We collect evidence about how well students meet program. For each study, they in IRAPS to design studies specific to a course or degree. Our primary methods for generating such evidence is based decision making to enact curricular change. One At UC Santa Cruz, we are committed to using evidence-based decision making to align with a number of local and field-specific values. This approach revises the notion that rubrics are (or should be) portable from institution to institution. Our approach reviews the notion that rubrics are (or should be) portable from institution to institution. 

**Criteria-based assessment** provides an opportunity to gather more in-depth evidence about students’ proficiencies than we gain from course grades. 

Our approach reviews the notion that rubrics are (or should be) portable from institution to institution. Specifically, the approach is:

- Institutional and course-driven as opposed to standardized/premiered
- Authentic to faculty, field, and campus values
- Qualitative and quantitative to process individual to analysis
- A way to achieve “constructive alignment” to improve teaching practices and student learning

To generate criteria, we use dynamic criteria mapping, an empirically-grounded process that asks faculty to examine student work and to articulate what they value, in alignment with a number of local and field-specific values. This approach reviews the notion that rubrics are (or should be) portable from institution to institution. 

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**Benefits**

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**Introduction**

At UC Santa Cruz, we are committed to using evidence-based decision making to enact curricular change. One of the fundamental goals for generating such evidence is criteria-based assessment of learning. Collaboratively, faculty work with an assessment specialist in IRAPS to design studies specific to a course or degree program. For each study, they:

- develop an analytic rubric that specifies distinct criteria that align with program or course learning outcomes, and
- determine levels of proficiency for each criterion, and
- select appropriate original student work or exam problems.

We collect evidence about how well students meet learning outcomes; this evidence allows us to assess which populations are most at-risk and what initiatives we might put in place to better support students. 

**Analytic Rubric**

UC Santa Cruz’s first-year composition course outcomes include proficiencies in three domains: critical reading, critical thinking, and writing. We developed these criteria for each domain, and we defined four proficiency levels: exceed, meet, do not meet (tried but failed), and do not meet expectations (no evidence).

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