

GEP Assessment - Spirit of GEP Learning Outcomes for All Levels

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Please refer to the PowerPoint Slides from the GEP Training (10/29/2021) to see more explanations of the Bloom's Taxonomy. To quickly represent the level of cognitive complexity expressed by the action verbs in the GEP learning outcomes language, the following color code is used:

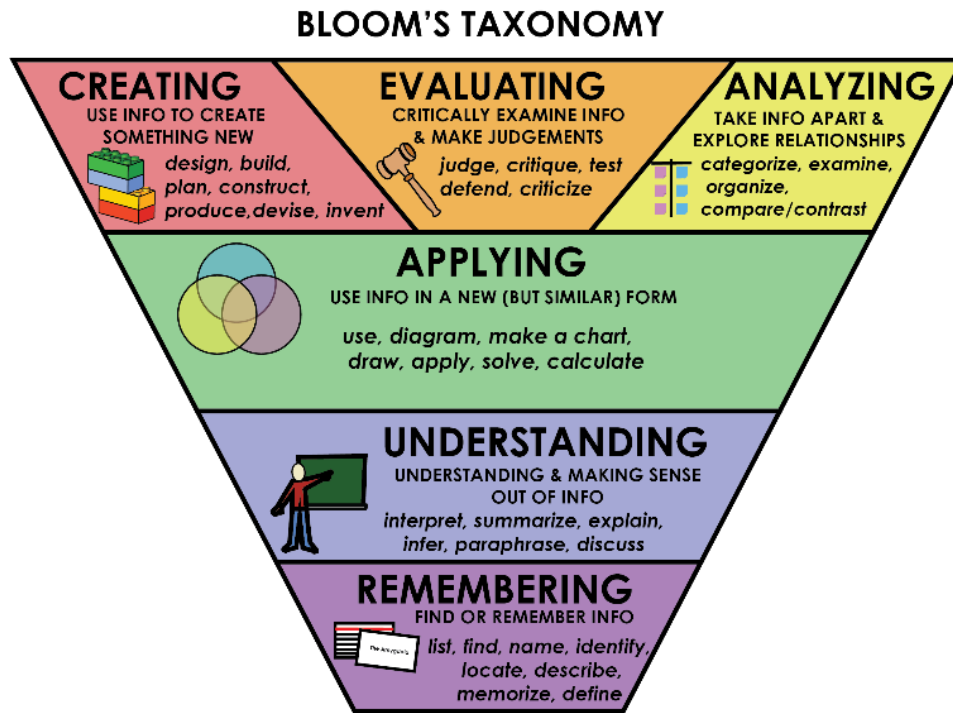


Image source: <https://kpu.pressbooks.pub/learningtolearnonline/blooms-graphic/>

UWSP GEP Learning Outcomes: [gep-category-learning-outcomes.pdf \(uwsp.edu\)](https://uwsp.edu/gep-category-learning-outcomes.pdf)

GEP Foundation Level – Critical Thinking

| Foundation Level: Critical Thinking (CT) | “Spirit” of LOs à Possible assessment actions/ “verbs” | Possible assessment instruments = assignments |
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| <p>CT LO1: <u>Recognize</u> critical thinking as a process of identifying, analyzing, evaluating, and constructing reasoning in deciding what conclusions to draw (argumentation) or actions to take (decision-making and problem-solving).</p> | <p>Recognize</p> <p>This LO features an action verb from the first level of Bloom’s Taxonomy – Recognition.</p> | <p><u>Recognition</u>: Multiple choice or matching questions.</p> <p>Recognition is the least complex form of knowledge. Students should not be asked to generate text or definitions. The wording of this outcome implies that students should recognize that each of the steps is part of critical thinking (e.g. identifying, analyzing, constructing) and the purpose of critical thinking. Assessment of this outcome should not involve conducting the identification, analysis evaluation, or constructing of reasoning.</p> |
| <p>CT LO2: <u>Identify, analyze, evaluate, and construct</u> reasoning as it is applied to general or discipline-specific questions or issues.</p> | <p>Identify Analyze Evaluate Construct</p> <p>This LO combines multiple levels of Bloom’s taxonomy, making it difficult to evaluate. Generally, less complex forms of learning (knowledge and understanding) are required to reach the higher levels. In this case, identifying and analyzing reasoning are required to evaluate reasoning. Look for alignment with “evaluate.”</p> <p>However, evaluation, analysis, and identification of parts of an argument or chain of reasoning may not be necessary to construct the reasoning. Therefore, TWO different types of evaluation are required to assess student achievement of this LO.</p> | <p><u>Identification</u>: could be multiple choice, matching, or short answer in which different components of reasoning in a given scenario are identified. This could be part of an assignment in which students analyze or evaluate reasoning.</p> <p><u>Analysis</u>: Look for some written work in which students explain the parts of an argument (reasoning) and how they function within a given textual or spoken source.</p> <p><u>Evaluation</u>: Look for an extension of the analysis to include a value judgement about the type of reasoning employed.</p> <p><u>Constructing reasoning</u>: This outcome is specifically about the construction of reasoning. Look for assignments in which arguments or problem-solving are diagramed or categorized (e.g. the assumptions, evidence, etc. are presented in tabular form), or written work such as papers or argument maps.</p> |
| <p>CT LO3: <u>Communicate</u> the analysis, evaluation, or construction of reasoning orally, visually, or in writing.</p> | <p>Communicate</p> <p>This learning outcome does not differ substantially from CT LO2, except that this LO specifically addresses the communication of reasoning, analysis, and evaluation in spoken or written language, or in the form of concept maps. This LO features an action verb from the highest level of Bloom’s Taxonomy – Creation.</p> | <p>Look for assignments that involve presentation (oral, visual, or written) and/or a written work that could be a concept map or better an argument map, an essay, or a reflective writing.</p> <p>Evaluation of achievement should focus on the effectiveness and appropriateness of the communication, not on the construction of the reasoning, <i>per se</i>.</p> |

GEP Foundation Level – Written Communication

| Foundation Level: Written Communication (WC) | “Spirit” of LOs à Possible assessment actions/ “verbs” | Possible assessment instruments = assignments |
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| <p>WC LO1: Compose an articulate, thoughtful, grammatically correct, and logically organized piece of writing with properly documented and supported ideas, evidence, and information suitable to the topic, purpose, genre, and audience.</p> | <p>Compose</p> <p>This LO is at the most complex level of Bloom’s taxonomy. Achievement of the LO relies on students being able to recognize and apply standards of written communication.</p> <p>Look for alignment with the creation level of bloom’s taxonomy, possibly specifying the audience, topic, or purpose, as is relevant to the course.</p> <p>(There are concerns about inclusivity, because who is to say what is grammatically correct? What if a student writes in fluent AAVE? Or uses prepositions like the British?)</p> | <p>Look for a form of writing, scored according to a rubric that details levels of achievement for a) how articulate the work is, b) how correct the grammar is, c) how logically organized it is, d) documentation and support of ideas, e) use of evidence, f) suitability of included information.</p> |
| <p>WC LO2: Apply your understanding of elements that shape successful writing to critique and improve your own and others’ writing through effective and useful feedback.</p> | <p>Apply Critique Improve</p> <p>There are two key elements here: Critique and the incorporation of feedback to improve writing. The use of the verb apply is a bit of a red herring to unite these two distinct processes. Each process likely must be assessed separately, and the results combined. This may mean that there are two course learning outcomes that align with these different activities,</p> | <p>Look for a critique assignment, in which students articulate the effectiveness of the writing and the success of implementation of specific elements that shape writing. This is likely best scored using a detailed rubric that touches on various elements. Value judgements (evaluation level) are likely included. The assignment should also contain some feedback given to the writer, scored based on the effectiveness of the feedback. Peer review assignments may be common.</p> <p>For use of feedback to improve writing, revised work should be evaluated, and incorporation of feedback noted. A supplement might be a written reflection on how feedback given was used, and how improved the final draft. This may be scored using a rubric that details specific elements that shape writing.</p> |

GEP Foundation Level – Quantitative Literacy

| Foundation Level: Quantitative Literacy (QL) | “Spirit” of LOs à Possible assessment actions/ “verbs” | Possible assessment instruments = assignments |
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| <p>QL LO1: <u>Select</u>, <u>analyze</u>, and <u>interpret</u> appropriate numerical data used in everyday life in numerical and graphical format.</p> | <p>Select Analyze Interpret</p> <p>This LO combines actions from the Understanding and Analyzing levels of Bloom’s Taxonomy. The higher complexity function (analysis) should take precedence, since in order to analyze numerical data, understanding must already have been achieved. Look for alignment with action words from the Analysis level of Bloom’s taxonomy.</p> | <p>Analyze and Interpret: Both focus on explanations of how components of numerical data (in numbers and graphs) contribute to the meaning. These outcomes could be assessed using problem sets with free form written or numeric answers, multiple choice, or matching (if carefully constructed.)</p> |
| <p>QL LO2: <u>Identify</u> and <u>apply</u> appropriate strategies of quantitative problem solving in theoretical and practical applications.</p> | <p>Identify Apply</p> <p>Two levels of cognitive complexity are identified in this LO – Comprehension and Application. Because understanding must exist before application can be mastered, the best aligned LOs will focus on Verbs from the Apply level of Bloom’s taxonomy. (Apply, compute, solve)</p> | <p>Look for problem solving exercises or exam questions. Assessment may use a rubric that evaluates the student’s choice of strategy separately from the final solution. (Multiple choice questions are not a good measure of how appropriate the strategy is, only how correct the answer is).</p> |
| <p>QL LO3: <u>Construct</u> a conclusion using quantitative justification.</p> | <p>Construct</p> <p>Construct is at the Creation level of Bloom’s taxonomy.</p> <p>I question looking at this whether the conclusion or quantitative justification are the important parts of this learning outcome. I also question how one “constructs” a conclusion.</p> | <p>Look for assignments for which quantitative data must be used to justify a conclusion. This may be problem sets, research papers/projects involving quantitative data, presentations, or exams. Look for rubrics that evaluate the student’s conclusion as well as their quantitative justification.</p> |

GEP Foundation Level – Wellness

| Foundation Level: Wellness (WL) | “Spirit” of LOs à Possible assessment actions/ “verbs” | Possible assessment instruments = assignments |
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| <p>WL LO1: <u>Assess</u> your own wellness in each of the seven dimensions of wellness and <u>explain</u> how the dimensions and the interactions among them impact your overall personal health and wellbeing.</p> | <p>Assess Explain</p> <p><u>Assess</u> is at the Evaluation level of Bloom’s taxonomy. To assess their wellness, students must understand interactions between the dimensions, so look for aligned LOs to have action words from the Evaluation level.</p> <p>Although “explain” is often associated with the second level of Bloom’s taxonomy (Understanding), the spirit of this LO aligns with “examine” – an assessment verb used for the Creation level of Bloom’s taxonomy, because students need to verbally reflect on the dimensions of wellness and their own personal health and wellbeing.</p> | <p>Look for a verbal product – reflection journal, paper, presentation, or poster. Assessment will likely include a rubric that looks at the overall assessment, the seven dimensions, and how those dimensions interact with personal health and wellbeing.</p> |
| <p>WL LO2: <u>Develop</u> an individual plan for healthy living that demonstrates an understanding of the principles of wellness.</p> | <p>Develop</p> <p>This is at the creation level of Bloom’ taxonomy. The development of this plan relies on the understanding of principles of wellness.</p> <p>Look for full alignment with actions words from the Creation level, including compose, construct, create, design, develop, devise, formulate, produce, write).</p> | <p>This could be assessed with a paper, project, or presentation. Key things to look for are rubrics that identify different principles of wellness that students are expected to demonstrate understanding of, as well as the plan itself.</p> |

GEP Human Cultures and the Sciences Level - Arts Category

| Human Cultures and the Sciences: ARTS | “Spirit” of LOs à Possible assessment actions/ “verbs” | Possible assessment instruments = assignments |
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| <p>ART LO1:</p> <p>Describe, analyze or critique creative works utilizing knowledge of relevant aesthetic criteria or stylistic forms.</p> <p><i>Do at least ONE of the following:</i></p> | <p>Describe analyze or critique</p> <p><i>Two levels of cognitive complexity are identified in this LO – Comprehension and Analysis.</i></p> <p><i>Comprehension and Analysis/critique rely on recognition/remembering. Partial alignment with this LO may involve action words like Identify/label/List, Recall, Define.</i></p> | <p>Recognition Level: Simple/ auto graded quiz for remembering, listing/ identifying/ naming/ matching definitions, etc., or relevant aesthetic criteria or stylistic forms. These would represent partial alignment with LO.</p> <p>Describe: At the comprehension level, students may be asked to use new terminology of aesthetic criteria and stylistic forms to describe a particular creative work. Assessment could use any verbal form, including discussion posts online, in-class discussions with written reflections, essays, or essay/short answer questions. This level of cognitive complexity should involve putting together multiple aesthetic or stylistic terms/criteria.</p> <p>Analyze/ Critique: At the analysis level, students should demonstrate the ability to analyze creative work, going beyond the mere presence of specific stylistic or aesthetic features in the work to addressing the impact or consequences of the stylistic features to the creative work. Students might be also asked to use the appropriate art terminology, therefore showing the attainment of both levels of cognitive complexity on the same assignment. As with assessment of the comprehension level, the assessment instrument should involve some verbal activity, like an essay, essay question, discussion post/video or presentation.</p> <p><i>Helpful hint: It is all about making a detailed prompt that <u>explicitly</u> specifies which skills and knowledge students must use to demonstrate the attainment of the learning goal on the assignment.</i></p> |
| <p>ART LO2:</p> <p>Identify and explain the relationship between particular traditions or genres of creative expression and their social, historical or cultural contexts.</p> | <p>Identify Explain</p> <p><i>Two levels of cognitive complexity are identified in this LO – Recognition/ remembering and Comprehension</i></p> <p><i>Demonstration of higher-level LO often relies on having mastered the lower level LO, so look for alignment with learning</i></p> | <p>Identify: Simple/ multiple-choice, auto graded quiz. May also use listing, or short-answer/fill in blank/matching questions.</p> <p>Explain: By definition, an explanation must be verbal. Assessment instruments include a paper, report, discussion post, project, or essay exam/quiz question. An explanation must make clear reasons, causes, or connections between two or more entities. Explanation goes beyond simple description of the relationship.</p> |

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| | <p><i>outcomes at application analysis levels.</i></p> <p>Learning outcomes for the course may specify particular traditions or genres, and discipline relevant social/ historical/ cultural contexts.</p> | |
| <p>ART LO3:</p> <p>Demonstrate an understanding of creative expression by producing or performing a creative work.</p> | <p><i>Two levels of cognitive complexity are identified in this LO: comprehension and creation.</i></p> <p>Look for learning outcomes that use action words specifying an understanding of creation—explain, demonstrate, discuss, illustrate, summarize. Learning outcomes such as this would only partially align with the GEP outcome, as they do not emphasize the production of a creative work.</p> <p>Look for learning outcomes using action words that specify creation: adapt, combine, compose, construct, create, design, develop, etc.</p> <p><i>Demonstration of higher-level LO often relies on having mastered the lower-level LO, so look for alignment with learning outcomes at application/ analysis levels.</i></p> | <p>Demonstrating understanding: Because of the wording of this LO, it is possible that students may demonstrate their understanding of creative expression verbally, so there may be a written description of creative work. There may be essays or short-answer questions, papers, reflections, or discussion posts that fulfil this requirement. However, such learning outcomes would only partially satisfy the GEP outcome, unless they were accompanied by the PRODUCTION of an artifact.</p> <p>The best assessment instruments would involve the creation of an artifact</p> <p>Look for ‘File upload’ assignment in Canvas, performance, or some other physical submission of a creative work. Look for rubrics or grading criteria that specify how the “understanding” of creative expression is demonstrated.</p> |

GEP Human Cultures and the Sciences Level - Humanities Category

| Human Cultures and the Sciences: HUMANITIES | “Spirit” of LOs à Possible assessment actions/ “verbs” | Possible assessment instruments = assignments |
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| <p>HU LO1:</p> <p>Read closely, think critically, and write effectively about texts or cultural artifacts that reflect on perennial questions concerning the human condition (such as the search for truth and meaning, the confrontation with suffering and mortality, or the struggle for justice, equality, and human dignity).</p> | <p>Three levels of cognitive complexity may be identified in this LO – comprehension, application, and analysis/evaluation.</p> <p>Reading closely cannot be directly assessed. Learning outcomes may involve reading comprehension.</p> <p>Critical thinking also cannot be directly assessed. Look for learning outcomes which deal with the analysis, evaluation, and construction of reasoning on the perennial questions concerning the human condition. Reflect, analyze, evaluate, construct, assess, examine, discriminate.</p> <p>Write is an application word, especially when paired with “effectively.”</p> <p>For all possible action words, it is important that the instructors provide criteria that indicate how they are applying these vague words.</p> | <p>Recognition/remembering level: Simple/multiple-choice, auto-graded quiz on reading comprehension may provide a partial alignment between the LO and the assessment instrument.</p> <p>A paper, project, or essay exam that evaluates reading comprehension would also partially align with the LO.</p> <p>Any written or verbal work in which students analyze the perennial questions, or construct reasoning about these questions could assess the critical thinking aspect of the outcome, however, it is important that the instructor clearly specifies how the critical thinking will be evaluated.</p> <p>Writing effectively requires some written assignment. Again, the criteria provided for grading should make it clear what the instructor views as “effective” writing. In “writing effectively” is explicitly stated in the LO, lessons should provide instruction/formative exercises for students to practice and improve this skill.</p> |
| <p>HU LO2:</p> <p>Investigate and thoughtfully respond to a variety of ideas, beliefs or values held by persons in situations other than one’s own.</p> | <p>Investigate is synonymous with research, which is sometimes used to describe activities at the analysis/evaluation level of cognitive complexity.</p> <p>Thoughtfully responding (also difficult to assess) may be synonymous with analysis or evaluation.</p> <p>Look for learning outcomes that specify words from this level of Bloom’s taxonomy, including analyze, characterize, classify, compare, contrast, differentiate, discriminate, distinguish, examine, or illustrate. This should be tied to beliefs and values shown by people from diverse backgrounds/ perspectives.</p> | <p>For complete assessment of the learning outcome, there should be an assessment that evaluates “investigation” and that evaluates “thoughtfully responding.”</p> <p>These imply a verbal response, which could occur in a paper, presentation, project, or essay exam/quiz question.</p> <p>Be sure to check the criteria provided by the instructor to determine if analysis/evaluation is described. If not, the instructor should define what is meant by “investigate” and “thoughtfully respond.”</p> |

GEP Human Cultures and the Sciences Level – Historical Perspectives Category

| Human Cultures and the Sciences: HISTORICAL PERSPECTIVES | “Spirit” of LOs à Possible assessment actions/ “verbs” | Possible assessment instruments = assignments |
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| <p>HP LO1:</p> <p>Use primary sources as evidence to answer questions about historical change.</p> | <p><i>One level of cognitive complexity is identified in this LO – application</i></p> <p>Identify primary sources or evidence from these sources is the base of knowledge that contributes to higher level outcomes. Learning outcomes written with recognition/remembering verbs may partially align with the LO.</p> <p>Or</p> <p>Answer questions about historical change. This outcome is an application of knowledge to answer questions.</p> | <p>Recognition/remembering: Simple/ multiple-choice, auto graded quiz on identifying primary sources or evidence in primary sources.</p> <p>Evaluating the application should involve specific primary sources (reading), as a means to answer questions. This may look like reading comprehension. It could be assessed using multiple-choice, short answer, or essay exams, or may involve a paper/project/ or presentation.</p> |
| <p>HP LO2:</p> <p>Describe differences among interpretations of the past.</p> | <p><i>One level of cognitive complexity is identified in this LO – comprehension</i></p> <p>Look for action words like demonstrate, discuss, explain, generalize, illustrate, report, restate, review, and summarize. The LO should also involve a comparison of different interpretations.</p> <p><i>Demonstration of higher-level LO often relies on having mastered the lower level LO, so look for alignment with learning outcomes at application analysis levels.</i></p> | <p>Description is inherently tied to an assessment instrument that involves the student’s verbal responses. Look for things like discussion posts (check the rubric and prompt), a paper/project/presentation, or an essay exam/quiz question</p> <p>**fill-in-the-blank, matching, multiple choice, T/F exams or quizzes are not sufficient to assess this action verb. However, they may be used to assess the lower-level recognition/remembering of differences. This would represent partial alignment.</p> |
| <p>HP LO3:</p> <p>Analyze institutional and cultural changes in one or more human societies over time.</p> | <p><i>One level of cognitive complexity is identified in this LO – analysis/evaluation</i></p> <p>Look for action words including analyze, characterize, break-down, compare, relate, or evaluate.</p> | <p>An analysis must be verbal. Look for assessment instruments involving verbal responses, including papers, projects, presentations, discussions, reflections, or essay exam/quiz question.</p> <p>To count as an analysis, the tool must go beyond asking for a description, or discussion, and must look at causes/effects, outcomes, reasons for, and/or effects/significance of.</p> |

GEP Social and Environmental Responsibility Level – U.S. Diversity Category

| Social and Environmental Responsibility: U.S. DIVERSITY | “Spirit” of LOs à Possible assessment actions/ “verbs” | Possible assessment instruments = assignments |
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| <p>USD LO1:</p> <p>Describe how people or institutions in the United States have constructed diverse identities and cultures based on ability, ethnicity, gender, language, nationality, race, religion, sexuality, socio-economic status, etc.</p> | <p><i>One level of cognitive complexity is identified in this LO –</i> comprehension</p> <p>Related action words that may appear in LOs include: demonstrate, discuss, explain, generalize, illustrate, interpret, report, review, and summarize.</p> <p>Identifying constructed identities is the base of knowledge that contributes to higher level outcomes. Learning outcomes written with recognition/remembering verbs may partially align with the LO.</p> <p><i>Demonstration of higher-level LO often relies on having mastered the lower-level LO, so look for alignment with learning outcomes at application analysis levels.</i></p> | <p>Recognition/remembering: Simple/multiple-choice, auto graded quiz on identifying the institutions/people and their cultural identities based on ability, ethnicity, gender, language, nationality, etc., could partially assess this learning outcome.</p> <p>Description by definition indicates a verbal response detailing the characteristics of something. The best way to assess is having the student “describe.” Look for a paper, project, presentation, discussion post, or essay exam/quiz question. Description involves a characterization of WHAT.</p> |
| <p>USD LO2:</p> <p>Explain how individuals or groups in the United States have responded to the experience of discrimination and inequality.</p> | <p><i>One level of cognitive complexity is identified in this LO –</i> comprehension</p> <p>Related action words that may appear in LOs include: demonstrate, discuss, describe, generalize, illustrate, interpret, report, review, and summarize.</p> <p>Identifying responses to the experience of discrimination is the base of knowledge that contributes to higher level outcomes. Learning outcomes written with recognition/remembering verbs may partially align with the LO.</p> <p><i>Demonstration of higher-level LO often relies on having mastered the lower-level LO, so look for alignment with learning outcomes at application analysis levels.</i></p> | <p>Recognition/remembering: Simple/multiple-choice, auto graded quiz on identifying responses of individuals or groups to the experience of discrimination could partially assess this learning outcome.</p> <p>Explanation by definition indicates a verbal response detailing the characteristics of something. The best way to assess is having the student “explain.” Look for a paper, project, presentation, discussion post, or essay exam/quiz question. Explanation typically combines a description of WHAT with WHY or HOW.</p> |

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| <p>USD LO3:</p> <p>Demonstrate understanding of and empathetic insight about diverse cultural perspectives in the United States.</p> | <p><i>One level of cognitive complexity is be identified in this LO – evaluating/analyzing</i></p> <p>Related action words at the analysis level that may appear in LOs include: Analyze, breakdown, characterize, deduce, examine, illustrate</p> <p>Identifying empathetic insights is the base of knowledge that contributes to higher level outcomes. Learning outcomes written with recognition/remembering verbs may partially align with the LO.</p> <p>Comprehension level LOs may include words like explain, describe, identify, discuss, summarize. These may partially assess the LO.</p> | <p>Assessment of learning outcomes phrased in this way are difficult to assess. Look for clear descriptive criteria of what constitutes empathetic insight in the eyes of the instructor.</p> <p>Typically insight (the capacity to gain an accurate and deep intuitive understanding of a person or thing) is the result of some type of analysis. Empathy is the ability to understand the feelings of others. Note that this LO does not require students to actually demonstrate empathetic insight, but to demonstrate and understanding of such.</p> <p>Recognition/remembering: Simple/multiple-choice, auto graded quiz on identifying empathetic insights could partially assess this learning outcome.</p> <p>Understanding is not directly assessable, but using action words for this, it may be possible to partially assess the overall LO. Look for a paper, project, presentation, discussion post, or essay exam/quiz question that describes or explains diverse cultural perspectives.</p> <p>Analysis level Look for case studies, papers, projects, or presentations that assess patterns, causes, effects of different cultural perspectives.</p> |
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Consider adopting or draw inspiration from the criterion “Curiosity” from AAC&U Value Rubric “FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC”

| | Exemplary | Proficient | Developing | Beginning |
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| Curiosity | Explores a topic in depth yielding a rich awareness and/or little-known information indicating intense interest in the subject. | Explores a topic in depth, yielding insight and/or information indicating interest in the subject. | Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject. | Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject. |

GEP Social and Environmental Responsibility Level – Global Awareness Category

| Social and Environmental Responsibility: GLOBAL AWARENESS | “Spirit” of LOs à Possible assessment actions/ “verbs” | Possible assessment instruments = assignments |
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| <p>GA LO1:</p> <p>Identify the key components found within one or more cultures that are distinct from those found in predominantly English-speaking cultures.</p> | <p><i>One level of cognitive complexity is identified in this LO – recognition/remembering</i></p> <p>Other action words that maybe used in LOs aligning with this include: Choose, describe label, list, name, recall, recite, state.</p> <p><i>Demonstration of higher level LO often relies on having mastered the lower level LO, so look for alignment with learning outcomes at comprehension, application, or analysis levels</i></p> | <p>Recognition/remembering: Simple/multiple-choice, auto graded quiz on identifying key components of non-English speaking cultures. More involved questions may include short-answer/matching or essay questions.</p> |
| <p>GA LO2:</p> <p>Analyze key forces or processes that contribute to global interconnectedness, and their implications.</p> | <p><i>One level of cognitive complexity is be identified in this LO – evaluating/analyzing</i></p> <p>Related action words at the analysis level that may appear in LOs include: Analyze, breakdown, characterize, deduce, examine, illustrate, distinguish, outline, examine.</p> <p>Identifying key forces is the base of knowledge that contributes to higher level outcomes. Learning outcomes written with recognition/remembering verbs may partially align with the LO.</p> <p>Comprehension level LOs may include words like explain, describe, identify, discuss, summarize. These may partially assess the LO.</p> <p><i>Demonstration of higher-level LO often relies on having mastered the lower-level LO, so look for alignment with learning outcomes at application analysis levels</i></p> | <p>Recognition/remembering: Simple/multiple-choice, auto graded quiz on identifying key forces could partially assess this learning outcome.</p> <p>Using Comprehension action words in the LO, it may be possible to partially assess the overall LO. Look for a paper, project, presentation, discussion post, or essay exam/quiz question that describes or explains key forces and/or their implications.</p> <p>Analysis level Remember—these assessments should go beyond description or explanation. Look for case studies, papers, projects, or presentations that assess the key forces and the patterns, consequences, or implications of those forces on global interconnectedness. Analysis may also cover WHY or HOW the forces produce the results they do.</p> |

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| <p>GA LO3:</p> <p>Demonstrate curiosity and empathetic insight about diverse cultural perspectives.</p> | <p><i>One level of cognitive complexity is be identified in this LO –evaluating/analyzing</i></p> <p>Related action words at the analysis level that may appear in LOs include: Analyze, breakdown, characterize, deduce, examine, illustrate</p> <p>Identifying empathetic insights is the base of knowledge that contributes to higher level outcomes. Learning outcomes written with recognition/remembering verbs may partially align with the LO.</p> <p>Comprehension level LOs may include words like explain, describe, identify, discuss, summarize. These may partially assess the LO.</p> | <p>Curiosity is a strong desire to know or find out about something. It is notoriously difficult to assess. Look for clear descriptive criteria of what constitutes curiosity in the eyes of the instructor. Look for clear explanations of how they think students can demonstrate this. (See AAC&U Value Rubric below for one method of evaluating curiosity).</p> <p>Typically, insight (the capacity to gain an accurate and deep intuitive understanding of a person or thing) is the result of some type of analysis, which is why we place this at the evaluating/analyzing level. Empathy is the ability to understand the feelings of others.</p> <p>Recognition/remembering: Simple/multiple-choice, auto graded quiz on identifying empathetic insights could partially assess this learning outcome.</p> <p>Using Comprehension action words, it may be possible to partially assess the overall LO. Look for a paper, project, presentation, discussion post, or essay exam/quiz question that describes or explains diverse cultural perspectives.</p> <p>Analysis level Look for case studies, papers, projects, or presentations that assess patterns, causes, effects of different cultural perspectives. Insight may be generated as a result of introspection, in which case written or video reflections may be used for assessment.</p> |
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Notes

Consider adopting or draw inspiration from the criterion “Curiosity” from AAC&U Value Rubric “FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC”

| | Exemplary | Proficient | Developing | Beginning |
|------------------|---|--|--|--|
| Curiosity | Explores a topic in depth yielding a rich awareness and/or little-known information indicating intense interest in the subject. | Explores a topic in depth, yielding insight and/or information indicating interest in the subject. | Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject. | Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject. |

GEP Social and Environmental Responsibility Level – Environmental Responsibility Category

| Social and Environmental Responsibility: ENVIRONMENTAL RESPONSIBILITY | “Spirit” of LOs à Possible assessment actions/ “verbs” | Possible assessment instruments = assignments |
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| <p>ER LO1:</p> <p>Identify interactions between human society and the natural environment.</p> | <p><i>One level of cognitive complexity is identified in this LO – recognition/remembering</i></p> <p>Other action words that maybe used in LOs aligning with this include: Choose, describe label, list, name, recall, recite, state.</p> <p><i>Demonstration of higher level LO often relies on having mastered the lower level LO, so look for alignment with learning outcomes at comprehension, application, or analysis levels</i></p> | <p>Recognition/remembering: Simple/multiple-choice, auto graded quiz on identifying interactions between human society and the natural environment. More involved questions may include short-answer/matching or essay questions.</p> |
| <p>ER LO2:</p> <p>Analyze the individual, social, cultural, and ecological factors that influence environmental sustainability.</p> | <p><i>One level of cognitive complexity is be identified in this LO – evaluating/analyzing</i></p> <p>Related action words at the analysis level that may appear in LOs include: Evaluate, breakdown, characterize, deduce, examine, illustrate</p> <p>Identifying factors that influence sustainability is the base of knowledge that contributes to higher level outcomes. Learning outcomes written with recognition/remembering verbs may partially align with the LO.</p> <p>Comprehension level LOs may include words like explain, describe, identify, discuss, summarize. These may partially assess the LO.</p> | <p>Recognition/remembering: Simple/multiple-choice, auto graded quiz on identifying the factors could partially assess this learning outcome.</p> <p>Using Comprehension action words in the LO, it may be possible to partially assess the overall LO. Look for a paper, project, presentation, discussion post, or essay exam/quiz question that describes or explains key factors that influence environmental sustainability.</p> <p>Analysis level Remember—these assessments should go beyond description or explanation. Look for case studies, papers, projects, presentations, discussion posts, or essay exam questions that assess the factors that influence environmental sustainability and the patterns, consequences, or implications of those factors. Analysis may also cover WHY or HOW the forces produce the results they do.</p> |
| <p>ER LO3:</p> <p>Evaluate competing claims that inform environmental debates.</p> | <p><i>One level of cognitive complexity is be identified in this LO – evaluating/analyzing</i></p> <p>Related action words at the analysis level that may appear in LOs include:</p> | <p>Recognition/remembering: Simple/multiple-choice, auto graded quiz on identifying claims could partially assess this learning outcome.</p> |

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| | <p>Analyze, breakdown, characterize, deduce, examine, illustrate, critique</p> <p>Identifying factors competing claims is the base of knowledge that contributes to higher level outcomes. Learning outcomes written with recognition/remembering verbs may partially align with the LO.</p> <p>Comprehension level LOs may include words like explain, describe, identify, discuss, summarize. These may partially assess the LO.</p> | <p>Using Comprehension action words in the LO, it may be possible to partially assess the overall LO. Look for a paper, project, presentation, discussion post, or essay exam/quiz question that describes or explains claims that inform environmental debates.</p> <p>Evaluating Remember—these assessments should go beyond description or explanation. Evaluation is the combination of analysis and critique. Look for papers, projects, presentations, discussion posts, or essay exam questions that assess the competing claims that inform environmental debates, including review of support for/against the claims, and potential value judgements about the claims. Evaluation may also cover WHY or HOW the claims inform the debates.</p> |
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Notes

Consider adopting or draw inspiration from the criterion “Curiosity” from AAC&U Value Rubric “FOUNDATIONS AND SKILLS FOR LIFELONG LEARNING VALUE RUBRIC”

| | Exemplary | Proficient | Developing | Beginning |
|------------------|---|--|--|--|
| Curiosity | Explores a topic in depth yielding a rich awareness and/or little-known information indicating intense interest in the subject. | Explores a topic in depth, yielding insight and/or information indicating interest in the subject. | Explores a topic with some evidence of depth, providing occasional insight and/or information indicating mild interest in the subject. | Explores a topic at a surface level, providing little insight and/or information beyond the very basic facts indicating low interest in the subject. |