**Notes from Classroom Conversation**

**November 8, 2016**

**SCGR**

* Reviewed SCGR Ppt posted in CATS
* Sophomores higher in Decide on behaviors at SCGR level, Individual Level
* Lowest score was Evaluation of Consequences
* Risky to compare 2012 with 2016, went from 3 point to 4 point rubric scale, no CRE in 2012, 3 sections in 2016, ENG represented 47% in 2012, 0% in 2016
* Suggestions
  + Have repeat teachers test each cycle for comparative data
  + Work on Evaluation of Consequences
  + Get commitment from Divisions to participate, own some assessments
  + Include in strategic/divisional plans? Get more data for comparative basis
  + Get a pattern/commitment
  + Example of Jason M. with Comm for all CPD students
  + Provide scholarship for students to participate in assessments?
  + How do we involve more adjuncts? Chair involvement? Attend the potluck? Assessment should have a piece in online adjunct faculty orientation (Stephanie N.), also PAWS and NSO
  + For Division participation, meet with CTL, create a module so assessment can be “popped” into a course
  + CTL integration: Café model with assessment components – create awareness for buy in; importance of commitment of Division Chairs
  + Integrate assessment into Core Planning

**Writing/Composition**

* Review WC posted in CATS
* Content highest, clarity in the middle, then editing (Correctness) lowest
* Suggestions
  + Discussion about Estrella use of rubric
    - History
    - Use of other rubrics (All USA using 6-Trait)
    - SAAC Spring semester – look at different rubrics – brainstorming
    - Where is it being used? Writing Center?
    - **Importance of rubric examination with A&C** – definitely begin the conversation

**Jim Waugh data aggregation/analysis/reporting tool**

* In depth demographic break down more possible
* Add what original placement scores were, get more longitudinal data
* So many ways to “Slice and Dice” the data
* Other suggestions:
  + High school breakdown
  + West Valley Think Tank?