



The QM Rubric Says & I Suggest: How to Write a Helpful Recommendation

QM Connect 2019
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Agenda

- Welcome
- Learning Objectives
- Let's Talk About You!
- Helpful Recommendations in QM Terms
- Helpful Recommendation Analysis
- QM Rubric Says/I Suggest Tools
- It's a Wrap!



Learning Objectives

After this workshop you will be able to:

- Identify elements of a Helpful Recommendation,
- Analyze course evidence as guided by the QM Rubric,
- Explain the components and characteristics of a Helpful Recommendation, and
- Write an effective Helpful Recommendation in QM terms.



Let's Talk about YOU!

- What is your “role” in QM at your institution?
 - Faculty
 - Staff
 - Administrator
- How much experience do you have in writing Helpful Recommendations?
 - None
 - Some
 - Adept
- Have you served on QM Official Course Reviews?
Yes or No
- Have you served on Subscriber Managed Course Reviews?
Yes or No

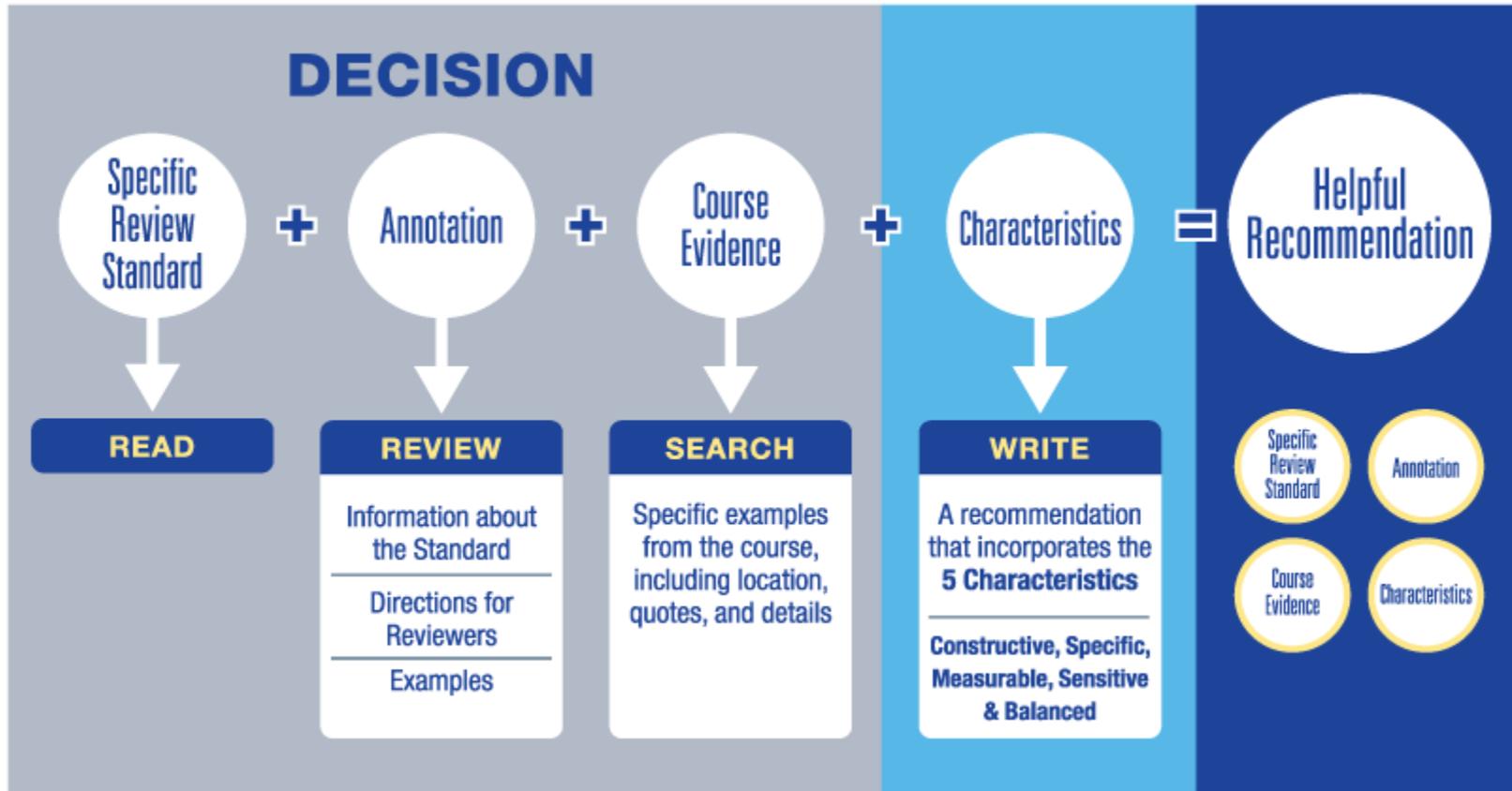




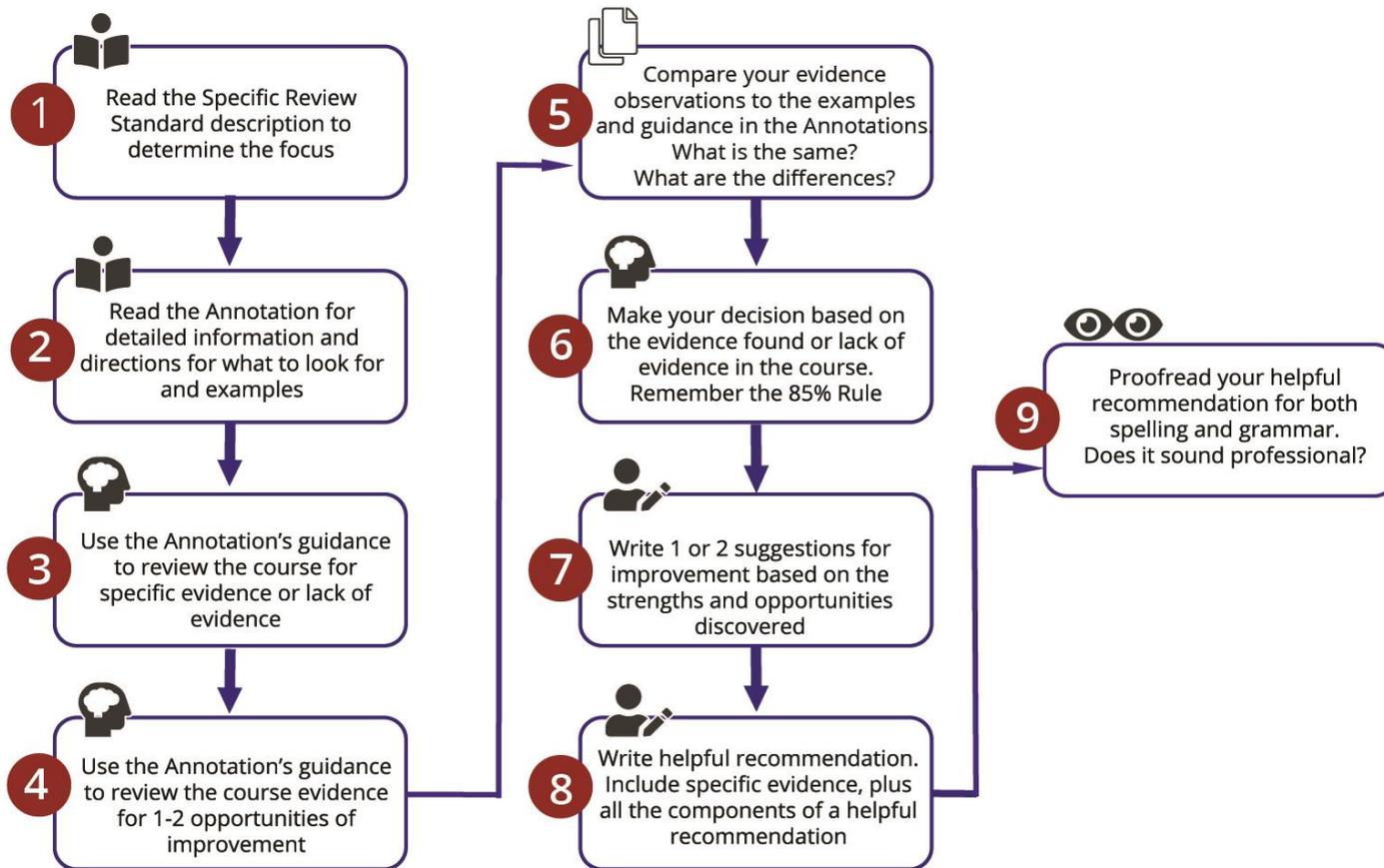
Helpful Recommendations in “QM Terms”

- Critical Drivers for Continuous Improvement in the QM Course Review Process
- What the QM Rubric Says Leads to What You Suggest

Helpful Recommendation Equation



9 Steps to Writing a Helpful Recommendation



Step 1: READ the Specific Review Standard

<p>General Standard 3 – Assessment and Measurement: Assessments are integral to the learning process and are designed to evaluate learner progress in achieving the stated learning objectives or mastering the competencies.</p>		<p>Overview Statement: Assessment is implemented in a manner that corresponds to the course learning objectives or competencies and not only allows the instructor a broad perspective on the learners’ mastery of content, but also allows learners to track their learning progress throughout the course.</p>
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Specific Review Standard	Points	Annotation
<p>3.1 The assessments measure the achievement of the stated learning objectives or competencies.</p> <p> Alignment</p>	<p>3</p>	<p>Alignment: Course assessments (ways of confirming learner progress and mastery) are consistent with the course and module/unit-level learning objectives or competencies (2.1 and 2.2) by measuring the accomplishment of those objectives or competencies. Instructional materials (4.1), learning activities (5.1), and course tools (6.1) support the learning objectives or competencies and enable learners to be successful on the assessments.</p>

Step 2: Read the Annotation

Specific Review Standard	Points	Annotation
<p>3.1 The assessments measure the achievement of the stated learning objectives or competencies.</p>	<p>3</p>	<p>From the types of assessments chosen, it is clear that learners can successfully complete the assessments if they have met the objectives or competencies stated in the course materials and learning activities.</p> <p>Reviewers, examine both the course and module or unit objectives or competencies in your review of assessments. The review team is expected to review all assessments in the course. For example, reviewers should look at quiz and exam questions, discussion prompts, etc. Ensure that the assessments measure the learning objectives or competencies.</p> <p>Examples of alignment between a learning objective or competency and an assessment:</p> <ol style="list-style-type: none"> 1. An essay or discussion shows learners can “explain” or “describe” something. 2. A multiple-choice quiz verifies that learners can “define” or “identify” vocabulary. 3. An assignment shows that learners can “write” or “compose” a composition. 4. A video of a learner presentation in a foreign language shows that learners can “speak” or “translate” a foreign language. 5. Participation in a game reveals learners can “analyze” and “evaluate” complex factors and “make good decisions” that allow progress through the game.

Step 3 & 4: Review Course Specific Evidence

Identify Key Issues:

You are looking to see if at least 85% of the objectives are measured by an assessment.

Avoid Common Problems:

- Confusion between SRS 3.1 and SRS 5.1
 - Remember, *assessments are different than activities*.
- Starting with the assessments rather than the objectives.
- Introducing unrelated criteria or “mixing” info from another SRS’s focus



Step 3 & 4:

Review the Course Specific Evidence

Sample Course Objective

Explain Piaget's theory of cognitive development in relation to developmental philosophy.

Sample Module Objectives

1. Identify the most important processes, periods, and issues in development
2. Describe the main theories of human development

Sample Assessments

- Multiple/choice quiz covering the most important processes, periods, and issues in development
- Discussion forum with the prompt: Explain the stages of cognitive development.
- Essay assignment with the prompt: Identify and describe one of the main theories of human development.



Step 5: Compare Evidence

What Are You Comparing?

- For SRS 3.1 you are comparing the objectives to the assessments.
- Ask Yourself: What is the same? What is different?

What Are You Looking for in Course Specific Evidence?

- Specific language in the *assessments* that *measure* the objective.
- Mirrored language make it easy to see, but it is not always present

What can You do to Get Started?

- Make a list of the objectives in the course.
- Review each one and make a list noting which *assessment measures* the *action* of each objective.

Things to Remember When Making Your Decision

It's important to identify **course-specific evidence**

- Identify **2-3 examples of course-specific evidence** to
 - Support your decision of “met” or “not met.”
 - Clarify that you have looked closely at the course.
 - Assist the Course Representative in understanding **what to improve** and **why** it may be considered for improvement.
 - Explain how the assessments measure both the content and the action of specific objectives.
 - Provide an example of where you see a *specific* objective that is measured by a *specific* assessment.

Step 6: Make a Decision - Met? Not Met?



✓ What does the QM Rubric Say?

The QM Rubric Says ...

✓ What do You Suggest?

The evidence shows ... and, I Suggest ...

❖ Remember
the 85% rule.



Step 7: Write 1-2 Suggestions for Improvement

Your Suggestion Should be Constructive

- Constructive = Opportunity + Solution
- A constructive suggestion uses the SRS and its Annotation's guidance to collect course-specific evidence, identify an opportunity and provide a suggestion for improvement or a solution

For example:

- Choose 1 or 2 objectives that you observed that are not assessed, then create a suggestion to add an assessment to effectively measure the objectives.
- Choose 1 objective where the assessment could be modified to better measure the action indicated (in the objective wording).

Step 7: Write 1-2 Suggestions for Improvement

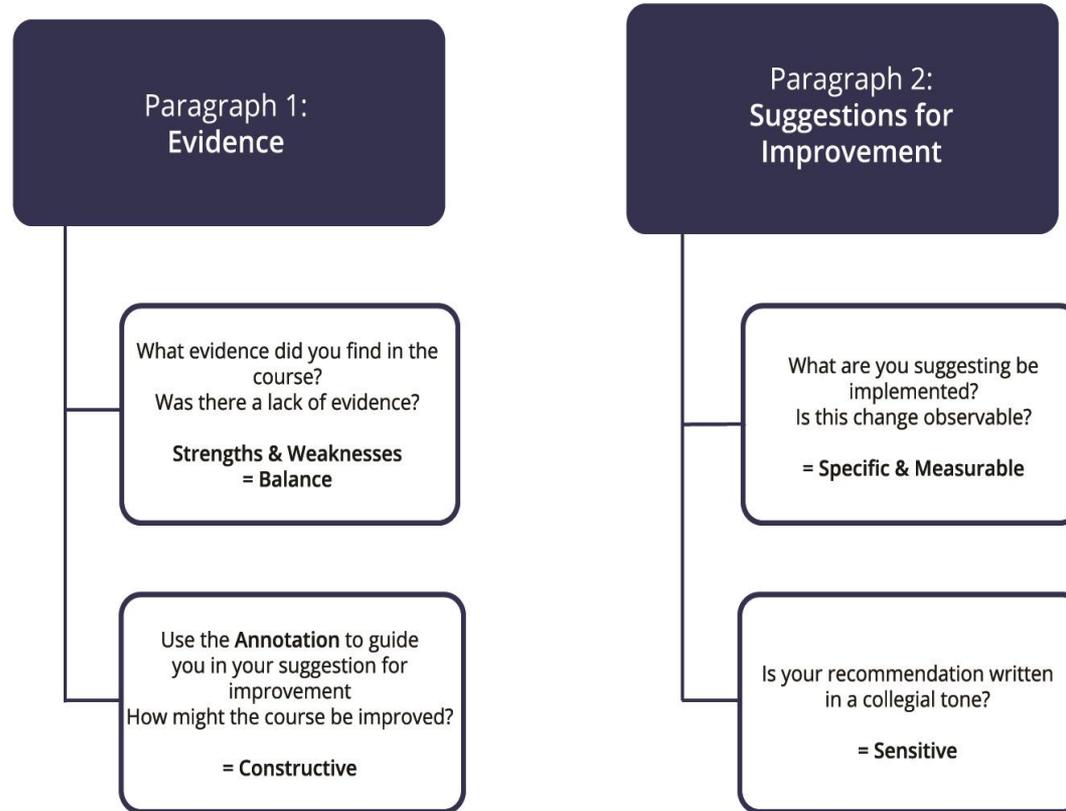
Your Suggestion Should be Constructive

- Constructive = Opportunity + Solution
- It also notes where the specific evidence is found in the course under review and provides a measurable suggestion for improvement.

For example:

- Consider an objective that is not assessed.
 - ✓ Where did you find it in the course (which module)?
 - ✓ What is the specific wording of the objective?
- What is the specific opportunity to improve upon the assessment of the objective?
- How and/or where could changes be made in the course specifically so that the objective is assessed?

Step 8: Write Your Helpful Recommendation



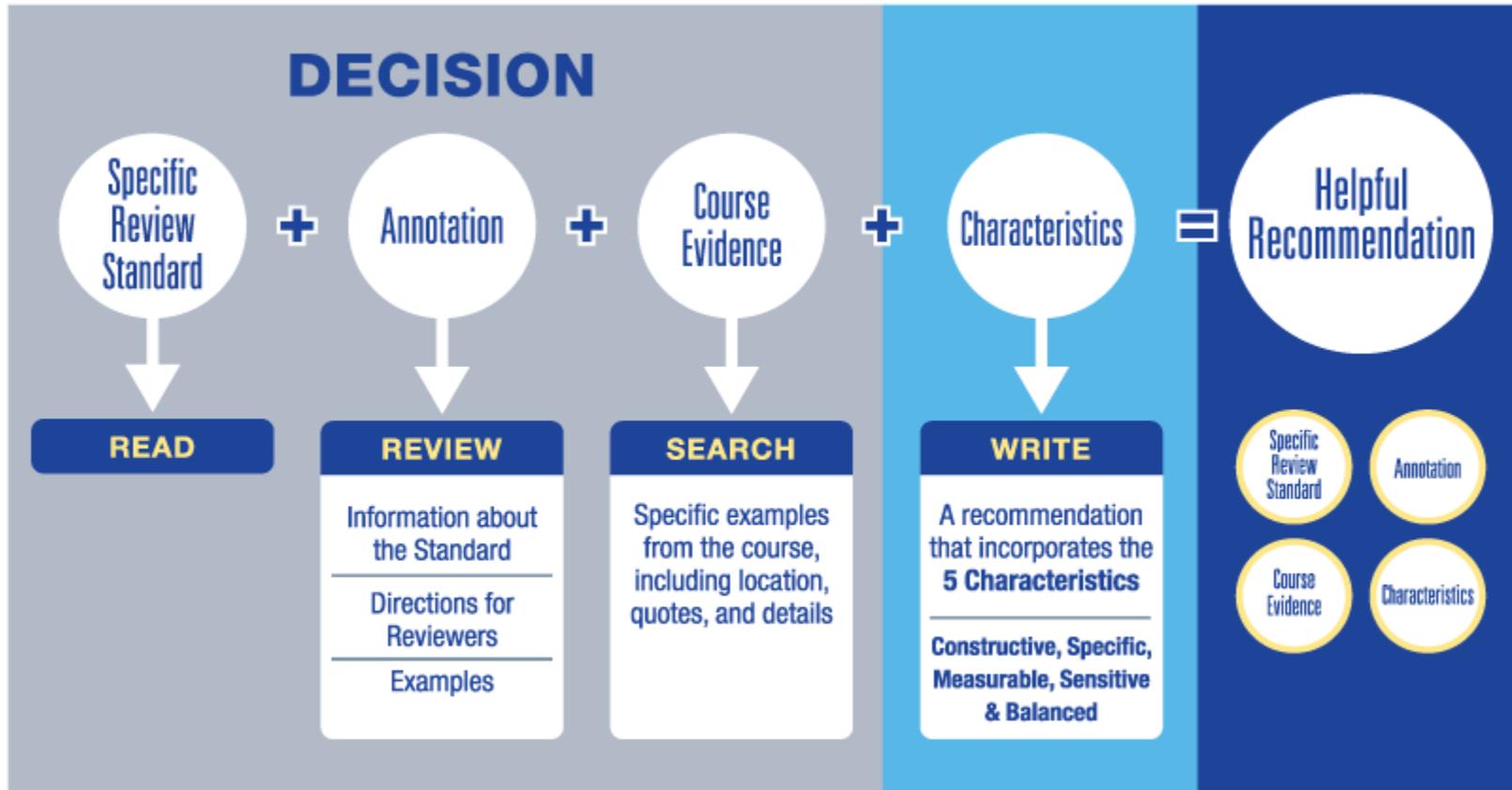
Remember to carefully proofread your work to ensure it is professionally written.

Step 9: Proofread Your Work

Questions to Ask Before Finalizing:

- ✓ Is your helpful recommendation free of spelling errors?
- ✓ Is your helpful recommendation grammatically correct?
- ✓ Does your helpful recommendation sound professional?
- ✓ Does your helpful recommendation sound sensitive and collegial?
- ✓ Would you appreciate someone sharing this information with you to improve your course?
- ❖ **Remember**, the CRMS does not have a spelling/grammar checker. You may want to use the one in WORD or use Grammarly.com to proofread, then copy your work over into the CRMS.

Helpful Recommendation Equation



So What Does A Helpful Recommendations in “QM Terms” Look Like for SRS 3.1?



A Helpful Recommendation's Example Evidence for SRS 3.1

Evidence:

Currently, only one of the module objectives is assessed. The content of the multiple-choice quiz covers the “important processes, periods, and issues in development” related to MLO1. In addition, a multiple-choice quiz allows learners to demonstrate that they can “identify” the correct information. The essay assignment appears to *partially* address the MLO’s because it only asks learners to describe “one” of the main theories of human development. In contrast, MLO2 addresses more than one theory since it reads “describe the main *theories* of human development.” That said, since only *one* of these theories is addressed in the essay assignment, it isn’t clear how MLO2 is assessed. While the essay assignment asks learners to “identify,” this action is related to “one of the main theories of human development” rather than “the most important processes, periods, and issues in development” (MLO1). As a result, the essay assignment doesn’t adequately measure either MLO. Also, the prompt for the discussion forum assignment - “Explain the stages of cognitive development” - does not directly assess either of the MLOs.

A Helpful Recommendation's Example Suggestion for Improvement for SRS 3.1

Suggestion for Improvement:

It would be helpful to revise the essay assignment prompt to align with both the assessment and with the actions of MLO2. For example, I suggest rewording the prompt to ask learners to “describe the main theories of human development and their relationship to developmental philosophy.” Doing so places the focus specifically on MLO2, while also providing support for the course objective.



Thank YOU!

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