

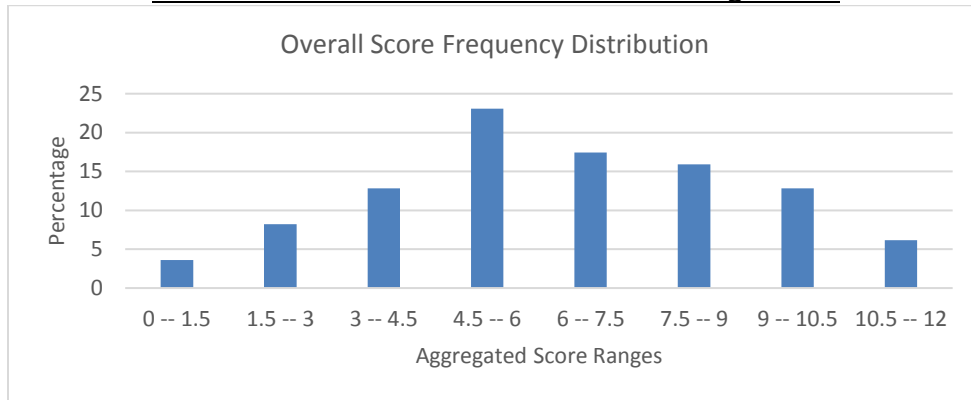
**Critical Inquiry & Analysis – Scoring Results & Brief Analysis**

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Overview: In February 2017, senior students (n = 240) in ES Capstone courses volunteered to take a specially designed “performance task” that presented them with a scenario asking for them to produce work focused on the ES Critical Inquiry & Analysis learning goal. The task was designed by UND faculty members to determine the level of accomplishment of UND students relative to the ES CI&A learning goal. The task was aligned with both UND’s ES CI&A criteria and UND’s CI&A Assessment Rubric. In December 2017, faculty and academic staff (n = 28) participated in a “scoring session” in which they assessed the students’ work from February 2017. Below are summarized the results from the scoring session for the 195 student work products scored the requisite number of times (2 under most circumstances, 3 times when the first two scorings disagreed substantially).

**Total Score Results from December 2017 Scoring Session**



**Scores for Individual Criteria on the Critical Inquiry & Analysis Rubric**

Rubric Criteria	Student Scores (Percentage)						Median Criterion Score
		Developing		Conversant		Advanced	
	0-0.5	0.5-1	1-1.5	1.5-2	2-2.5	2.5-3	
Nature of Evidence/ Information	2	8	22	27	25	17	<b>Lower Conversant</b>
Analysis/Synthesis	4	9	24	21	25	18	<b>Lower Conversant</b>
Exploring Contradictions	8	13	24	19	19	17	<b>Lower Conversant</b>
Conclusions	2	11	23	23	23	19	<b>Lower Conversant</b>

Total score results were calculated by adding each student’s criteria scores to obtain a total for each student across all rubric categories. The score distribution indicates that the median total score was in the range 6-7.5, which is slightly higher than 50% proficiency. Higher resolution results are summarized

in the table above, where scores in each rubric criterion are given. Median scores for each of the criteria are in the “lower conversant” score range. The applicable rubric criteria definitions are:

**Rubric Criteria Definitions: Descriptors for Scores of 3 (Advanced)**

*Nature of Evidence/Information:*

- Information is taken from source(s) with enough interpretation/evaluation to form the basis for an analysis or synthesis.
- Viewpoints of experts are questioned thoroughly.

*Analysis/Synthesis:*

- Organizes and synthesizes evidence or information to reveal insightful patterns/differences/similarities, in order to make predictions, recognize hidden meanings, draw inferences, and/or analyze problems; OR
- Transforms ideas or solutions into entirely new forms.

*Exploring Contradictions:*

- Explores and, as appropriate, integrates alternate, divergent, or contradictory perspectives or ideas.

*Conclusions:*

- Reaches an outcome that is a logical consequence/extrapolation from the inquiry and evaluation.

**Critical Inquiry & Analysis Performance Task**

*Designed for Essential Studies by UND faculty and staff: Kristen Borysewicz (Chester Fritz Library), Mark Guy (Teaching & Learning), Joan Hawthorne (Director of Assessment & Regional Accreditation), Duane Helleloid (Management), Anne Kelsch (History and Director of Instructional Development), Rebecca Weaver-Hightower (English).*

**Task summary:** You were happy to find a temporary job as an intern for a newly elected Senator from your state. One responsibility is answering letters from constituents who want the Senator to support or oppose some legislation, or asking for help with a problem. You’ve learned the standard answers and often write letters that the Senator signs. Sometimes, however, there is a new or unusual request. In these cases, it’s your job do some research, draft a letter of response, and then write a memo to the Senator explaining your rationale for the response.

You were recently given a letter from a constituent who says that information people find on the Internet is unfairly hurting his fledgling business. He admits to some past mistakes – but he also claims that those issues don’t actually say anything about his ability to do a good job with his construction business. And yet they are the first things anyone finds if they do a Google search for his name.

You don’t remember seeing an issue like this, and it doesn’t appear that the Senator has addressed it before. So you asked the Congressional Research Office if there are any laws about removing information from the internet, and received a response from them. Looking into this further, you learned that in Europe there is a “Right To Be Forgotten” law, and some people have argued for having a similar law in the U.S. You also found news stories that helped you understand how this works in practice. It’s clearly complicated.

**Student’s role:** (I) Compose a letter to the constituent. You know the Senator will want to express genuine concern and a desire to help. The more difficult part will be describing what

actions, if any, the Senator plans to take to address this issue, and explaining why the Senator thinks (or does not think) it would be good public policy to pass a “right to be forgotten” law in the U.S. (II) Write a memo to the Senator explaining the letter you drafted. Why do you think the approach you recommend is the Senator’s best choice? You know that the Senator will expect some degree of detail and nuance in your analysis – this will be the first time she’s addressed the issue, and she will want to know that her approach is based on a sound analysis of the available information. In addition, she’ll want her actions to be both appropriate for this situation and also applicable if and when the issue comes up again – maybe for a similar constituent problem, or perhaps for a Senate vote.

***Document library:***

1. **Summary of U.S. laws related to “right to be forgotten” laws in other countries.**
2. **Michelle A. Silverthorn, “The Second Act: Will America Get A ‘Right to be Forgotten’?”,** Social Education 79(2), pp 63-68, 2015.
3. **The Court of Justice of the EU and the “Right to be Forgotten”**
4. **Argentine court overturns ruling on search engines’ link liability, OUT-LAW.COM, 2010.**
5. **John Schwartz, “Two German Killers Demanding Anonymity Sue Wikipedia’s Parent”,** The New York Times, November 13, 2009.

**Summary Notes from Campus Debriefing**

(Scorers’ thoughts from discussions immediately following the scoring session.)

1. Norming:
  - Once scoring began, it became clear that the two norming samples were both quite good. It would have been helpful to have a more significant difference between the two samples to help scorers get a sense of the range of student work possibilities.
2. Nature of the Task:
  - Because the task required two separate documents from students, there was some concern that it became too complicated for students to reasonably complete in the two-hour time period they had available. In some cases students only completed one of the two pieces, making their work more difficult to assess in a way consistent with those who completed both parts.
  - There was some discussion about the degree of match between the task and the rubric. Some thought this could be sharpened, although generally scorers thought the two were well-matched.
  - The task seemed good at engaging students, and most seemed “into it” based on their work. However, student follow-through on that work was where things were most lacking.
  - There was some concern expressed that the document library was too extensive, and that paring this down a bit would help students focus their work a bit more.
3. Number of Student Work Products:
  - A group of 28 scorers did not seem adequate to completely score the 240 student products – and in fact only 195 were scored the number of times desired. For a 4-hour scoring session a reasonable number of work products might be closer to 150, and this may be a good target to plan for in the future.
4. Student Motivation:
  - This remains a challenge, with some student work making it clear that they felt no particular incentive to complete the task to the best of their abilities.