

Annotated List

Competency

Construct an annotated list of the assessments you will use in your course.

Core Abilities

Work Productively, Communicate Effectively, Think Critically and Creatively.

Directions to Learner

For this performance assessment you will develop an annotated list of summative (accountability) assessments for a specific course or other learning experience using competencies and performance standards for an existing course.

Review these directions and the attached scoring guide.

Using the list you created in the Learning Plan, expand each of the assessments to create an Annotated List that meets the criteria outlined in the attached scoring guide.

Find a peer to review your Annotated List in order to receive feedback. Be sure to discuss any places where your ratings differ. Make adjustments as needed and submit your final draft to your facilitator for review.

Directions to Peer Evaluator

Review the work of your peer. Provide feedback as appropriate, either verbally or in writing. Complete and initial the attached scoring guide.

Annotated List Scoring Guide

Scoring Standard

You must achieve a rating of at least “2” or “yes” on each criterion to demonstrate competence. Work that does not meet this criteria may be returned to you for revision

Student Rating Scale	Peer Rating Scale
<p>4: I've far exceeded the minimum and this is some of my best work. It could be used as an example of superior work for future classes.</p> <p>3: I've done more than the minimum. I've looked at other examples of work, and mine is as good as or a little better.</p> <p>2: I've done the minimum and I know the basics are covered.</p> <p>0: I've left something out or done something wrong.</p>	<p>+: I agree that you have met competence but feel that you have understated your performance for this criterion</p> <p>=: I agree that you have met competence and feel that you have accurately assessed your performance for this criterion</p> <p> -: I agree that you have met competence but feel that you have overstated your performance for this criterion</p> <p>0: You have failed to meet competence in this criterion and revision is necessary.</p>

Scoring Guide

Criteria	Student Ratings		Peer Ratings	
	Yes	No	Init: ____	
• list has assessments for each competency in the attached syllabus	Yes	No	Yes	No
• you write an annotation (brief explanation) for each item in your list of assessments	Yes	No	Yes	No
• list of assessments incorporates a variety of assessment tools (e.g. project, interview, experiment, report, presentation, portfolio, question/answer test, demonstration)	4	3	2	0
• each annotation designates the target learning outcomes [competency, core ability, program, or general education]	Yes	No	Yes	No
• each annotation identifies the type of assessment tool you will use(e.g. project, interview, experiment, report, presentation, portfolio, question/answer test, demonstration) that you intend to use	Yes	No	Yes	No
• each annotation notes how the assessment requires learners to apply what they have learned	4	3	2	0
• each annotation includes a brief description of the opportunities learners will have to learn and practice prior to the assessment	4	3	2	0
• each annotation identifies who will evaluate learner performance	Yes	No	Yes	No
• each annotation explains how learners will receive feedback on their performance and the opportunities they will have for improving performance that does not meet minimum standards	4	3	2	0
• each annotation presents a <u>brief</u> evaluation of the assessment's validity, reliability, and fairness	4	3	2	0
• list and completed scoring guide are turned in by the assigned due date	Yes	No	Yes	No