**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?