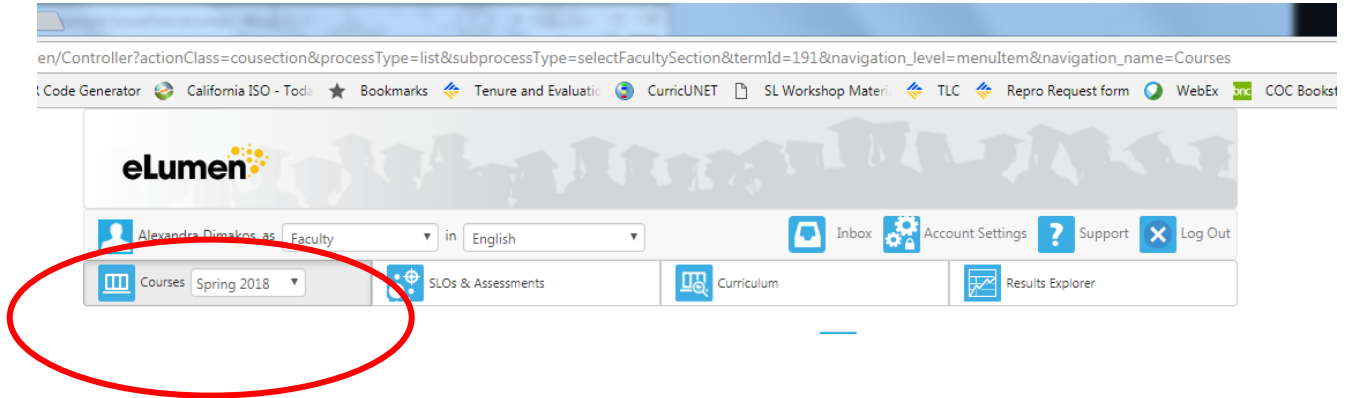
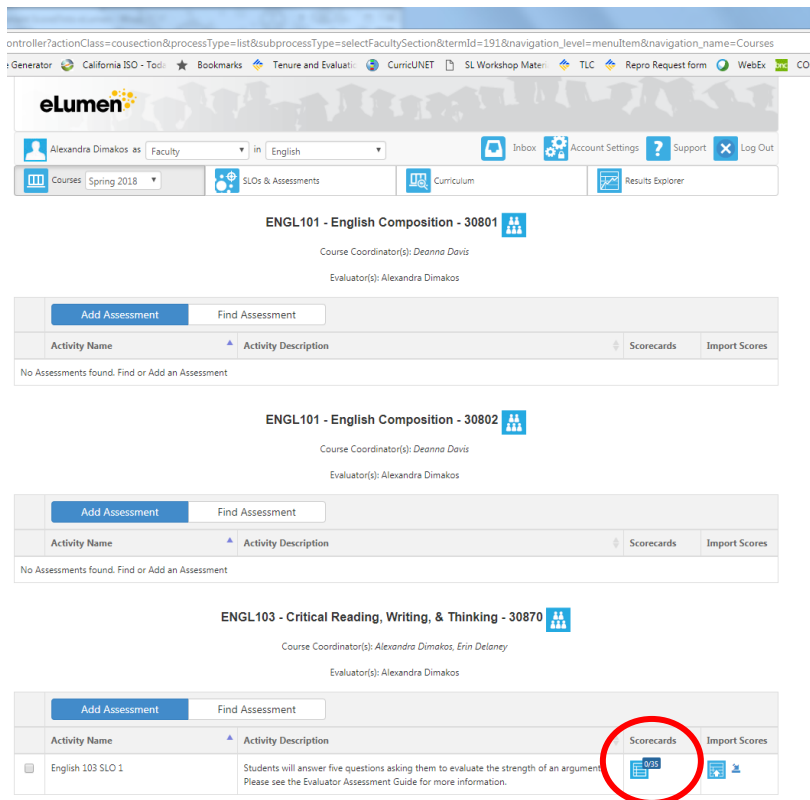


How to Enter Assessment Scores into eLumen

1. Log in eLumen via CanyonsID (formerly Portalguard) or <https://canyons.elumenapp.com> where you will enter your user-id and password.
2. In the top left hand corner, you should see your name. Next to your name is a drop down menu; set your role to Faculty. Then, be sure you are on the Courses tab.



3. Scroll down to the class you are assessing. Under Scorecards, you should see an icon that looks like a table. Click on the icon.



- If the assessment coordinator provides an assessment guide (instructions for administering the assessment), you can access it by clicking on Actions and scrolling down to Download Assessment Guide.

Controller?actionClass=actyactvty&processType=load&primaryKey=66&subProcType=score&studentId=first&setVorgSectionId=7623

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Courses Spring 2018 SLOs & Assessments Curriculum Results Explorer

ENGL103 - Critical Reading, Writing, & Thinking / 30870

English 103 SLO 1

Assessment Type
Course-ending review of overall student achievement

Assessment Description
Students will answer five questions asking them to evaluate the strength of an argument. Please see the Evaluator Assessment Guide for more information.

Select Assessment Level Not Assessed

Students

Names blocked out to protect student privacy.

Meets the standard Meets the standard Meets the standard Meets the standard

3 2 1 0

Weight: Criteria:

0.2 Question 1: Claim

0.2 Question 2: Evidence

Performance Ds:

Exceeds expectation: Student clearly recognizes the conclusion/claim of the argument and clearly and insightfully explains their reasoning using multiple examples from the text. The student acknowledges the complexities of the argument in the text.

Meets expectation: Student accurately recognizes the conclusion/claim of the argument and explains their reasoning.

Approaches expectation: Student only partially recognizes author's conclusion/claim/thesis and briefly explains how they came to a conclusion.

Does not yet meet expectation: Student does not accurately recognize the conclusion/claim of the argument. They may not explain their reasoning or their explanation is superficial.

Exceeds expectation: Student's evaluation of the evidence's credibility and sufficiency is thorough, astute, and comprehensive. The student discusses multiple factors about the evidence, such as credibility, recency, reasoning, bias, or the research methods used in gathering the evidence.

Meets expectation: Student evaluates the strengths and weaknesses of evidence in the argument. The student discusses more than one piece of evidence.

Approaches expectation: Student vaguely or generally addresses the strengths and weakness of evidence in the argument. They may only discuss one piece of evidence.

Does not yet meet expectation: Student does not evaluate the strengths and weaknesses of evidence in the argument. Student's answer may rely solely on summary.

Actions

- Go to Action Plan
- Go to RFI Responses
- Go to Results Explorer
- Download Assessment Guide**
- Download Blank Rubric
- Download Completed Rubric

- On the left, you will see a list of your students' names. The top name will be in a dark blue box; other student names are in light green boxes. This indicates that you are assessing the first student. Click on the scores they earned during the assessment. If the student did not participate in the assessment, click on Not Assessed.

ENGL103 - Critical Reading, Writing, & Thinking / 30870

English 103 SLO 1

Assessment Type
Course-ending review of overall student achievement


Assessment Description
Students will answer five questions asking them to evaluate the strength of an argument. Please see the Evaluator Assessment Guide for more information.

Select Assessment Level Not Assessed







Students	Weight:	Criteria:	Meets the standard	Meets the standard	Meets the standard	Does not yet meet the standard
			3	2	1	0
Student 1						
Student 2						
Student 3						
Student 4	0.2	Question 1: Claim	Exceeds expectation: Student clearly recognizes the conclusion/claim of the argument and clearly and insightfully explains their reasoning using multiple examples from the text. The student acknowledges the complexities of the argument in the text.	Meets expectation: Student accurately recognizes the conclusion/claim of the argument and explains their reasoning.	Approaches expectation: Student only partially recognizes author's conclusion/claim/thesis and briefly explains how they came to a conclusion.	Does not yet meet expectation: Student does not accurately recognize the conclusion/claim of the argument. They may not explain their reasoning or their explanation is superficial.
Student 5						
Student 6						
Student 7						
Student 8						
Student 9	0.2	Question 2: Evidence	Exceeds expectation: Student's evaluation of the evidence's credibility and sufficiency is thorough, astute, and comprehensive. The student discusses multiple factors about the evidence, such as credibility, recency, reasoning, bias, or the research methods used in gathering the evidence.	Meets expectation: Student evaluates the strengths and weaknesses of evidence in the argument. The student discusses more than one piece of evidence.	Approaches expectation: Student vaguely or generally addresses the strengths and weakness of evidence in the argument. They may only discuss one piece of evidence.	Does not yet meet expectation: Student does not evaluate the strengths and weaknesses of evidence in the argument. Student's answer may rely solely on summary.
Student 10						
Student 11						

- When you are done assessing the student, click on Save and Next to enter scores for the next student. When finished scoring all students, a green check mark will appear on the rubric icon.

0.2	Question 5: Efficacy of Argument	Exceeds expectation: Student's explanation of the argument's efficacy is thorough, clear, and strong. Includes clear and multiple examples of strengths and weaknesses in the argument.	Meets expectation: Student evaluates the overall strength of the argument. They provide specific examples to support their points.	Approaches expectation: Student generally or briefly evaluates the overall strength of the argument and may provide only vague reasons regarding the effectiveness of the argument.	Does not yet meet expectation: The student does not evaluate the overall strength of the argument. Response may be off topic or rely solely on summary.
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Assigned Score 1: Evaluate the strength of written, visual, and multimedia arguments on a range of different issues and controversies.: 

Assessment Comments

B *I* U \times_2 \times^2 \int_x       Size ▾

- Your assessment coordinator may have asked you to complete a reflection. Once you have scored all students, click Save and Continue to Reflection to enter your reflection responses.

Need more help?

- Click on the Support button; the icon for support is a question mark.
- Under Faculty Role, click on the link called "Scoring an Outcomes Oriented Assessment with the Rubric and Scorecard." This will show you a short video to help you enter your scores.