# General Education Assessment Scoring Blackboard Ultra

In order to score your General Education Assessment, the instructor will need to access the assignment(s) used for the Assessment, their Blackboard Gradebook, and the rubric used for the Assessment.

The rubrics for General Education Assessment can be found at https://www.fhsu.edu/liberaleducation/assessment-rubrics. This site contains a listing of all approved General Education Assessment Rubrics. Each row on your course's rubric should correlate with a column in your Blackboard Gradebook.
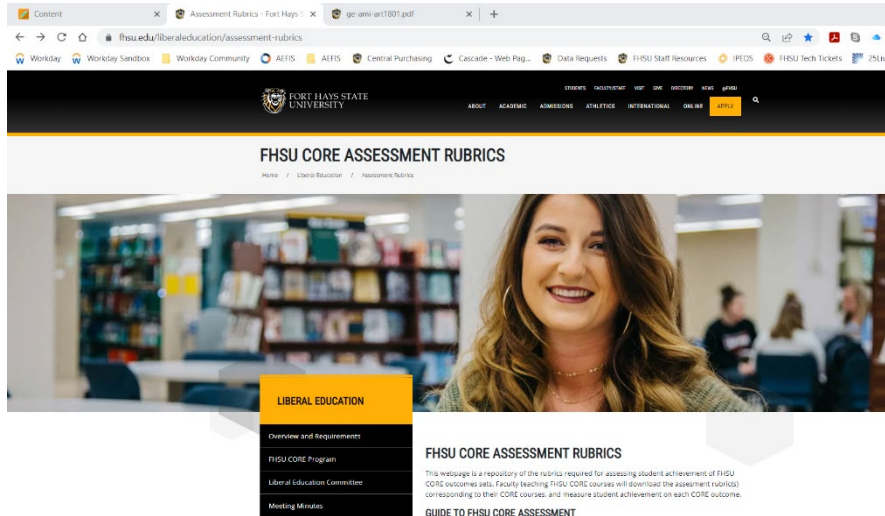
Click on the blue rubric link found to the right of the course name.

Objective 2.1: Knowledge of the Liberal Arts   **Course: ART 180 Art Appreciation**

Students will possess a broad understanding of how to think about the world, having studied the modes of inquiry characteristic of humanities, mathematics, natural sciences, and social and behavioral sciences.

Outcomes 2.1-A: Aesthetic Mode of Inquiry

This rubric row corresponds with Column GE-AMI-B1 ➡

By graduation students will:	Not Proficient 1 Point	Developing Proficiency 2 Points	Proficient 3 Points	Exceeding Proficiency 4 Points
Identify concepts and characteristics that illustrate their appreciation and interpretation of an artistic work.	The writer does not identify or incorrectly identifies the subject matter and expressive elements that qualify their appreciation of the chosen works of art.	The writer identifies appropriate subject matter elements and expressive elements of their chosen works but do not elaborate on specific media appropriate terminology nor explicate their appreciation for the expression.	The writer identifies the expressive and appreciative aspects of the chosen work including specific media appropriate language describing their choice.	The writer clearly identifies the expressive and appreciative aspects of the chosen work. Language is presented with high clarity of technical media accuracy and details conceptual elements concerning the artist's potential conceptual presentation.
Compose a written work that explores artistic expression by use of critical thinking, analysis, and interpretation of an artistic work.	The writer does not engage in critical analysis of chosen artworks in a significant nor intellectual manner.	The writer engages in basic critical analysis of the chosen artwork within the categories of description and review but lacks any detail in interpretation nor analysis.	The writer engages in the full critical process including: insightful description of image, analysis of the artist's intent, evaluation of the success of the expression, and the interpretation of concept or meaning.	The writer explicitly defines the critical experience of their chosen work through detailed description, thorough and comparative analysis, evaluation of concept as it relates to history and culture, and provides an ultimately succinct definition of the conceptual meaning of the work.
Explain how reflection on an artistic work can clarify personal and cultural values, beliefs, and attitudes.	The essay provides no evidence of reflection on personal and cultural values, beliefs, or attitudes as represented in the text.	The essay evidences superficial reflection on how the work clarifies personal and cultural values, beliefs, and attitudes.	The essay evidences thoughtful reflection on how the work clarifies personal and cultural values, beliefs, and attitudes.	The essay evidences insightful reflection on how the work clarifies personal and cultural values, beliefs, and attitudes. The essay also contains elements discussing how the work has affected their concept of self with regard to their identity described above.

Assignment meeting Outcome 1: Looking at Art, Virtual Museum Visit Essay

Assignment meeting Outcome 2: Looking at Art, Virtual Museum Visit Essay

Assignment meeting Outcome 3: Looking at Art, Virtual Museum Visit Essay

Using the located rubric, assess the assignment(s) based on the rubric giving the student a 1, 2, 3, or 4. Once determined, enter their score in the corresponding row in your Blackboard Gradebook.

Assessment-Training-Sandbox-Ultra

Assessment Training Sandbox Ultra

Content   Calendar   Discussions   Gradebook   es   Analytics   ⬅

Assessment-Training-Sandbox-Ultra

Assessment Training Sandbox Ultra

Content   Calendar   Discussions   Gradebook   Messages   Analytics

Gradable Items   Students

Item	Due Date	Status
Overall grade		
GE-AMI-B1 ⬅	12/21/22, 12:00 PM	1 to grade
GE-AMI-B2	12/21/22, 12:00 PM	1 to grade
GE-AMI-B3	12/21/22, 12:00 PM	1 to grade

GE-AMI-B1

		1 TO GRADE	**0** TO POST

🔍 Search by student name

Student	Feedback	Grade
👤 Peyton Taylor	Add Feedback	-- / 4

Blackboard Ultra provides a secondary way to grade in the Gradebook, under the Student Tab, which will allow the instructor to grade student by student rather than outcome by outcome.

Assessment-Training-Sandbox-Ultra

Assessment Training Sandbox Ultra

Content   Calendar   Discussions   **Gradebook**   Messages   Analytics
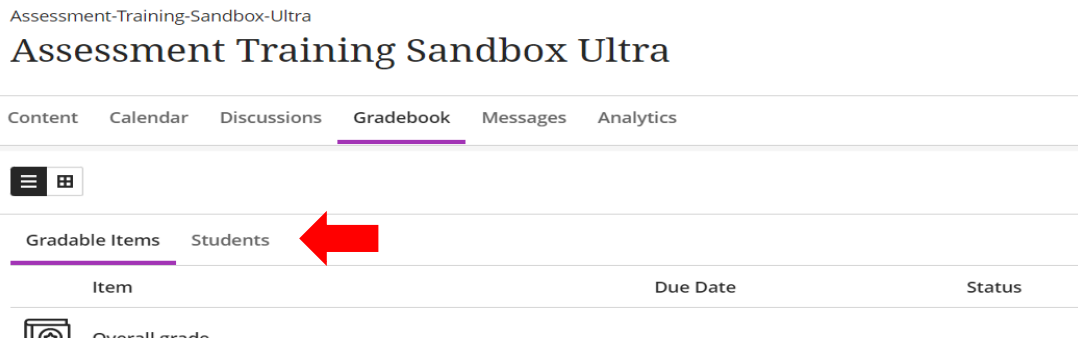
≡ ⊞

Gradable Items   Students

Item	Due Date	Status
Overall grade		

Assessment-Training-Sandbox-Ultra

Assessment Training Sandbox Ultra

Content   Calendar   Discussions   **Gradebook**   Messages   Analytics

≡ ⊞

Gradable Items   **Students**

Click on the Student Tab, then on Overall Grade, for the student you are assessing.

🔍 Search   ⓘ   1-1 of 1   25 ▼   items per page Page 1

Full Name ↑	Student ID ⬍	Username ⬍	Last Access ⬍	Overall Grade
Peyton Taylor	93727525	prtaylor3	—	--

Student Grades

Peyton Taylor
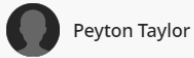
	Item Name	Due Date	Status	Grade
	GE-AMI-B1	12/21/22		-- / 4
	GE-AMI-B2	12/21/22		-- / 4
	GE-AMI-B3	12/21/22		-- / 4

Click on the row corresponding to the rubric row, and enter the score in the pop-out screen.

Assessment Training Sandbox Ultra
GE-AMI-B1

Grade & Feedback

Grade

Peyton Taylor   -- / 4

Comments

Either way you chose, you will need to complete this exercise for each outcome your course(s) is aligned with a General Education outcome. Once this step is completed, you have completed your part in the data collection process for General Education Assessment. Thank you.

If you have any questions please reach out to Andrew Cutright, Interim Director of University Assessment, abcutright@fhsu.edu, 785-628-4540 or Shelly Gasper, Institutional Research Analyst, s_miller@fhsu.edu, 785-628-5819