Quality & Improvement Reflection ✕

[Upload Evaluator Assessment Guide](#)

Assessment Options

- Assessment type (2): Please use **Summative**

The second “Assessment Type” option is here.

This impacts institutional reporting.

The screenshot shows the 'Define this Assessment' section of the LMC Mathematics interface. The 'Assessment Name' is 'Math 210 - Generic template for training purposes' and the 'Assessment Description' is 'This assessment was created for training purposes'. The 'Assessment Type' dropdown is set to 'Summative Assessment'. Below this, there are checkboxes for 'Make this assessment formative' (unchecked) and 'Allow Faculty Annotations' (unchecked). A link for 'Add Reflections Template' is present, with a selected option 'Assessment Quality & Improvement Reflection' and a red 'x' icon. At the bottom, there is a link for 'Upload Evaluator Assessment Guide'.

Assessment Options

- The check box labeled, “**Allow Faculty Annotations**,” is optional

Checking this box will faculty to annotate assessments and SLOs for revision, student performance, or other significant purposes, on a rubric inside eLumen for future reference.

This is not required.

The screenshot shows the eLumen assessment creation interface. At the top, the user is identified as Nidia Gonzalinajec as Faculty in LMC Mathematics, with Proxy Enabled. Navigation tabs include Courses (Fall 2020), SLOs & Assessments, Curriculum, and Results Explorer. The main section is titled 'Select the Assessment Type' and has two tabs: 'Individual Student Scorecard & Rubric' (selected) and 'Collective Student Score Entry'. Below this is the 'Define this Assessment' section with the following fields:

- Assessment Name*: Math 210 - Generic template for training purposes
- Assessment Description*: This assessment was created for training purposes
- Assessment Type*: Summative Assessment

Below the Assessment Type dropdown, there are two unchecked checkboxes:

- Make this assessment formative
(Formative assessments are solely for student evaluation and instructor reflection and have no impact on institutional reporting.)
- Allow Faculty Annotations

At the bottom, there are two links: 'Add Reflections Template' and 'Upload Evaluator Assessment Guide'. A reflection template titled 'Assessment Quality & Improvement Reflection' is shown with a red 'x' icon.

Assessment Options

- Do not modify the **Reflections Template**.

The default Reflection Template is called:

“Assessment Quality & Improvement Reflection”

Please do not modify it. There are three standard questions (two are based on the previous assessment template).

There are three blanks for discipline specific reflections. (More on that soon!)

Select the Assessment Type

Individual Student Scorecard & Rubric | Collective Student Score Entry

Define this Assessment

Assessment Name* Math 210 - Generic template for training purposes

Assessment Description* This assessment was created for training purposes

Assessment Type* Summative Assessment

Make this assessment formative
(Formative assessments are solely for student evaluation and instructor reflection and have no impact on institutional reporting.)

Allow Faculty Annotations

[Add Reflections Template](#)

Assessment Quality & Improvement Reflection ✘

[Upload Evaluator Assessment Guide](#)

Assessment Options

- Evaluator Assessment Guide

The assessment guide will appear on the faculty scorecard and rubric for this assessment. Select Upload Evaluator Assessment Guide to add an assessment guide to the assessment.

Select the Assessment Type

Individual Student Scorecard & Rubric | Collective Student Score Entry

Define this Assessment

Assessment Name* Math 210 - Generic template for training purposes

Assessment Description* This assessment was created for training purposes

Assessment Type* Summative Assessment

Make this assessment formative
(Formative assessments are solely for student evaluation and instructor reflection and have no impact on institutional reporting.)

Allow Faculty Annotations

[Add Reflections Template](#)

Assessment Quality & Improvement Reflection ✘

[Upload Evaluator Assessment Guide](#)

Assessment Options

- The Activity Name and Description are required

The **Activity Name** and **Activity Description** cannot be changed once you have saved the assessment. You may be as general or specific as fits your department needs.

If your department prefers a more general assessment template, which can be used and reused, simply copy/paste the information from Assessment Name and Assessment Description that you already filled in above.

If your department wants to create new eLumen-assessments each time a course is being assessed, you may be as specific as you like in this section. You may choose to enter specific information regarding the assessment instrument(s) used in order to assess your SLO's.

Upload Evaluator Assessment Guide

Activity Name*

Activity Description*

The activity name and description cannot be changed once you have saved the assessment. You may be as general or specific as meets your department needs.

If your department prefers a more general assessment template, which can be used and reused, simply copy/paste the information from Assessment Name and Assessment Description that you already filled in above.

If your department wants to create new eLumen Assessments each time a course is being assessed, you may be as specific as you like in this section. You may choose to enter specific information regarding the assessment instrument(s) used in order to assess your SLO's

Include Student Portfolio

Attach a portfolio to this assessment Allow multiple portfolio raters

Self-Assessment

Allow student self-assessments

Define Assessment Outcome Type

Assessment Scale*

Activity Benchmark

Rubric Type*

Number of criteria*

[Link SLOs](#)

[Generate Rubric Template](#)

Assessment Options

- Student portfolios and self-assessment

For institutions with LTI integration or the Student Engagement and ePortfolio module, the school can check to Allow students self-assessments and then select Add a Student Reflection Template.

LMC is not currently using this feature. Please leave all boxes unchecked.

Upload Evaluator Assessment Guide

Activity Name*

Activity Description*

The activity name and description cannot be changed once you have saved the assessment. You may be as general or specific as meets your department needs.

If your department prefers a more general assessment template, which can be used and reused, simply copy/paste the information from Assessment Name and Assessment Description that you already filled in above.

If your department wants to create new eLumen Assessments each time a course is being assessed, you may be as specific as you like in this section. You may choose to enter specific information regarding the assessment instrument used in relation to your SLO.

Include Student Portfolio

Attach a portfolio to this assessment Allow multiple portfolio raters

Self-Assessment

Allow student self-assessments

Define Assessment Outcome Type

Assessment Scale*

Activity Benchmark

Rubric Type*

Number of criteria*

[Link SLOs](#)

[Generate Rubric Template](#)

Assessment Options

- Define Assessment Outcome Type

This is where you create rubric used for data entry.

Assessment Scale options

- 1 to 3 scale
- 1 to 4 scale
- 1 to 5 scale
- Meets / Does not meet option
- Each includes an N/A box (in case some student(s) missed the corresponding activity or class)

Upload Evaluator Assessment Guide

Activity Name*

Activity Description*

The activity name and description cannot be changed once you have saved the assessment. You may be as general or specific as meets your department needs.

If your department prefers a more general assessment template, which can be used and reused, simply copy/paste the information from Assessment Name and Assessment Description that you already filled in above.

If your department wants to create new eLumen Assessments each time a course is being assessed, you may be as specific as you like in this section. You may choose to enter specific information regarding the assessment instrument(s) used in order to assess your SLO's

Include Student Portfolio

Attach a portfolio to this assessment Allow multiple portfolio raters

Self-Assessment

Allow student self-assessments

Define Assessment Outcome Type

Assessment Scale*

Activity Benchmark

Rubric Type*

Number of criteria*

[Link SLOs](#)

[Generate Rubric Template](#)

Assessment Options

- Define Rubric Type

There are two options here:

Activity-oriented, single SLO

- Choose this if you assessed each SLO using multiple activities
- You will have to recreate this assessment for each individual SLO

Upload Evaluator Assessment Guide

Activity Name*

Activity Description*

The activity name and description cannot be changed once you have saved the assessment. You may be as general or specific as meets your department needs.

If your department prefers a more general assessment template, which can be used and reused, simply copy/paste the information from Assessment Name and Assessment Description that you already filled in above.

If your department wants to create new eLumen Assessments each time a course is being assessed, you may be as specific as you like in this section. You may choose to enter specific information regarding the assessment instrument(s) used in order to assess your SLO's

Include Student Portfolio

Attach a portfolio to this assessment Allow multiple portfolio raters

Self-Assessment

Allow student self-assessments

Define Assessment Outcome Type

Assessment Scale*

Activity Benchmark

Rubric Type*

Number of criteria*

[Link SLOs](#)

[Generate Rubric Template](#)

Assessment Options

- Define Rubric Type

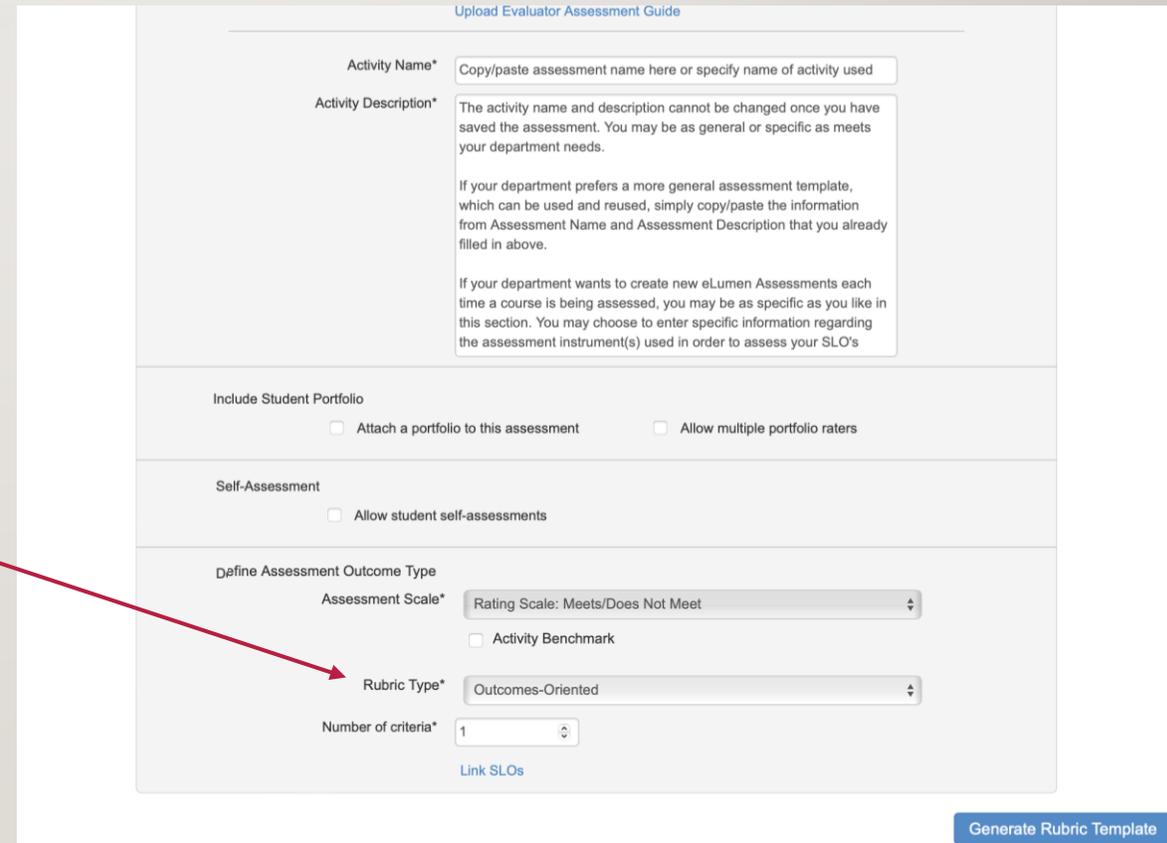
There are two options here:

Activity-oriented, single SLO

- Choose this if you assessed each SLO using multiple activities
- You will have to recreate this assessment for each individual SLO

Outcomes-oriented

- Assumes use of the same activity for all SLO's



Upload Evaluator Assessment Guide

Activity Name*

Activity Description*

The activity name and description cannot be changed once you have saved the assessment. You may be as general or specific as meets your department needs.

If your department prefers a more general assessment template, which can be used and reused, simply copy/paste the information from Assessment Name and Assessment Description that you already filled in above.

If your department wants to create new eLumen Assessments each time a course is being assessed, you may be as specific as you like in this section. You may choose to enter specific information regarding the assessment instrument(s) used in order to assess your SLO's

Include Student Portfolio

Attach a portfolio to this assessment Allow multiple portfolio raters

Self-Assessment

Allow student self-assessments

Define Assessment Outcome Type

Assessment Scale*

Activity Benchmark

Rubric Type*

Number of criteria*

[Link SLOs](#)

[Generate Rubric Template](#)

Assessment Options

- Define Assessment Outcome Type

Click “Generate Rubric Template” when you have made your selection

The screenshot shows a web form titled "Upload Evaluator Assessment Guide". It contains several sections for defining an assessment:

- Activity Name***: A text input field with the placeholder "Copy/paste assessment name here or specify name of activity used".
- Activity Description***: A text area with instructions: "The activity name and description cannot be changed once you have saved the assessment. You may be as general or specific as meets your department needs." It also provides guidance on using general templates or specific information for SLOs.
- Include Student Portfolio**: Two checkboxes: "Attach a portfolio to this assessment" and "Allow multiple portfolio raters".
- Self Assessment**: A checkbox "Allow student self-assessments".
- Define Assessment Outcome Type**:
 - Assessment Scale***: A dropdown menu showing "Rating Scale: Meets/Does Not Meet" and an "Activity Benchmark" checkbox.
 - Rubric Type***: A dropdown menu showing "Outcomes-Oriented".
 - Number of criteria***: A numeric input field set to "1".
 - A "Link SLOs" link below the criteria field.

A red arrow originates from the text "Click 'Generate Rubric Template' when you have made your selection" and points to a blue button labeled "Generate Rubric Template" at the bottom right of the form.

Assessment Options – activity oriented

- Activity-oriented
 - One row per activity

Define Assessment Outcome Type

Assessment Scale* Rating Scale: Meets/Does Not Meet

Activity Benchmark

Rubric Type* Activity-Oriented, Single SLO

[Link SLOs](#)

		Meets expectations	Does not meet expectations
		2	1
✘ 0.7	One row per activity Describe each activity in detail here.	Meets expectations.	Does not meet expectations.
✘ 0.3	Criteria	Meets expectations.	Does not meet expectations.

+ add Row

DLA Mapping
Please select Assessment's SLOs to map to Directed Learning Activities.

Cancel Save Save and add to Library of Shared Assessment

Assessment Options – activity oriented

- Activity-oriented

- One row per activity
- You may specify different weights for each activity. In this example, one activity is worth 70% and the other is worth 30%

Define Assessment Outcome Type

Assessment Scale* Rating Scale: Meets/Does Not Meet Activity Benchmark

Rubric Type* Activity-Oriented, Single SLO [Link SLOs](#)

		Meets expectations	Does not meet expectations
		2	1
✘ 0.7	One row per activity Describe each activity in detail here.	Meets expectations.	Does not meet expectations.
✘ 0.3	Criteria	Meets expectations.	Does not meet expectations.

[+ add Row](#)

DLA Mapping
Please select Assessment's SLOs to map to Directed Learning Activities.

Assessment Options – activity oriented

- Activity-oriented

- One row per activity
- You may specify different weights for each activity. In this example, one activity is worth 70% and the other is worth 30%
- Add additional rows here

Define Assessment Outcome Type

Assessment Scale* Rating Scale: Meets/Does Not Meet

Activity Benchmark

Rubric Type* Activity-Oriented, Single SLO

[Link SLOs](#)

		Meets expectations	Does not meet expectations
		2	1
✘ 0.7	One row per activity Describe each activity in detail here.	Meets expectations.	Does not meet expectations.
✘ 0.3	Criteria	Meets expectations.	Does not meet expectations.

[+ add Row](#)

DLA Mapping
Please select Assessment's SLOs to map to Directed Learning Activities.

Cancel Save Save and add to Library of Shared Assessment

Assessment Options – activity oriented

- Activity-oriented

- One row per activity
- You may specify different weights for each activity. In this example, one activity is worth 70% and the other is worth 30%
- Add additional rows here
- Don't forget to link the SLO you are assessing

Define Assessment Outcome Type

Assessment Scale* Rating Scale: Meets/Does Not Meet

Activity Benchmark

Rubric Type* Activity-Oriented, Single SLO

[Link SLOs](#)

		Meets expectations	Does not meet expectations
		2	1
✘ 0.7	One row per activity Describe each activity in detail here.	Meets expectations.	Does not meet expectations.
✘ 0.3	Criteria	Meets expectations.	Does not meet expectations.

[+ add Row](#)

DLA Mapping
Please select Assessment's SLOs to map to Directed Learning Activities.

Cancel Save Save and add to Library of Shared Assessment

Assessment Options – outcomes oriented

- Outcomes-oriented
 - One row per SLO

Define Assessment Outcome Type

Assessment Scale* Rating Scale: Meets/Does Not Meet

Activity Benchmark

Rubric Type* Outcomes-Oriented

Scoring Views* Scorecard View Rubric View

	Meets expectations	Does not meet expectations
	2	1
✘ Link SLO	Meets expectations.	Does not meet expectations.
✘ Link SLO	Meets expectations.	Does not meet expectations.

+ add Row

DLA Mapping
Please select Assessment's SLOs to map to Directed Learning Activities.

Cancel Save Save and add to Library of Shared Assessment

Assessment Options – outcomes oriented

- Outcomes-oriented
 - One row per SLO
 - Add additional rows here

Define Assessment Outcome Type

Assessment Scale* Rating Scale: Meets/Does Not Meet Activity Benchmark

Rubric Type* Outcomes-Oriented

Scoring Views* Scorecard View Rubric View

	Meets expectations	Does not meet expectations
	2	1
✘ Link SLO	Meets expectations.	Does not meet expectations.
✘ Link SLO	Meets expectations.	Does not meet expectations.

+ add Row

DLA Mapping
Please select Assessment's SLOs to map to Directed Learning Activities.

Cancel Save Save and add to Library of Shared Assessment

Assessment Options – outcomes oriented

- Outcomes-oriented

- One row per SLO
- Add additional rows here
- Link **all** SLO's for a course by clicking the *Link SLO* text

Define Assessment Outcome Type

Assessment Scale* Rating Scale: Meets/Does Not Meet Activity Benchmark

Rubric Type* Outcomes-Oriented

Scoring Views* Scorecard View Rubric View

	Meets expectations	Does not meet expectations
	2	1
<input checked="" type="checkbox"/> Link SLO	Meets expectations.	Does not meet expectations.
<input checked="" type="checkbox"/> Link SLO	Meets expectations.	Does not meet expectations.

[+ add Row](#)

DLA Mapping
Please select Assessment's SLOs to map to Directed Learning Activities.

Cancel Save Save and add to Library of Shared Assessment

Assessment Options – SLO's

- Linking SLO's

No matter which option you selected,
Activity-Oriented or Outcomes-Oriented,
when you click *Link SLO...*

Link SLO

Assessment Options – SLO's

- Linking SLO's

No matter which option you selected, Activity-Oriented or Outcomes-Oriented, when you click *Link SLO...*

Link SLO



...expect to see all the SLOs for the course you are assessing.

Pick SLOs for Assessment Display all versions of SLOs ×

Available CSLOs

Course

MATH220 - Calculus and Analytic Geometry II

CSLO Assessment Criteria: CSLO 1: Calculus Literacy (PSLOs 1, 2, 3, 4, 5) To demonstrate calculus literacy as described in CSLO 1, throughout the semester students will complete lab assignments that require them to read and analyze the use of calculus in relevant modern scenarios. a. Read: actively read a textbook, including accurately paraphrasing and summarizing concepts; posing clear and relevant questions; accurately identifying and clearly labeling worked examples with...

CSLO 2: Strategies for finding the anti-derivative of functions (PSLOs 2, 3, and 4) a. Given a graph of a function will be able to generate a graphical solution of the anti-derivative of the function. b. Given a table of data for a function will be able to generate a table a values for the anti-derivative. c. Verbally explain the connection between slope and accumulated rate of change. d. Given a function, apply the appropriate symbolic method to find the integral of the function. These methods will in...

Applications of Problem Solving (PSLO 3) CSLO 3: Apply integration to areas and volumes, and other applications such as work or length of a curve; a. Find areas between curves and between a curve and an axis using both vertical and horizontal cross-sections. b. Find volumes and surface areas of a surface of revolution about a horizontal or vertical axis. c. Find volume of a solid using geometric area calculations of cross sections d. Find length of a curve. e. Apply integration to real-life con...

Integrating at infinity and asymptotes (PSLOs 3 and 4) CSLO 4: Evaluate improper integrals; a. Given a function in graphical or numerical form, use Riemann sums or other methods to approximate the value of the improper integral. b. Given an improper integral, determine by an integral comparison test whether it converges. c. Evaluate improper integrals with singularity at an endpoint and at an point interior to the interval of integration.

Modeling with Sequences and Series (PSLOs 2, 3 and 4) CSLO 5: Apply convergence tests to sequences and series; a. Use divergence, p-, geometric, ratio, integral, alternating series, and comparison tests to determine whether a given series converges or diverges. b. Determine if a sequence converges or diverges c. Demonstrate the relationship between sequences and series by writing out a series as a sequence of partial sums

[Close](#)

Assessment Options – SLO's

- Linking SLO's

No matter which option you selected, Activity-Oriented or Outcomes-Oriented, when you click *Link SLO...*

Link SLO



...expect to see all the SLOs for the course you are assessing.

Pick SLOs for Assessment Display all versions of SLOs ×

Available CSLOs

Course
MATH220 - Calculus and Analytic Geometry

If you see no SLOs, contact Nidia, the CSLO/PSLO Coordinator for LMC

CSLO Assessment Criteria: CSLO 1: Calculus Literacy (PSLOs 1, 2, 3, 4, 5) To demonstrate calculus literacy as described in CSLO 1, throughout the semester students will complete lab assignments that require them to read and analyze the use of calculus in relevant modern scenarios. a. Read: actively read a textbook, including accurately paraphrasing and summarizing concepts; posing clear and relevant questions; accurately identifying and clearly labeling worked examples with...

CSLO 2: Strategies for finding the anti-derivative of functions (PSLOs 2, 3, and 4) a. Given a graph of a function will be able to generate a graphical solution of the anti-derivative of the function. b. Given a table of data for a function will be able to generate a table of values for the anti-derivative. c. Verbally explain the connection between slope and accumulated rate of change. d. Given a function, apply the appropriate symbolic method to find the integral of the function. These methods will in...

Applications of Problem Solving (PSLO 3) CSLO 3: Apply integration to areas and volumes, and other applications such as work or length of a curve; a. Find areas between curves and between a curve and an axis using both vertical and horizontal cross-sections. b. Find volumes and surface areas of a surface of revolution about a horizontal or vertical axis. c. Find volume of a solid using geometric area calculations of cross sections d. Find length of a curve. e. Apply integration to real-life con...

Integrating at infinity and asymptotes (PSLOs 3 and 4) CSLO 4: Evaluate improper integrals; a. Given a function in graphical or numerical form, use Riemann sums or other methods to approximate the value of the improper integral. b. Given an improper integral, determine by an integral comparison test whether it converges. c. Evaluate improper integrals with singularity at an endpoint and at an point interior to the interval of integration.

Modeling with Sequences and Series (PSLOs 2, 3 and 4) CSLO 5: Apply convergence tests to sequences and series; a. Use divergence, p-, geometric, ratio, integral, alternating series, and comparison tests to determine whether a given series converges or diverges. b. Determine if a sequence converges or diverges c. Demonstrate the relationship between sequences and series by writing out a series as a sequence of partial sums

[Close](#)

Assessment Options – SLO's

- Linking SLO's

Select the first SLO listed

The screenshot shows a web-based interface for selecting SLOs. At the top, there are links for 'Add Reflections Template', 'Assessment Quality & Improvement Reflection', and 'Upload Evaluator Assessment Guide'. Below these is a 'Pick SLOs for Assessment' window with a 'Display all versions of SLOs' checkbox. The 'Available CSLOs' section has a dropdown menu set to 'MATH220 - Calculus and Analytic Geometry II'. The first SLO listed is: 'CSLO Assessment Criteria: CSLO 1: Calculus Literacy (PSLOs 1, 2, 3, 4, 5) To demonstrate calculus literacy as described in CSLO 1, throughout the semester students will complete lab assignments that require them to read and analyze the use of calculus in relevant modern scenarios. a. Read: actively read a textbook, including accurately paraphrasing and summarizing concepts; posing clear and relevant questions; accurately identifying and clearly labeling worked examples with...'. A red arrow points from the text 'Select the first SLO listed' to this first SLO. Other SLOs listed include 'CSLO 2: Strategies for finding the anti-derivative of functions...', 'Applications of Problem Solving (PSLO 3) CSLO 3: Apply integration to areas and volumes...', 'Integrating at infinity and asymptotes (PSLOS 3 and 4) CSLO 4: Evaluate improper integrals...', and 'Modeling with Sequences and Series (PSLOS 2, 3 and 4) CSLO 5: Apply convergence tests to sequences and series...'. A 'Close' button is at the bottom right of the SLO list. At the bottom of the interface are 'Cancel', 'Save', and 'Save and add to Library of Shared Assessment' buttons.

Assessment Options – SLO's

- Linking SLO's

Select the first SLO listed

Pick SLOs for Assessment Display all versions of SLOs

Available CSLOs

Course
MATH220 - Calculus and Analytic Geometry II

CSLO Assessment Criteria: CSLO 1: Calculus Literacy (PSLOs 1, 2, 3, 4, 5) To demonstrate calculus literacy as described in CSLO 1, throughout the semester students will complete lab assignments that require them to read and analyze the use of calculus in relevant modern scenarios. a. Read: actively read a textbook, including accurately paraphrasing and summarizing concepts; posing clear and relevant questions; accurately identifying and clearly labeling worked examples with...

CSLO 2: Strategies for finding the anti-derivative of functions (PSLOS 2, 3, and 4) a. Given a graph of a function will be able to generate a graphical solution of the anti-derivative of the function. b. Given a table of data for a function will be able to generate a table a values for the anti-derivative. c. Verbally explain the connection between slope and accumulated rate of change. d. Given a function, apply the appropriate symbolic method to find the integral of the function. These methods will in...

Applications of Problem Solving (PSLO 3) CSLO 3: Apply integration to areas and volumes, and other applications such as work or length of a curve; a. Find areas between curves and between a curve and an axis using both vertical and horizontal cross-sections. b. Find volumes and surface areas of a surface of revolution about a horizontal or vertical axis. c. Find volume of a solid using geometric area calculations of cross sections d. Find length of a curve. e. Apply integration to real-life con...

Integrating at infinity and asymptotes (PSLOS 3 and 4) CSLO 4: Evaluate improper integrals; a. Given a function in graphical or numerical form, use Riemann sums or other methods to approximate the value of the improper integral. b. Given an improper integral, determine by an integral comparison test whether it converges. c. Evaluate improper integrals with singularity at an endpoint and at an point interior to the interval of integration.

Modeling with Sequences and Series (PSLOS 2, 3 and 4) CSLO 5: Apply convergence tests to sequences and series; a. Use divergence, p-, geometric, ratio, integral, alternating series, and comparison tests to determine whether a given series converges or diverges. b. Determine if a sequence converges or diverges c. Demonstrate

Close

Cancel Save Save and add to Library of Shared Assessment

The corresponding text will show in this hovering box as you mouse over.

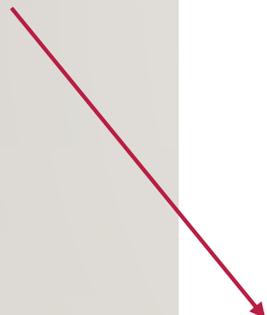
Assessment Options

- Linking SLO's

Repeat. Please link all SLOs available for each course you assess.

	Exceeds expectations	Meets expectations		Does not meet expectations	
	5	4	3	2	1
<p>Modeling with Power Series (PSLOS 3 and 4) CSLO 6: Represent functions as power series; a. Use the Taylor and Fourier series to approximate a function and to approximate the integral of the function. b. Find new series by Substitution, Differentiation and Integration. c. Determine the interval of convergence of a power series.</p>	Exceeds expectations	Above expectations	Meets expectations	Does not meet expectations	Does not meet expectations

[+ add Row](#)



Assessment Options

- “Save” vs. “Save and add to Library of Shared Assessment”

If **Save and add to Library of Shared Assessments** is selected, then the assessment may be reused in other Sections in the current or future terms.

Note: For an assessment to be added to multiple sections of a course, it must be saved to the Assessment Library so it can be retrieved and added to a section.

	Exceeds expectations	Meets expectations		Does not meet expectations	
	5	4	3	2	1
Modeling with Power Series (PSLOS 3 and 4) CSLO 6: Represent functions as power series; a. Use the Taylor and Fourier series to approximate a function and to approximate the integral of the function. b. Find new series by Substitution, Differentiation and Integration. c. Determine the interval of convergence of a power series.	Exceeds expectations	Above expectations	Meets expectations	Does not meet expectations	Does not meet expectations

Row

Cancel Save Save and add to Library of Shared Assessment

Assessment Options

- “Save” vs. “Save and add to Library of Shared Assessment”

If **Save** is selected, the assessment will also be placed in their personal assessment library and can be added to sections they teach. The assessment is not a Shared Assessment in the Assessment Library, and can be viewed by selecting the My Private Assessments drop-down in the Assessment Library.

	Exceeds expectations	Meets expectations		Does not meet expectations	
	5	4	3	2	1
Modeling with Power Series (PSLOS 3 and 4) CSLO 6: Represent functions as power series; a. Use the Taylor and Fourier series to approximate a function and to approximate the integral of the function. b. Find new series by Substitution, Differentiation and Integration. c. Determine the interval of convergence of a power series.	Exceeds expectations	Above expectations	Meets expectations	Does not meet expectations	Does not meet expectations

Row

Cancel Save Save and add to Library of Shared Assessment

Assessment Options; a summary

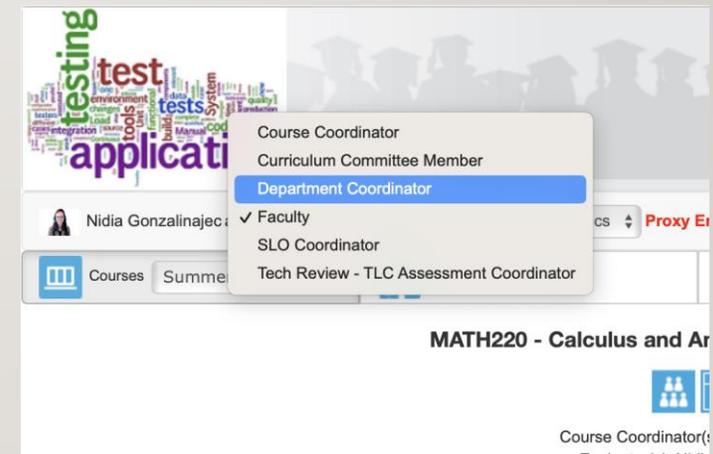
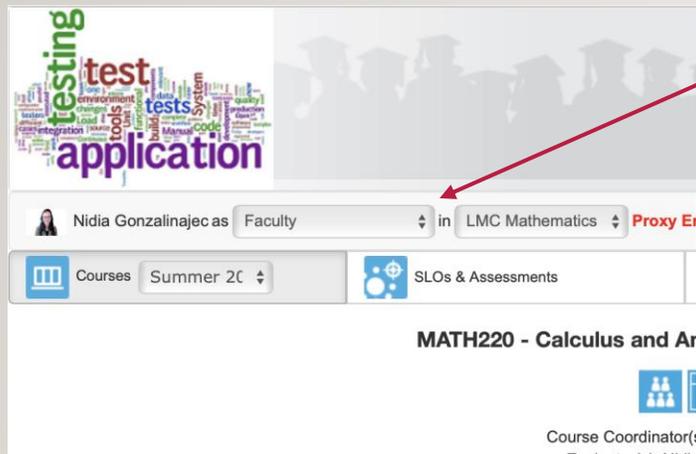
- Individual Student Scorecard & Rubric (for all assessments beginning this 2024-2025, Cohort 3, year)
 - You may still use Collective Student Score Entry for the 2022-2023 (Cohort 1) year and for the 2023-2024 (Cohort 2) year
- Activity Name and Description
- Assessment type (II): Please use **Summative**
- Optional: Allow Faculty Annotations
- Do not change the **Reflection Template**
- Optional: Evaluator Assessment Guide
- Assessment scale
 - Cannot be changed
 - Options: 1 to 3; 1 to 4; 1 to 5; Meets/Does not meet
- Include all SLO's for each course when you "**Link SLO's**" (Unless you are using the Activity-Oriented rubric. In that case, recreate the assessment for each SLO)
- Save vs Save and add to Library of Shared Assessments

Department Chairs – Planning an Assessment

You can *plan* assessments for your department. Planning ensures this assessment is assigned to all faculty teaching a course during a particular semester.

Department Chairs – Planning an Assessment

Select your *Department Coordinator* role from the drop-down menu next to your name in eLumen. (You will be in the standard site not the test site.)



Department Chairs – Planning an Assessment

Select *Assessments* from under the *Strategic Planning* tab

The screenshot displays a web application interface for department chairs. At the top, there is a header with a word cloud on the left and a user profile on the right. The word cloud contains terms like 'testing', 'test', 'application', 'data', 'system', 'quality', 'environment', 'changes', 'tools', 'build', 'Manual', 'code', 'integration', 'Load', 'Manual', 'code', 'integration', 'Load', 'Manual', 'code'. The user profile shows 'Nidia Gonzalinajec as Department Coordinat' in 'LMC Mathematics'. Below the header is a navigation bar with icons for 'Inbox', 'Account Settings', 'Support', and 'Log Out'. The main navigation menu includes 'Strategic Planning', 'SLOs & Assessments', 'Curriculum', 'Org Management', and 'Reports'. The 'Strategic Planning' tab is selected, and its sub-menu is visible, showing 'Dashboard', 'Planner', 'Initiatives', 'Assessments', 'Action Plans', and 'RFI'. A red arrow points to the 'Assessments' link. Below the navigation bar is an 'Add Widget' button and a message: 'No widgets to display, add new ones with the «Add Widget» button.'

Department Chairs – Planning an Assessment

Here you will see a list of already created assessments for your department.

The screenshot shows the 'Assessment Library' interface for the LMC Mathematics department. At the top, the user is identified as Nidia Gonzalinajecas, a Department Coordinator. The interface includes navigation tabs for Strategic Planning, SLOs & Assessments, Curriculum, Org Management, and Reports. Below these are sub-tabs for Dashboard, Planner, Initiatives, Assessments, Action Plans, and RFI. The 'Assessments' sub-tab is active, showing a search bar and filters for 'Planned Term' (None Selected) and 'Department' (LMC Mathematics). A table of assessments is displayed below, with columns for Assessment Name, Assessment Description, Type, Planned Terms, and Used In. The table lists three assessments: Math 110 (Recommended), Math 120 Assessment Spring 2023 (One or more inactive SLOs), and Math 110 Assessment Fall 2023.

<input type="checkbox"/>	Assessment Name	Assessment Description	Type	Planned Terms	Used In
<input type="checkbox"/>	Math 110 Active since 08/2023 Recommended	Five SLO's	Summative Assessment	• Summer 2024	• MATH110
<input type="checkbox"/>	Math 120 Assessment Spring 2023 Active between 05/2022 and 08/2023 One or more inactive SLOs	Math 120 Spring 2023 Assessment Final portfolio assessment based on CSLOs	Summative Assessment	• Spring 2023	• MATH120
<input type="checkbox"/>	Math 110 Assessment Fall 2023 Active since 08/2023	Cycle 2 Assessment (Math 110)	Summative Assessment	• Fall 2023	• MATH110

Department Chairs – Planning an Assessment

Here you will see a list of already created assessments for your department.

The screenshot shows the 'Assessment Library' interface for the LMC Mathematics department. At the top, the user is identified as Nidia Gonzalinajecas, Department Coordinator. The interface includes navigation tabs for Strategic Planning, SLOs & Assessments, Curriculum, Org Management, and Reports. Below these are sub-tabs for Dashboard, Planner, Initiatives, Assessments, Action Plans, and RFI. The 'Assessments' sub-tab is active, showing a search bar and filters for 'Planned Term' (None Selected) and 'Department' (LMC Mathematics). A table of assessments is displayed below, with columns for Assessment Name, Assessment Description, Type, Planned Terms, and Used In. The table lists three assessments: Math 110 (Recommended), Math 120 Assessment Spring 2023 (One or more inactive SLOs), and Math 110 Assessment Fall 2023.

<input type="checkbox"/>	Assessment Name	Assessment Description	Type	Planned Terms	Used In
<input type="checkbox"/>	Math 110 Active since 08/2023 Recommended	Five SLO's	Summative Assessment	• Summer 2024	• MATH110
<input type="checkbox"/>	Math 120 Assessment Spring 2023 Active between 05/2022 and 08/2023 One or more inactive SLOs	Math 120 Spring 2023 Assessment Final portfolio assessment based on CSLOs	Summative Assessment	• Spring 2023	• MATH120
<input type="checkbox"/>	Math 110 Assessment Fall 2023 Active since 08/2023	Cycle 2 Assessment (Math 110)	Summative Assessment	• Fall 2023	• MATH110

Department Chairs – Planning an Assessment

Here you will see a list of already created assessments for your department.

Assessment Library

Search by assessment name, used in

Planned Term: None Selected

Department: LMC Mathematics

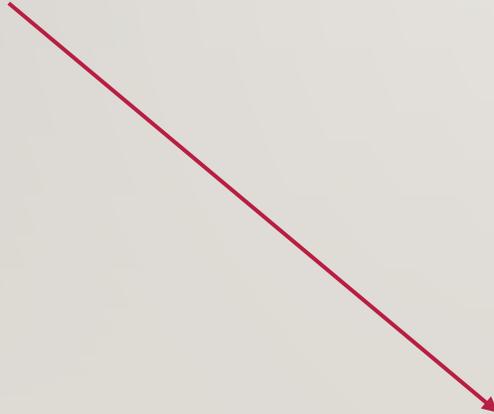
Display Assessments with only ISLOs (checked) | Display Inactive Assessments (unchecked) | Planned Assessments

<input type="checkbox"/>	Assessment Name	Assessment Description	Type	Planned Terms	Used In
<input type="checkbox"/>	Math 110 Active since 08/2023 Recommended	Five SLO's	Summative Assessment	• Summer 2024	• MATH110
<input type="checkbox"/>	Math 120 Assessment Spring 2023 Active between 05/2022 and 08/2023 One or more inactive SLOs	Math 120 Spring 2023 Assessment Final portfolio assessment based on CSLOs	Summative Assessment	• Spring 2023	• MATH120
<input type="checkbox"/>	Math 110 Assessment Fall 2023 Active since 08/2023	Cycle 2 Assessment (Math 110)	Summative Assessment	• Fall 2023	• MATH110

Any assessment which has been *planned* (that is, assigned to faculty) will have a semester and year here.

Department Chairs – Planning an Assessment

Select the assessment you wish to assign to all faculty teaching a course (during a specific semester and year) by clicking the checkbox.

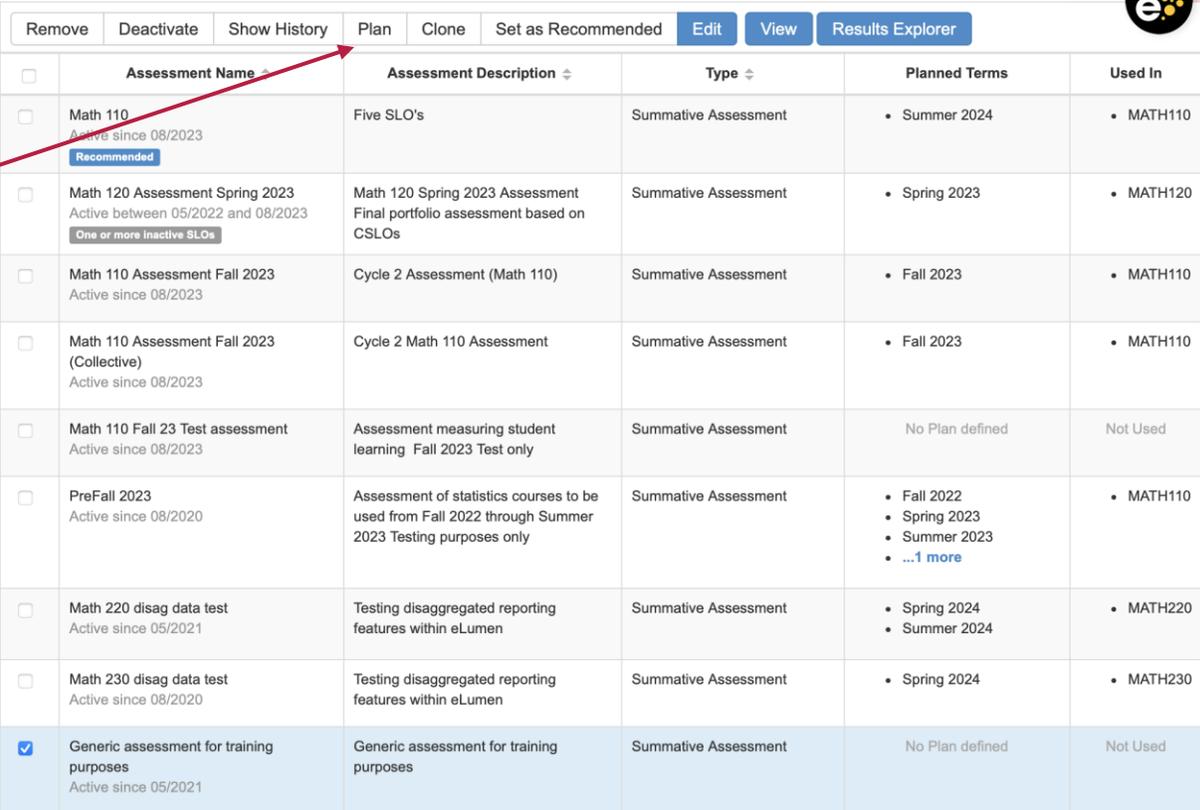


<input type="checkbox"/>	Assessment Name	Assessment Description	Type	Planned Terms	Used In
<input type="checkbox"/>	Math 110 Active since 08/2023 Recommended	Five SLO's	Summative Assessment	• Summer 2024	• MATH110
<input type="checkbox"/>	Math 120 Assessment Spring 2023 Active between 05/2022 and 08/2023 One or more inactive SLOs	Math 120 Spring 2023 Assessment Final portfolio assessment based on CSLOs	Summative Assessment	• Spring 2023	• MATH120
<input type="checkbox"/>	Math 110 Assessment Fall 2023 Active since 08/2023	Cycle 2 Assessment (Math 110)	Summative Assessment	• Fall 2023	• MATH110
<input type="checkbox"/>	Math 110 Assessment Fall 2023 (Collective) Active since 08/2023	Cycle 2 Math 110 Assessment	Summative Assessment	• Fall 2023	• MATH110
<input type="checkbox"/>	Math 110 Fall 23 Test assessment Active since 08/2023	Assessment measuring student learning Fall 2023 Test only	Summative Assessment	No Plan defined	Not Used
<input type="checkbox"/>	PreFall 2023 Active since 08/2020	Assessment of statistics courses to be used from Fall 2022 through Summer 2023 Testing purposes only	Summative Assessment	• Fall 2022 • Spring 2023 • Summer 2023 • ...1 more	• MATH110
<input type="checkbox"/>	Math 220 disag data test Active since 05/2021	Testing disaggregated reporting features within eLumen	Summative Assessment	• Spring 2024 • Summer 2024	• MATH220
<input type="checkbox"/>	Math 230 disag data test Active since 08/2020	Testing disaggregated reporting features within eLumen	Summative Assessment	• Spring 2024	• MATH230
<input type="checkbox"/>	Generic assessment for training purposes Active since 05/2021	Generic assessment for training purposes	Summative Assessment	No Plan defined	Not Used

Department Chairs – Planning an Assessment

Once the assessment is selected, a new menu appears at the top.

Click on *Plan* within this menu



The screenshot shows a table of assessments with a menu at the top. A red arrow points from the text 'Click on Plan within this menu' to the 'Plan' button in the menu. The table has columns for Assessment Name, Assessment Description, Type, Planned Terms, and Used In. The 'Generic assessment for training purposes' row is selected, indicated by a blue checkmark in the first column.

	Assessment Name ▲	Assessment Description ⇅	Type ⇅	Planned Terms	Used In
<input type="checkbox"/>	Math 110 Active since 08/2023 Recommended	Five SLO's	Summative Assessment	• Summer 2024	• MATH110
<input type="checkbox"/>	Math 120 Assessment Spring 2023 Active between 05/2022 and 08/2023 One or more inactive SLOs	Math 120 Spring 2023 Assessment Final portfolio assessment based on CSLOs	Summative Assessment	• Spring 2023	• MATH120
<input type="checkbox"/>	Math 110 Assessment Fall 2023 Active since 08/2023	Cycle 2 Assessment (Math 110)	Summative Assessment	• Fall 2023	• MATH110
<input type="checkbox"/>	Math 110 Assessment Fall 2023 (Collective) Active since 08/2023	Cycle 2 Math 110 Assessment	Summative Assessment	• Fall 2023	• MATH110
<input type="checkbox"/>	Math 110 Fall 23 Test assessment Active since 08/2023	Assessment measuring student learning Fall 2023 Test only	Summative Assessment	No Plan defined	Not Used
<input type="checkbox"/>	PreFall 2023 Active since 08/2020	Assessment of statistics courses to be used from Fall 2022 through Summer 2023 Testing purposes only	Summative Assessment	• Fall 2022 • Spring 2023 • Summer 2023 • ...1 more	• MATH110
<input type="checkbox"/>	Math 220 disag data test Active since 05/2021	Testing disaggregated reporting features within eLumen	Summative Assessment	• Spring 2024 • Summer 2024	• MATH220
<input type="checkbox"/>	Math 230 disag data test Active since 08/2020	Testing disaggregated reporting features within eLumen	Summative Assessment	• Spring 2024	• MATH230
<input checked="" type="checkbox"/>	Generic assessment for training purposes Active since 05/2021	Generic assessment for training purposes	Summative Assessment	No Plan defined	Not Used

Department Chairs – Planning an Assessment

After hitting plan, you will be in this screen.

The name of the assessment you selected is here.

Nidia Gonzalinajecas Department Coordinat in LMC Mathematics

Inbox Account Settings Support

Strategic Planning SLOs & Assessments Curriculum Org Management Reports

Dashboard Planner Initiatives Assessments Action Plans RFI

Assessments Reflection Templates

View by Terms Cycles Terms Summer 2024 Course Group No Course Group selected

View with Plan without Plan Include Faculty-Created Assessments For Courses Contexts Planned to Course Coordinators / Context Coordinators Faculty by Sections by Faculty SLO Filters Add/Remove SLOs Filtering by no SLOs

Back to Assessment List Refresh

Select None Completed Plan Generic assessment for training pur... Show other Assessments Send Notification

Summer 2024

MATH250 - Linear Algebra Course

No sections with plan found

Department Chairs – Planning an Assessment

Notice no sections are visible.

The screenshot displays the 'Assessments' section of the LMC Mathematics system. The user is Nidia Gonzalinas, Department Coordinator. The interface includes navigation tabs for Strategic Planning, SLOs & Assessments, Curriculum, Org Management, and Reports. The 'Assessments' tab is active, showing a list of assessments for Summer 2024. The filters are set to 'View by: Terms', 'Terms: Summer 2024', 'Course Group: No Course Group selected', 'View: with Plan', 'Include Faculty-Created Assessments', 'For: Courses', 'Planned to: Course Coordinators / Context Coordinators, Faculty, by Sections', and 'SLO Filters: Add/Remove SLOs'. The table shows one course, 'MATH250 - Linear Algebra', but no sections are listed. A message at the bottom of the table states 'No sections with plan found'. A red arrow points from the text 'Notice no sections are visible.' to this message.

Department Chairs – Planning an Assessment

To remedy this:

1. Select *without plan*
2. Select the semester(s) and year(s) for your course
3. Click refresh

The screenshot shows the 'Assessments' section of the LMC Mathematics system. The user is Nidia Gonzalajec, a Department Coordinator. The interface includes a top navigation bar with 'Strategic Planning', 'SLOs & Assessments', 'Curriculum', 'Org Management', and 'Reports'. Below this is a sub-navigation bar with 'Dashboard', 'Planner', 'Initiatives', 'Assessments', 'Assessment Plans', and 'RFI'. The 'Assessments' section is active, showing 'Reflection Templates' and 'Assessments' tabs. The 'View by' section has 'Terms' selected. The 'View' section has 'without Plan' selected. The 'Terms' dropdown menu is open, showing 'Summer 2024', 'Spring 2024', and 'Fall 2023' selected. The 'Course Group' section has 'No Course Group selected'. The 'Planned to' section has 'Course Coordinators / Context Coordinators' and 'Faculty' selected. The 'Refresh' button is highlighted with a red box and the number 3. The 'Back to Assessment List' button is also visible. The 'Generic assessment for training pur...' plan is selected. The 'Show other Assessments' checkbox is checked. The 'Send' button is set to 'Notification'. The main content area shows 'Summer 2024' and 'MATH250 - Linear Algebra' course, with a note 'No sections with plan found'.

Department Chairs – Planning an Assessment

Here are all the sections in which the specified course was offered, over the selected semester(s) and year(s), without a plan.

The screenshot shows a software interface for planning assessments. The user is logged in as Nidia Gonzalinajec as Department Coordinator in LMC Mathematics. The interface includes a navigation bar with tabs for Strategic Planning, SLOs & Assessments, Curriculum, Org Management, and Reports. The main content area is titled 'Assessments' and includes a 'Reflection Templates' tab. The 'View by' section has 'Terms' and 'Cycles' buttons. The 'Terms' dropdown is set to 'Summer 20...'. The 'Course Group' dropdown is set to 'No Course Group selected'. The 'View' section has radio buttons for 'with Plan', 'without Plan', and 'No Faculty-Selected Assessments'. The 'For' section has radio buttons for 'Courses' and 'Contexts'. The 'Planned to' section has checkboxes for 'Course Coordinators / Context Coordinators', 'Faculty', and 'by Sections' (selected) or 'by Faculty'. There are buttons for 'Back to Assessment List' and 'Refresh'. Below the filters, there are 'Select' dropdowns, a 'Plan' button with a dropdown menu, a 'Show other Assessments' checkbox, and a 'Send Notification' button. The main table has columns for 'Fall 2023', 'Spring 2024', and 'Summer 2024'. The first row is for 'MATH250 - Linear Algebra' (Course). Below this, there are 'Select all' links for each semester. A red dashed box highlights the 'Select all' links and the list of sections for each semester:

Fall 2023	Spring 2024	Summer 2024
<input type="checkbox"/> MATH250 - Linear Algebra <i>Course</i>		
<input type="checkbox"/> Section 1428 Matthew Allen	<input type="checkbox"/> Section 0087 Jennifer Saito	<input type="checkbox"/> Section 9577 Maria Perrone
<input type="checkbox"/> Section 0177 Nidia Gonzalinajec	<input type="checkbox"/> Section 0178	

Department Chairs – Planning an Assessment

The screenshot shows a 'Setup Plan' dialog box with the following details:

- Step:** 2. Confirm Plan
- Target:** All Sections of MATH250 - Linear Algebra in Spring 2024
- Assessment Type:** Generic assessment for training purposes
- Send Notifications and Alerts:**
- CC (Copy To):** Division Coordinator, Department Coordinator, Course Coordinator
- Notification Message:** This course is due for assessment this semester. Contact your department chair, **So and so** as well as the CSLO/PSLO coordinator for LMC **other so and so** for more information
- Alert Message:** Hello again
- Send notification:** 21 days after beginning of term
- Due:** 21 days before term ending
- Send notification:** days before due date
- Buttons:** Back, Confirm

For the next step, a video seemed appropriate.

Department Chairs – Planning an Assessment

The screenshot shows a faculty dashboard for Nidia Gonzalínajec. The top navigation bar includes 'Courses', 'SLOs & Assessments', 'Curriculum', and 'Results Explorer'. The 'Inbox' section is active, showing 'My Assessments' (5), 'Workflows' (15), 'Action Plans', and 'RFIs'. A search bar is present below the navigation. The 'To Do' list contains five items:

- MATH110 - Introduction to Statistics - 0165**
Assessment name: Math 110 Pre Fall 23 Test assessment
Activity name: Math 110 Pre Fall 23 Test assessment
0 / 23 students scored | Summer 2023
- MATH110 - Introduction to Statistics - 1197**
Assessment name: Math 110 Assessment Fall 2023 (Collective)
Activity name: Math 110 Assessment Fall 2023
0 / 24 students scored | Fall 2023
- MATH110 - Introduction to Statistics - 2237**
Assessment name: Math 110 Assessment Fall 2023 (Collective)
Activity name: Math 110 Assessment Fall 2023
0 / 27 students scored | Fall 2023
- MATH250 - Linear Algebra - 0177** (highlighted with a red dashed box)
Assessment name: Generic assessment for training purposes
Activity name: Generic assessment for training purposes
0 / 33 students scored | Summer 2024
- MATH220 - Calculus and Analytic Geometry II - 0172**
Assessment name: Math 220 disag data test
Activity name: Math 220 disag data test
0 / 34 students scored | Summer 2024

When faculty log in, they will see the assessment you planned within their inbox.

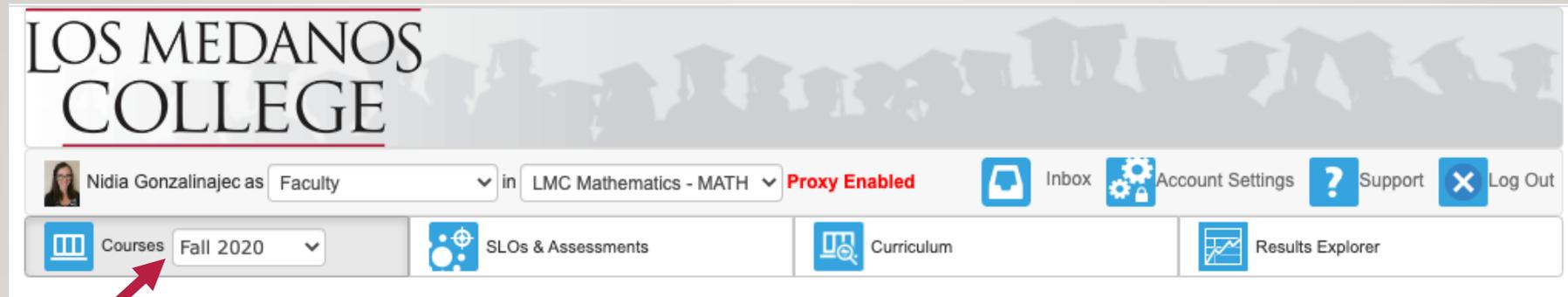


FINDING AN EXISTING ASSESSMENT

For use when no assessment was planned for your course within eLumen



Finding an assessment

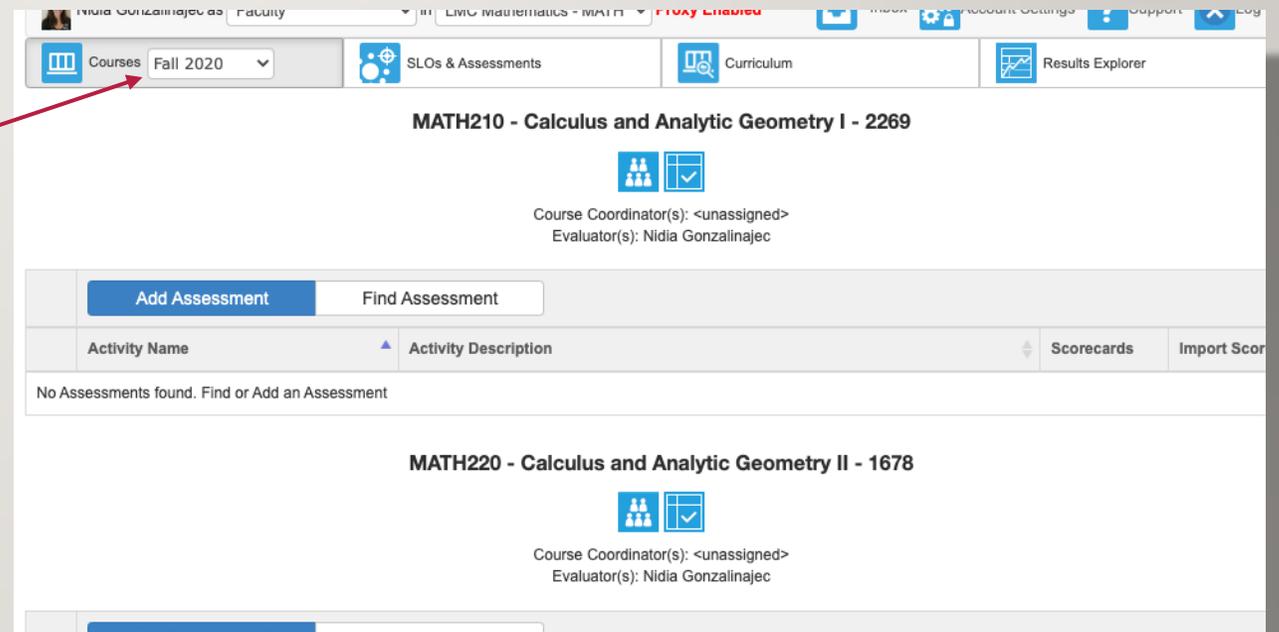


The screenshot shows the top navigation bar of the Los Medanos College LMS. The header includes the college name and a silhouette of graduates. Below this, a user profile section shows 'Nidia Gonzalinajec as Faculty' in 'LMC Mathematics - MATH' with a 'Proxy Enabled' status. Navigation links include 'Inbox', 'Account Settings', 'Support', and 'Log Out'. A main menu contains 'Courses' (with a 'Fall 2020' dropdown), 'SLOs & Assessments', 'Curriculum', and 'Results Explorer'. A red arrow points to the 'Courses' dropdown menu.

Select the appropriate semester from the dropdown list.

Finding an assessment

The courses you taught **that** semester will now be visible.



The screenshot shows a web interface for course management. At the top, there is a navigation bar with a user profile (Nidia Gonzalinajec as Faculty), a course selector (LWC Mathematics - MATH), and a semester dropdown menu (Fall 2020). Below the navigation bar are several icons for different functions: Courses, SLOs & Assessments, Curriculum, and Results Explorer. The main content area displays two courses:

- MATH210 - Calculus and Analytic Geometry I - 2269**
 - Course Coordinator(s): <unassigned>
 - Evaluator(s): Nidia Gonzalinajec
- MATH220 - Calculus and Analytic Geometry II - 1678**
 - Course Coordinator(s): <unassigned>
 - Evaluator(s): Nidia Gonzalinajec

Below the course information, there are two buttons: "Add Assessment" and "Find Assessment". A table with the following headers is visible: "Activity Name", "Activity Description", "Scorecards", and "Import Score". The table content shows "No Assessments found. Find or Add an Assessment".

Finding an assessment

- You can reuse one assessment across multiple sections you (or others) teach

Navigate to the “Courses”
tab for the appropriate
semester.

Click on “Find Assessment”

MATH220 - Calculus and Analytic Geometry II - 1679

Course Coordinator(s): <unassigned>
Evaluator(s): Nidia Gonzalinajec

Add Assessment		Find Assessment	
Activity Name	Activity Description	Scorecards	Import Scores
No Assessments found. Find or Add an Assessment			



Finding an assessment

- You can reuse one assessment across multiple sections you (or others) teach

Select the appropriate assessment.

Find Assessment ✕

MATH220 - Calculus and Analytic Geometry II - 1679

Only show assessments used in offerings of this course

Add Assessment

<input type="checkbox"/>	Assessment Name ↕	Assessment Description ↕	Type ↕
<input type="checkbox"/>	Generic Assessment for training purposes Active since 08/2020	This assessment was created for training purposes. Do not use for institutional reporting. (Selected "Formative" so as not to impact institutional reporting.)	Early Formative Assessment

Finding an assessment

- You can reuse one assessment across multiple sections you (or others) teach

Select the appropriate assessment.

Find Assessment ✕

MATH220 - Calculus and Analytic Geometry II - 1679

Only show assessments used in offerings of this course

Add Assessment

<input type="checkbox"/>	Assessment Name ↕	Assessment Description ↕	Type ↕
<input type="checkbox"/>	Generic Assessment for training purposes Active since 08/2020	This assessment was created for training purposes. Do not use for institutional reporting. (Selected "Formative" so as not to impact institutional reporting.)	Early Formative Assessment

Your assessment will read, "Summative," here instead of, "Early Formative Assessment."

Finding an assessment

- This box will automatically pop up. Existing assessments can be found here.

Click “Add to Section” to add to only the course listed.

In this example, selecting this option adds the assessment to section 1679 of Math 220.

Find Assessment

MATH220 - Calculus and Analytic Geometry II - 1679

[Add to Section](#) [Add to All My Sections of this Course](#) [Clone](#)

<input type="checkbox"/>	Assessment Name ↕	Assessment Description ↕
<input checked="" type="checkbox"/>	Generic Assessment for training purposes Active since 08/2020	This assessment was created for training purposes. Do not use for institutional reporting. (Selected "Formative" so as not to impact institutional reporting.)

Finding an assessment

- This box will automatically pop up. Existing assessments can be found here.

Click “Add to All My Sections of this Course” if you are teaching multiple sections of the same course.

Find Assessment

MATH220 - Calculus and Analytic Geometry II - 1679

[Add to Section](#) [Add to All My Sections of this Course](#) [Clone](#)

<input type="checkbox"/>	Assessment Name ↕	Assessment Description ↕
<input checked="" type="checkbox"/>	Generic Assessment for training purposes Active since 08/2020	This assessment was created for training purposes. Do not use for institutional reporting. (Selected "Formative" so as not to impact institutional reporting.)

Finding an assessment

- Your eLumen assessment is now visible under the appropriate course.

MATH220 - Calculus and Analytic Geometry II - 1680



Course Coordinator(s): <unassigned>
Evaluator(s): Nidia Gonzalinajec

Add Assessment		Find Assessment	
Activity Name	Activity Description	Scorecards	Import Scores
<input type="checkbox"/> Generic Assessment for training purposes	<p>The Activity Name and Activity description cannot be changed once you have saved the assessment. You may be as general or specific as fits your department needs.</p> <p>If your department prefers a more general assessment template, which can be used and reused, simply copy/paste the information from Assessment Name and Assessment Description that you already filled in above.</p> <p>If your department wants to create new eLumen-assessments each time a course is being assessed, you may be as specific as you like in this section. You may choose to enter specific information regarding the assessment instrument(s) used in order to assess your SLO's.</p>	 0/28	 LMS

INPUTTING YOUR ASSESSMENT DATA

Inputting your assessment data – Scorecard view

From the Courses tab

From the eLumen inbox

The screenshot shows the top navigation bar of the eLumen system. The user is logged in as Nidia Gonzalinajec, Faculty, in the LMC Mathematics course. The 'Courses' tab is selected, showing 'Summer 2024'. Other tabs include 'SLOs & Assessments', 'Curriculum', and 'Results Explorer'. Utility icons for 'Inbox', 'Account Settings', 'Support', and 'Log Out' are also visible.

The screenshot shows the course page for 'MATH250 - Linear Algebra - 0177'. Below the course title, there is a table with columns for 'Activity Name', 'Activity Description', 'Scorecards', and 'Import Scores'. A red arrow points to the leftmost icon in the 'Scorecards' column for the first row, which is a document icon with a checkmark.

Activity Name	Activity Description	Scorecards	Import Scores
Generic assessment for training purposes	Generic assessment for training purposes	0/33	

Click on the leftmost icon (without the numbers) under Scorecards.

Select the Scorecard View

The screenshot shows the assessment details for 'MATH250 - Linear Algebra - 0177'. The assessment name is 'Generic assessment for training purposes'. Below the name, there are two buttons: '0 / 33 students scored' and 'Summer 2024'. A dropdown menu is open, showing three options: 'Score', 'Scorecard View' (which is highlighted), and 'Rubric View'.

Inputting your assessment data – Scorecard view

MATH250 - Linear Algebra / 0177

Generic assessment for training purposes

Assessment Type
Summative Assessment

Assessment Description
Generic assessment for training purposes

	SLO	Meets expectation	Score	
Student 1	CSLO 1: Linear Systems Model situations with systems of linear equations, and find solutions of systems of equations using various methods appropriate to lower division linear algebra, including Gaussian and Gauss-Jordan elimination and inverse matrices. (PSLOs 3, 4; C-ID CO 1)	2		
	CSLO 2: Linear Algebra Reasoning Find and use bases, orthonormal bases, eigenvalues, and eigenvectors to solve problems and analyze scenarios in real-world contexts and in linear algebra. (PSLO 3; C-ID CO 2, 4)	2		
	CSLO 3: Dimensionality Find the dimension of spaces such as those associated with matrices and linear transformations, and explain the significance of these spaces and their dimensions. (PSLOs 1, 2, 3; C-ID CO 3)	2	1	
	CSLO 4: Proofs Prove basic results in linear algebra using appropriate proof-writing techniques such as linear independence of vectors; properties of subspaces; linearity, injectivity and surjectivity of functions (one-to-one and onto functions and transformations); and properties of eigenvectors and eigenvalues. (PSLOs 1, 2; C-ID CO 5)	2	1	
Student 2	CSLO 1: Linear Systems Model situations with systems of linear equations, and find solutions of systems of equations using various methods appropriate to lower division linear algebra, including Gaussian and Gauss-Jordan elimination and inverse matrices. (PSLOs 3, 4; C-ID CO 1)	2	1	
	CSLO 2: Linear Algebra Reasoning Find and use bases, orthonormal bases, eigenvalues, and eigenvectors to solve problems and analyze scenarios in real-world contexts and in linear algebra. (PSLO 3; C-ID CO 2, 4)	2	1	
	CSLO 3: Dimensionality Find the dimension of spaces such as those associated with matrices and linear transformations, and explain the significance of these spaces and their dimensions. (PSLOs 1, 2, 3; C-ID CO 3)	2	1	
	CSLO 4: Proofs Prove basic results in linear algebra using appropriate proof-writing techniques such as linear independence of vectors; properties of subspaces; linearity, injectivity and surjectivity of functions (one-to-one and onto functions and transformations); and properties of eigenvectors and eigenvalues. (PSLOs 1, 2; C-ID CO 5)	2	1	
Student 3	CSLO 1: Linear Systems Model situations with systems of linear equations, and find solutions of systems of equations using various methods appropriate to lower division linear algebra, including Gaussian and Gauss-Jordan elimination and inverse matrices. (PSLOs 3, 4; C-ID CO 1)	2	1	
	CSLO 2: Linear Algebra Reasoning Find and use bases, orthonormal bases, eigenvalues, and eigenvectors to solve problems and analyze scenarios in real-world contexts and in linear algebra. (PSLO 3; C-ID CO 2, 4)	2	1	
	CSLO 3: Dimensionality Find the dimension of spaces such as those associated with matrices and linear transformations, and explain the significance of these spaces and their dimensions. (PSLOs 1, 2, 3; C-ID CO 3)	2	1	
	CSLO 4: Proofs Prove basic results in linear algebra using appropriate proof-writing techniques such as linear independence of vectors; properties of subspaces; linearity, injectivity and surjectivity of functions (one-to-one and onto functions and transformations); and properties of eigenvectors and eigenvalues. (PSLOs 1, 2; C-ID CO 5)	2	1	

The assessment guide (if uploaded by whomever created the eLumen assessment) can be found by hovering over the *Actions* drop-down menu then selecting **Download Assessment Guide**.

Inputting your assessment data – Scorecard view

Your student names will be here (instead of Student 1, Student 2, etc).

TLC can only view anonymized data.

MATH250 - Linear Algebra / 0177

Generic assessment for training purposes

Assessment Type
Summative Assessment

Assessment Description
Generic assessment for training purposes

		Meets expectations	Does not meet expectations	
	SLO	2	1	
Student 1	SLO 1: Linear Systems Model situations with systems of linear equations, and find solutions of systems of equations using various methods appropriate to lower division linear algebra, including Gaussian and Gauss-Jordan elimination and inverse matrices. (PSLOs 3, 4; C-ID CO 1)	2	1	
	SLO 2: Linear Algebra Reasoning Find and use bases, orthonormal bases, eigenvalues, and eigenvectors to solve problems and analyze scenarios in real-world contexts and in linear algebra. (PSLO 3; C-ID CO 2, 4)	2	1	
	SLO 3: Dimensionality Find the dimension of spaces such as those associated with matrices and linear transformations, and explain the significance of these spaces and their dimensions. (PSLOs 1, 2, 3; C-ID CO 3)	2	1	
	SLO 4: Proofs Prove basic results in linear algebra using appropriate proof-writing techniques such as linear independence of vectors; properties of subspaces; linearity, injectivity and surjectivity of functions (one-to-one and onto functions and transformations); and properties of eigenvectors and eigenvalues. (PSLOs 1, 2; C-ID CO 5)	2	1	
Student 2	SLO 1: Linear Systems Model situations with systems of linear equations, and find solutions of systems of equations using various methods appropriate to lower division linear algebra, including Gaussian and Gauss-Jordan elimination and inverse matrices. (PSLOs 3, 4; C-ID CO 1)	2	1	
	SLO 2: Linear Algebra Reasoning Find and use bases, orthonormal bases, eigenvalues, and eigenvectors to solve problems and analyze scenarios in real-world contexts and in linear algebra. (PSLO 3; C-ID CO 2, 4)	2	1	
	SLO 3: Dimensionality Find the dimension of spaces such as those associated with matrices and linear transformations, and explain the significance of these spaces and their dimensions. (PSLOs 1, 2, 3; C-ID CO 3)	2	1	
	SLO 4: Proofs Prove basic results in linear algebra using appropriate proof-writing techniques such as linear independence of vectors; properties of subspaces; linearity, injectivity and surjectivity of functions (one-to-one and onto functions and transformations); and properties of eigenvectors and eigenvalues. (PSLOs 1, 2; C-ID CO 5)	2	1	
Student 3	SLO 1: Linear Systems Model situations with systems of linear equations, and find solutions of systems of equations using various methods appropriate to lower division linear algebra, including Gaussian and Gauss-Jordan elimination and inverse matrices. (PSLOs 3, 4; C-ID CO 1)	2	1	
	SLO 2: Linear Algebra Reasoning Find and use bases, orthonormal bases, eigenvalues, and eigenvectors to solve problems and analyze scenarios in real-world contexts and in linear algebra. (PSLO 3; C-ID CO 2, 4)	2	1	
	SLO 3: Dimensionality Find the dimension of spaces such as those associated with matrices and linear transformations, and explain the significance of these spaces and their dimensions. (PSLOs 1, 2, 3; C-ID CO 3)	2	1	
	SLO 4: Proofs Prove basic results in linear algebra using appropriate proof-writing techniques such as linear independence of vectors; properties of subspaces; linearity, injectivity and surjectivity of functions (one-to-one and onto functions and transformations); and properties of eigenvectors and eigenvalues. (PSLOs 1, 2; C-ID CO 5)	2	1	

Inputting your assessment data – Scorecard view

Nidia Gonzalajec as Faculty in LMC Mathematics Proxy Enabled

Courses Summer 2024 SLOs & Assessments Curriculum Results Explorer

MATH250 - Linear Algebra / 0177

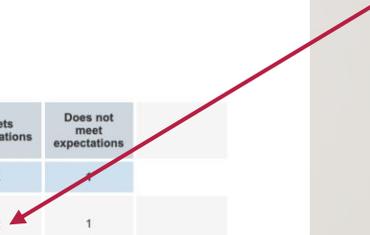
Generic assessment for training purposes

Assessment Type: Summative Assessment

Assessment Description: Generic assessment for training purposes

		Meets expectations	Does not meet expectations	
	SLO	2	1	
Student 1	CSLO 1: Linear Systems Model situations with systems of linear equations, and find solutions of systems of equations using various methods appropriate to lower division linear algebra, including Gaussian and Gauss-Jordan elimination and inverse matrices. (PSLOs 3, 4; C-ID CO 1)	2	1	
	CSLO 2: Linear Algebra Reasoning Find and use bases, orthonormal bases, eigenvalues, and eigenvectors to solve problems and analyze scenarios in real-world contexts and in linear algebra. (PSLO 3; C-ID CO 2, 4)	2	1	
	CSLO 3: Dimensionality Find the dimension of spaces such as those associated with matrices and linear transformations, and explain the significance of these spaces and their dimensions. (PSLOs 1, 2, 3; C-ID CO 3)	2	1	
	CSLO 4: Proofs Prove basic results in linear algebra using appropriate proof-writing techniques such as linear independence of vectors; properties of subspaces; linearity, injectivity and surjectivity of functions (one-to-one and onto functions and transformations); and properties of eigenvectors and eigenvalues. (PSLOs 1, 2; C-ID CO 5)	2	1	
Student 2	CSLO 1: Linear Systems Model situations with systems of linear equations, and find solutions of systems of equations using various methods appropriate to lower division linear algebra, including Gaussian and Gauss-Jordan elimination and inverse matrices. (PSLOs 3, 4; C-ID CO 1)	2	1	
	CSLO 2: Linear Algebra Reasoning Find and use bases, orthonormal bases, eigenvalues, and eigenvectors to solve problems and analyze scenarios in real-world contexts and in linear algebra. (PSLO 3; C-ID CO 2, 4)	2	1	
	CSLO 3: Dimensionality Find the dimension of spaces such as those associated with matrices and linear transformations, and explain the significance of these spaces and their dimensions. (PSLOs 1, 2, 3; C-ID CO 3)	2	1	
	CSLO 4: Proofs Prove basic results in linear algebra using appropriate proof-writing techniques such as linear independence of vectors; properties of subspaces; linearity, injectivity and surjectivity of functions (one-to-one and onto functions and transformations); and properties of eigenvectors and eigenvalues. (PSLOs 1, 2; C-ID CO 5)	2	1	
Student 3	CSLO 1: Linear Systems Model situations with systems of linear equations, and find solutions of systems of equations using various methods appropriate to lower division linear algebra, including Gaussian and Gauss-Jordan elimination and inverse matrices. (PSLOs 3, 4; C-ID CO 1)	2	1	
	CSLO 2: Linear Algebra Reasoning Find and use bases, orthonormal bases, eigenvalues, and eigenvectors to solve problems and analyze scenarios in real-world contexts and in linear algebra. (PSLO 3; C-ID CO 2, 4)	2	1	
	CSLO 3: Dimensionality Find the dimension of spaces such as those associated with matrices and linear transformations, and explain the significance of these spaces and their dimensions. (PSLOs 1, 2, 3; C-ID CO 3)	2	1	
	CSLO 4: Proofs Prove basic results in linear algebra using appropriate proof-writing techniques such as linear independence of vectors; properties of subspaces; linearity, injectivity and surjectivity of functions (one-to-one and onto functions and transformations); and properties of eigenvectors and eigenvalues. (PSLOs 1, 2; C-ID CO 5)	2	1	

All course SLOs will be listed for each student



Inputting your assessment data – Scorecard view

Nidia Gonzalajec as Faculty in LMC Mathematics Proxy Enabled

Courses Summer 2020 SLOs & Assessments Curriculum Results Explorer

MATH250 - Linear Algebra / 0177

Generic assessment for training purposes

Assessment Type: Summative Assessment

Assessment Description: Generic assessment for training purposes

SLO		Meets expectations	Does not meet expectations
Student 1	CSLO 1: Linear Systems Model situations with systems of linear equations, and find solutions of systems of equations using various methods appropriate to lower division linear algebra, including Gaussian and Gauss-Jordan elimination and inverse matrices. (PSLOs 3, 4; C-ID CO 1)	2	1
	CSLO 2: Linear Algebra Reasoning Find and use bases, orthonormal bases, eigenvalues, and eigenvectors to solve problems and analyze scenarios in real-world contexts and in linear algebra. (PSLO 3; C-ID CO 2, 4)	2	1
	CSLO 3: Dimensionality Find the dimension of spaces such as those associated with matrices and linear transformations, and explain the significance of these spaces and their dimensions. (PSLOs 1, 2, 3; C-ID CO 3)	2	1
	CSLO 4: Proofs Prove basic results in linear algebra using appropriate proof-writing techniques such as linear independence of vectors; properties of subspaces; linearity, injectivity and surjectivity of functions (one-to-one and onto functions and transformations); and properties of eigenvectors and eigenvalues. (PSLOs 1, 2; C-ID CO 5)	2	1
Student 2	CSLO 1: Linear Systems Model situations with systems of linear equations, and find solutions of systems of equations using various methods appropriate to lower division linear algebra, including Gaussian and Gauss-Jordan elimination and inverse matrices. (PSLOs 3, 4; C-ID CO 1)	2	1
	CSLO 2: Linear Algebra Reasoning Find and use bases, orthonormal bases, eigenvalues, and eigenvectors to solve problems and analyze scenarios in real-world contexts and in linear algebra. (PSLO 3; C-ID CO 2, 4)	2	1
	CSLO 3: Dimensionality Find the dimension of spaces such as those associated with matrices and linear transformations, and explain the significance of these spaces and their dimensions. (PSLOs 1, 2, 3; C-ID CO 3)	2	1
	CSLO 4: Proofs Prove basic results in linear algebra using appropriate proof-writing techniques such as linear independence of vectors; properties of subspaces; linearity, injectivity and surjectivity of functions (one-to-one and onto functions and transformations); and properties of eigenvectors and eigenvalues. (PSLOs 1, 2; C-ID CO 5)	2	1
Student 3	CSLO 1: Linear Systems Model situations with systems of linear equations, and find solutions of systems of equations using various methods appropriate to lower division linear algebra, including Gaussian and Gauss-Jordan elimination and inverse matrices. (PSLOs 3, 4; C-ID CO 1)	2	1
	CSLO 2: Linear Algebra Reasoning Find and use bases, orthonormal bases, eigenvalues, and eigenvectors to solve problems and analyze scenarios in real-world contexts and in linear algebra. (PSLO 3; C-ID CO 2, 4)	2	1
	CSLO 3: Dimensionality Find the dimension of spaces such as those associated with matrices and linear transformations, and explain the significance of these spaces and their dimensions. (PSLOs 1, 2, 3; C-ID CO 3)	2	1
	CSLO 4: Proofs Prove basic results in linear algebra using appropriate proof-writing techniques such as linear independence of vectors; properties of subspaces; linearity, injectivity and surjectivity of functions (one-to-one and onto functions and transformations); and properties of eigenvectors and eigenvalues. (PSLOs 1, 2; C-ID CO 5)	2	1

You can score each student for each SLO using the rubric specified when the assessment was created.

Inputting your assessment data – Scorecard view

Clear all scores from this scorecard

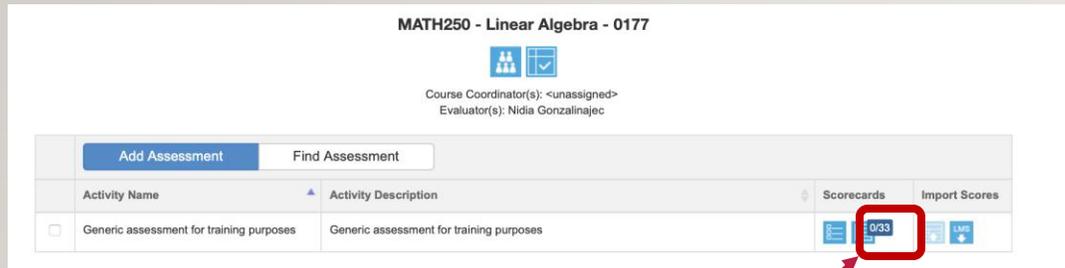
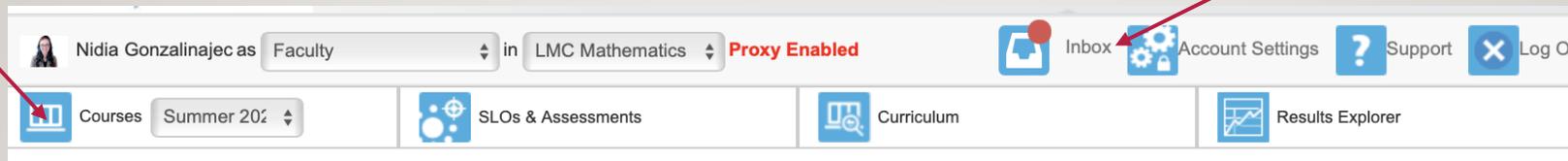
Cancel Save Save and Continue to Reflection

Scroll to the very bottom and click *Save and Continue to Reflection* when you are done.

Inputting your assessment data – Rubric view

From the Courses tab

From the eLumen inbox



Click on the rightmost icon (with the numbers) under Scorecards.

Select the Rubric View



Inputting your assessment data – Rubric view

Activity description (entered by whomever created the assessment)

Activity Description
Students take the Unit assessment which measures three of the four skills: listening, reading, writing. Speaking is assessed separately in an interview and presentation with partner.

Students

	Exceeds expectations		Does not meet expectations	N/A
	3	2	1	
SLO:	Performance Ds:			
1. Communicate in elementary transfer Level I Italian in listening, speaking, reading and writing. Demonstrate appropriate basic grammar, syntax and vocabulary at the beginning level. Apply acquired language skills associated with familiar topics, cultural themes, and survival situations.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
2. Communicate in culturally and ethically appropriate ways, using the Italian language to create meaning and respond to heritage and non-native speakers. Identify and discriminate between the nuances of the home culture and world cultures represented by the target language.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
3. Illustrate competency in elementary Italian Level I by using skills for personal and global communication needs in the target language community locally and throughout the world.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
4. Develop personal connections and global understanding using Italian through technology.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>

Assessment Comments

B I U x₂ x² I_x 1/2 1/3 1/4 1/5 1/6 1/7 1/8 1/9 1/10 Size -

I

Cancel Publish comment Next student Save and Continue to Reflection

Inputting your assessment data – Rubric view

List of student names
(Names are hidden here for student privacy. There will be no striped bar for you.)

Activity Description
Students take the Unit assessment which measures three of the four skills: listening, reading, writing. Speaking is assessed separately in an interview and presentation with partner.

Students

	Exceeds expectations		Does not meet expectations	N/A
	3	2	1	
SLO:	Performance Ds:			
1. Communicate in elementary transfer Level I Italian in listening, speaking, reading and writing. Demonstrate appropriate basic grammar, syntax and vocabulary at the beginning level. Apply acquired language skills associated with familiar topics, cultural themes, and survival situations.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
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3. Illustrate competency in elementary Italian Level I by using skills for personal and global communication needs in the target language community locally and throughout the world.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
4. Develop personal connections and global understanding using Italian through technology.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>

Assessment Comments

B I U x₂ x⁺ \int_x $\frac{1}{x}$ $\frac{1}{x^2}$ $\frac{1}{x^3}$ $\frac{1}{x^4}$ $\frac{1}{x^5}$ $\frac{1}{x^6}$ $\frac{1}{x^7}$ $\frac{1}{x^8}$ $\frac{1}{x^9}$ $\frac{1}{x^{10}}$ Size -

I

Cancel Publish comment Next student Save and Continue to Reflection

Inputting your assessment data – Rubric view

Activity Description
Students take the Unit assessment which measures three of the four skills: listening, reading, writing. Speaking is assessed separately in an interview and presentation with partner.

Students

	Exceeds expectations		Does not meet expectations	N/A
	3	2	1	
SLO:	Performance Ds:			
1. Communicate in elementary transfer Level I Italian in listening, speaking, reading and writing. Demonstrate appropriate basic grammar, syntax and vocabulary at the beginning level. Apply acquired language skills associated with familiar topics, cultural themes, and survival situations.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
2. Communicate in culturally and ethically appropriate ways, using the Italian language to create meaning and respond to heritage and non-native speakers. Identify and discriminate between the nuances of the home culture and world cultures represented by the target language.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
3. Illustrate competency in elementary Italian Level I by using skills for personal and global communication needs in the target language community locally and throughout the world.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
4. Develop personal connections and global understanding using Italian through technology.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>

Assessment Comments

B I U x₂ x² I_x 1/2 1/3 1/4 1/5 1/6 1/7 1/8 1/9 1/10 Size -

I

Cancel Publish comment Next student Save and Continue to Reflection

Currently selected student
(highlighted in dark blue)

Inputting your assessment data – Rubric view

Activity Description
Students take the Unit assessment which measures three of the four skills: listening, reading, writing. Speaking is assessed separately in an interview and presentation with partner.

Students

	Exceeds expectations		Does not meet expectations	N/A
	3	2	1	
SLO:	Performance Ds:			
1. Communicate in elementary transfer Level I Italian in listening, speaking, reading and writing. Demonstrate appropriate basic grammar, syntax and vocabulary at the beginning level. Apply acquired language skills associated with familiar topics, cultural themes, and survival situations.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
2. Communicate in culturally and ethically appropriate ways, using the Italian language to create meaning and respond to heritage and non-native speakers. Identify and discriminate between the nuances of the home culture and world cultures represented by the target language.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
3. Illustrate competency in elementary Italian Level I by using skills for personal and global communication needs in the target language community locally and throughout the world.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
4. Develop personal connections and global understanding using Italian through technology.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>

Assessment Comments

B I U x₂ x² I_x 1/2 1/3 1/4 1/5 1/6 1/7 1/8 1/9 1/10 Size -

I

Cancel Publish comment Next student Save and Continue to Reflection

All course SLO's listed for each student enrolled.

Inputting your assessment data – Rubric view

Activity Description
Students take the Unit assessment which measures three of the four skills: listening, reading, writing. Speaking is assessed separately in an interview and presentation with partner.

Students

	Exceeds expectations		Does not meet expectations	N/A
	3	2	1	
SLO:	Performance Ds:			
1. Communicate in elementary transfer Level I Italian in listening, speaking, reading and writing. Demonstrate appropriate basic grammar, syntax and vocabulary at the beginning level. Apply acquired language skills associated with familiar topics, cultural themes, and survival situations.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
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3. Illustrate competency in elementary Italian Level I by using skills for personal and global communication needs in the target language community locally and throughout the world.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
4. Develop personal connections and global understanding using Italian through technology.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>

Assessment Comments

B I U x₂ x⁺ I_x 1/2 1/3 1/4 1/5 1/6 1/7 1/8 1/9 1/10 Size -

Cancel Publish comment Next student Save and Continue to Reflection

Score individual students by clicking on the boxes within the rubric directly.

Inputting your assessment data – Rubric view

Activity Description
Students take the Unit assessment which measures three of the four skills: listening, reading, writing. Speaking is assessed separately in an interview and presentation with partner.

Students

	Exceeds expectations		Does not meet expectations	N/A
	3	2	1	
SLO:	Performance Ds:			
1. Communicate in elementary transfer Level I Italian in listening, speaking, reading and writing. Demonstrate appropriate basic grammar, syntax and vocabulary at the beginning level. Apply acquired language skills associated with familiar topics, cultural themes, and survival situations.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
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3. Illustrate competency in elementary Italian Level I by using skills for personal and global communication needs in the target language community locally and throughout the world.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
4. Develop personal connections and global understanding using Italian through technology.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>

Assessment Comments

B I U x₂ x⁺ I_x 1/2 1/3 1/4 1/5 1/6 1/7 1/8 1/9 1/10 Size -

Cancel Publish comment Next student Save and Continue to Reflection

Score individual students by clicking on the boxes within the rubric directly.

In this example, the selected student has received *Does Not Meet Expectations* for all four SLO's.

Inputting your assessment data – Rubric view

Activity Description
Students take the Unit assessment which measures three of the four skills: listening, reading, writing. Speaking is assessed separately in an interview and presentation with partner.

Students

	Exceeds expectations		Does not meet expectations	N/A
	3	2	1	
SLO:	Performance Ds:			
1. Communicate in elementary transfer Level I Italian in listening, speaking, reading and writing. Demonstrate appropriate basic grammar, syntax and vocabulary at the beginning level. Apply acquired language skills associated with familiar topics, cultural themes, and survival situations.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
2. Communicate in culturally and ethically appropriate ways, using the Italian language to create meaning and respond to heritage and non-native speakers. Identify and discriminate between the nuances of the home culture and world cultures represented by the target language.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
3. Illustrate competency in elementary Italian Level I by using skills for personal and global communication needs in the target language community locally and throughout the world.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
4. Develop personal connections and global understanding using Italian through technology.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>

Assessment Comments

B I U x_o x^o I_x 1/2 1/3 1/4 1/5 1/6 1/7 1/8 1/9 1/10 1/11 1/12 1/13 1/14 1/15 1/16 1/17 1/18 1/19 1/20 1/21 1/22 1/23 1/24 1/25 1/26 1/27 1/28 1/29 1/30 1/31 1/32 1/33 1/34 1/35 1/36 1/37 1/38 1/39 1/40 1/41 1/42 1/43 1/44 1/45 1/46 1/47 1/48 1/49 1/50 1/51 1/52 1/53 1/54 1/55 1/56 1/57 1/58 1/59 1/60 1/61 1/62 1/63 1/64 1/65 1/66 1/67 1/68 1/69 1/70 1/71 1/72 1/73 1/74 1/75 1/76 1/77 1/78 1/79 1/80 1/81 1/82 1/83 1/84 1/85 1/86 1/87 1/88 1/89 1/90 1/91 1/92 1/93 1/94 1/95 1/96 1/97 1/98 1/99 1/100 1/101 1/102 1/103 1/104 1/105 1/106 1/107 1/108 1/109 1/110 1/111 1/112 1/113 1/114 1/115 1/116 1/117 1/118 1/119 1/120 1/121 1/122 1/123 1/124 1/125 1/126 1/127 1/128 1/129 1/130 1/131 1/132 1/133 1/134 1/135 1/136 1/137 1/138 1/139 1/140 1/141 1/142 1/143 1/144 1/145 1/146 1/147 1/148 1/149 1/150 1/151 1/152 1/153 1/154 1/155 1/156 1/157 1/158 1/159 1/160 1/161 1/162 1/163 1/164 1/165 1/166 1/167 1/168 1/169 1/170 1/171 1/172 1/173 1/174 1/175 1/176 1/177 1/178 1/179 1/180 1/181 1/182 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Inputting your assessment data – Rubric view

...or directly selecting a student by name.

Activity Description
Students take the Unit assessment which measures three of the four skills: listening, reading, writing. Speaking is assessed separately in an interview and presentation with partner.

Students

	Exceeds expectations		Does not meet expectations	N/A
	3	2	1	
SLO:	Performance Ds:			
1. Communicate in elementary transfer Level I Italian in listening, speaking, reading and writing. Demonstrate appropriate basic grammar, syntax and vocabulary at the beginning level. Apply acquired language skills associated with familiar topics, cultural themes, and survival situations.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
2. Communicate in culturally and ethically appropriate ways, using the Italian language to create meaning and respond to heritage and non-native speakers. Identify and discriminate between the nuances of the home culture and world cultures represented by the target language.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
3. Illustrate competency in elementary Italian Level I by using skills for personal and global communication needs in the target language community locally and throughout the world.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
4. Develop personal connections and global understanding using Italian through technology.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>

Assessment Comments

B I U x_o x^o I_x 1/2 1/4 1/8 1/16 1/32 1/64 1/128 1/256 1/512 1/1024 1/2048 1/4096 1/8192 1/16384 1/32768 1/65536 1/131072 1/262144 1/524288 1/1048576 1/2097152 1/4194304 1/8388608 1/16777216 1/33554432 1/67108864 1/134217728 1/268435456 1/536870912 1/1073741824 1/2147483648 1/4294967296 1/8589934592 1/17179869184 1/34359738368 1/68719476736 1/137438953472 1/274877906944 1/549755813888 1/1099511627776 1/2199023255552 1/4398046511104 1/8796093022208 1/17592186044416 1/35184372088832 1/70368744177664 1/140737488355328 1/281474976710656 1/562949953421312 1/1125899906842624 1/2251799813685248 1/4503599627370496 1/9007199254740992 1/18014398509481984 1/36028797018963968 1/72057594037927936 1/144115188075855872 1/288230376151711744 1/576460752303423488 1/1152921504606846976 1/2305843009213693952 1/4611686018427387904 1/9223372036854775808 1/18446744073709551616 1/36893488147419103232 1/73786976294838206464 1/147573952589676412928 1/295147905179352825856 1/590295810358705651712 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Inputting your assessment data – Rubric view

Trying to move onto another student will cause this box to pop up **only** when there is one or more SLO left without a score.

The screenshot displays a rubric view for an activity. At the top, it says "Activity Description: Students take the Unit assessment which measures three of the four skills: listening, reading, writing. Speaking is assessed separately in an interview and presentation with partner." Below this is a "Students" column with a striped bar. To the right is a rubric table with columns for "Exceeds expectations" (scores 3 and 2) and "Does not meet expectations" (score 1 and N/A). The rubric rows include "Performance Ds:" and "Knowledge/Skill/Attitude" descriptions. A dialog box titled "Scorecard incomplete" is overlaid on the rubric, asking "Are you sure you want to leave this scorecard incomplete? (All scores for this student will be lost)" with "No" and "Yes" buttons. At the bottom of the interface are buttons for "Cancel", "Publish comment", "Working...", and "Save and Continue to Reflector".

	Exceeds expectations		Does not meet expectations	
	3	2	1	N/A
Performance Ds:				
Knowledge/Skill/Attitude is highly developed and consistently performed			Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
Knowledge/Skill/Attitude is used appropriately and consistently			Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
Knowledge/Skill/Attitude is not implemented or used inappropriately.			Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
Knowledge/Skill/Attitude is not implemented or used inappropriately.			Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>

Inputting your assessment data – Rubric view

Activity Description
Students take the Unit assessment which measures three of the four skills: listening, reading, writing. Speaking is assessed separately in an interview and presentation with partner.

Students

	Exceeds expectations		Does not meet expectations		
	3	2	1	N/A	
SLO:	Performance Ds:				
1. Communicate in elementary transfer Level I Italian in listening, speaking, reading and writing. Demonstrate appropriate basic grammar, syntax and vocabulary at the beginning level. Apply acquired skills associated with familiar topics, cultural themes, and situations.	Knowledge/Skill/Attitude	Knowledge/Skill/Attitude	Knowledge/Skill/Attitude		<input type="checkbox"/>
2. Communicate in culturally and ethically appropriate ways, use Italian language to create meaning and respond to heritage and native speakers. Identify and discriminate between the nuances, home culture and world cultures represented by the target language.					<input type="checkbox"/>
3. Illustrate competency in elementary Italian Level I by using skills for personal and global communication needs in the target language community locally and throughout the world.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.		<input type="checkbox"/>
4. Develop personal connections and global understanding using Italian through technology.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.		<input type="checkbox"/>

Assessment Comments

These comments are optional.

B I U x₂ x⁺ I_x 1/2 1/3 1/4 1/5 1/6 1/7 1/8 1/9 1/10 1/11 1/12 1/13 1/14 1/15 1/16 1/17 1/18 1/19 1/20 1/21 1/22 1/23 1/24 1/25 1/26 1/27 1/28 1/29 1/30 1/31 1/32 1/33 1/34 1/35 1/36 1/37 1/38 1/39 1/40 1/41 1/42 1/43 1/44 1/45 1/46 1/47 1/48 1/49 1/50 1/51 1/52 1/53 1/54 1/55 1/56 1/57 1/58 1/59 1/60 1/61 1/62 1/63 1/64 1/65 1/66 1/67 1/68 1/69 1/70 1/71 1/72 1/73 1/74 1/75 1/76 1/77 1/78 1/79 1/80 1/81 1/82 1/83 1/84 1/85 1/86 1/87 1/88 1/89 1/90 1/91 1/92 1/93 1/94 1/95 1/96 1/97 1/98 1/99 1/100 1/101 1/102 1/103 1/104 1/105 1/106 1/107 1/108 1/109 1/110 1/111 1/112 1/113 1/114 1/115 1/116 1/117 1/118 1/119 1/120 1/121 1/122 1/123 1/124 1/125 1/126 1/127 1/128 1/129 1/130 1/131 1/132 1/133 1/134 1/135 1/136 1/137 1/138 1/139 1/140 1/141 1/142 1/143 1/144 1/145 1/146 1/147 1/148 1/149 1/150 1/151 1/152 1/153 1/154 1/155 1/156 1/157 1/158 1/159 1/160 1/161 1/162 1/163 1/164 1/165 1/166 1/167 1/168 1/169 1/170 1/171 1/172 1/173 1/174 1/175 1/176 1/177 1/178 1/179 1/180 1/181 1/182 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Cancel Publish comment Next student Save and Continue to Reflection

Inputting your assessment data – Rubric view

Activity Description
Students take the Unit assessment which measures three of the four skills: listening, reading, writing. Speaking is assessed separately in an interview and presentation with partner.

Students

	Exceeds expectations		Does not meet expectations	N/A
	3	2	1	
SLO:	Performance Ds:			
1. Communicate in elementary transfer Level I Italian in listening, speaking, reading and writing. Demonstrate appropriate basic grammar, syntax and vocabulary at the beginning level. Apply acquired language skills associated with familiar topics, cultural themes, and survival situations.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
2. Communicate in culturally and ethically appropriate ways, using the Italian language to create meaning and respond to heritage and non-native speakers. Identify and discriminate between the nuances of the home culture and world cultures represented by the target language.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
3. Illustrate competency in elementary Italian Level I by using skills for personal and global communication needs in the target language community locally and throughout the world.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>
4. Develop personal connections and global understanding using Italian through technology.	Knowledge/Skill/Attitude is highly developed and consistently performed.	Knowledge/Skill/Attitude is used appropriately and consistently.	Knowledge/Skill/Attitude is not implemented or used inappropriately.	<input type="checkbox"/>

Assessment C

Select Save and Continue to Reflection when you have scored all students

Cancel Publish comment Next student **Save and Continue to Reflection**



ASSESSMENT REFLECTION QUESTIONS

To be answered when all student assessment data has been entered.



Assessment reflection questions

Why does reflecting on the assessment matter?

The reflection process is intended motivate improvements in the design and implementation of future teaching practices. As such, reflecting on the assessment results is a vital step in the course assessment process. This is where you, the faculty, can evaluate the effectiveness of your instructional practices and identify areas where improvements are warranted. This step will allow you gain a more comprehensive understanding of student learning needs and adjust your teaching practices and/or curriculum accordingly.



Assessment reflection questions

Assessment Quality & Improvement Reflection ✕

Currently Not answered

Assessment reflection to address quality and improvement of Learning Outcomes Use blank spaces for any department or discipline specific question(s) and answer(s) to that/those question(s). Simply type N/A if you are not creating any custom question(s) and answer(s).

What did you learn from the assessment about student learning and your own teaching?

Please complete this field..

What do you plan to do next time to improve student learning in this course? Identify strategies to try that may improve student learning.

Please complete this field..

How will the results of this assessment be used to improve student learning in the program? What is your plan of action?

Please complete this field..

Use this space for any department or discipline specific question(s) and answer(s) to that/those question(s). Simply type N/A if you are not creating any custom question(s) and answer(s).

Please complete this field..

The reflection template is next. You may work on it ahead of time (offline) and save your work.

To facilitate offline work on reflection questions, you can [find the template](#) on the TLC Website under [Documents and Resources](#).

The reflection questions also follow on the next few slides.

Assessment reflection questions

Question 1

What did you learn from the assessment about student learning and your own teaching?

Assessment reflection questions

Question 2

What do you plan to do next time to improve student learning in this course? Identify strategies to try that may improve student learning.

Assessment reflection questions

Question 2

What do you plan to do next time to improve student learning in this course? Identify strategies to try that may improve student learning.

Assessment reflection questions

Question 3

How will the results of this assessment be used to improve student learning in the program? What is your plan of action?

Assessment reflection questions

Customizable reflection questions

In order to accommodate the variety of disciplines across campus, there are three additional reflection boxes intended for department specific questions and/or analysis.

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Assessment reflection questions

Customizable reflection questions

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“Use this space for your department and/or discipline specific question(s) and answer(s) to that/those question(s). Simply type N/A if you are not creating any custom question(s) and answer(s).”

There are three blank boxes with the above text. Please copy/paste your discipline-specific prompt/question the corresponding response into the same box.



Resources

- [How to locate cohort number](#)
- [How to change your course cohort number](#)
- [eLumen Faculty Guide \(comprehensive\)](#)
- How to revise a COR in eLumen
 - [Basic instructions \(from TLC\)](#)
 - [Detailed instructions from \(Curriculum committee\)](#)
- [Adjunct stipend information](#)



QUESTIONS?

If I Can't Answer Them, I Will Find Someone Who Can For You 😊



Fall 2024 Zoom Drop-in Hours
Thursdays from 11:00 AM to Noon
Fridays from 1PM to 2PM
on the following days

August 29th
September 13th & 19th
October 10th & 25th
November 15th & 21st
December 6th & 12th

Contact ngonzalinajec@losmedanos.edu if
you would like to receive an Outlook
calendar invite for any of the above
specified drop-in time-slots.

QUESTIONS?

If I Can't Answer Them, I Will Find Someone Who Can For You 😊

<http://tinyurl.com/nidiagonzalinajeczoom>

