Quick start

- **Assignment guides.** Use the assignment guides for identifying where more specificity and guidance can be added to assignment prompts to help students understand how to demonstrate their learning and perform their best. Also use the assignment guides to help you think about your unstated expectations and how you will teach your students to meet them.

- **Rubrics.** Use the rubrics for creating or improving course- or program-level rubrics to help students understand expectations and to help faculty and other campus educators evaluate student performance. Modifying the ULO rubric descriptors to fit specific course or program contexts is strongly encouraged.

- **Rubrics and grading.** The rubrics are developmental in that they describe increasing proficiency over a 4-year undergraduate program. However, the rubrics can be adapted for course-level grading as describe below.

- **Rubric guides.** Use the rubric guides for developing a shared understanding of key terms and the distinctions among different levels of proficiency. The guides can be used by instructors to better understand the rubrics and adapt them for their own work with students and by assessment project leaders for professional development and norming sessions.

- **Threshold concepts:** Use the threshold concepts to identify where students struggle to learn and can implement approaches to engaging productively with the challenge, such as [Reading Apprenticeship routines and strategies](#)

- **Collaborate!** Use these tools for peer reviewing your colleague's assignments, rubrics, and learning activities; it's more effective, productive, and fun than using them on your own.

- **Support.** Do you have questions, want help designing and/or facilitating a workshop, need ideas for aligning program assessment requirements with what you're already doing, or would like individual support? Contact the TLA director, Dan Shapiro: dshapiro@csumb.edu

Further details

- The guides and rubrics are not prescriptive. Rather, they are tools educators can use to design or improve context-specific activities and assignments.

- There is no expectation that a single assignment should explicitly address all questions posed in the assignment guides. Rather, each guide poses questions to help educators make their own decisions about what kinds of prompts to include -- or not to include -- in an assignment. For example, in upper-division courses, there may be tasks students should know to do on their own, without prompting (assuming appropriate and effective scaffolding and prerequisite courses).

- Similarly, it is not expected that single assignments will always address all components of the rubrics. Faculty and campus educators should focus on those components most relevant to the learning they want students to demonstrate in a manner appropriate for the context of the course and program.

- The assignment guides, rubrics, and rubric guides provide increasing levels of detail and illustration. The assignment guides are the most general, suggesting basic questions instructors can consider when writing or revising assignment guidelines. The rubrics describe the development of proficiency over a 4-year undergraduate program. The rubric guides define and illustrate key terms in the rubrics and distinguish student work that meets expectations for CSUMB graduates (rubric level 3 or 4) from student work that does not (rubric level 2 or below).

- The rubrics can be used to assess course and program learning outcomes, although depending on the context modification may be helpful.

- In many cases courses and programs will have additional learning outcomes and components beyond those in the ULO rubrics. Additional outcomes and components can be added to course- and program-level rubrics.

- The rubrics can be used for course-level grading of student performance (see below).

- The guides and rubrics can be used individually or collectively by faculty and other campus educators to create or enhance general education or discipline-specific assignments in curricular and co-curricular contexts. They can also be used for program- and institution-level assessment projects.