



ASSIGNMENT CHECKLIST EMPIRICAL & QUANTITATIVE SKILLS

Reflect upon the planned assessment/assignment to be used for CCA and review the **Empirical & Quantitative Skills** elements expected of students to demonstrate competence as part of the assessment/assignment.

The following are examples of content and constructs related to the core learning objective of **Empirical & Quantitative Skills** that are expected in the final artifact produced by students:

IDENTIFICATION OF THE PROBLEM

- Does the assignment prompt students to identify all elements of the problem completely?
- Are students required to identify the elements of the problem mostly?
- Does the assignment allow for partial identification of the problem's elements?

ANALYSIS OF THE TOPIC WITH APPROPRIATE COMMUNICATION OR WRITING EXPECTATIONS

- Does the assignment require students to scrutinize and integrate all components methodically?
- Are students prompted to scrutinize all components and mostly integrate them?
- Does the assignment allow for partial scrutiny and integration of components?

INTEGRATION OF INFORMATION REQUIRED FOR ANALYSIS

- Does the assignment make it clear that all necessary information for analysis is integrated?
- Are students required to make the integration mostly evident?
- Does the assignment allow for partial or vague evidence of integration?

PRESENTATION OF THE ANALYSIS

- Does the assignment prompt students to present a high-quality, accurate, and concise summary of their analysis?
- Are students required to provide a good quality and accurate summary?
- Does the assignment allow for an adequate but partial summary?

APPLICATION OF RESEARCH RESULTS

- Does the assignment require students to follow all steps to reach an accurate, complete, relevant conclusion?
- Are students prompted to follow most steps to reach a mostly complete and relevant conclusion?
- Does the assignment allow for following some steps to reach an adequate conclusion?

Questions can be directed to the Office of Institutional Assessment, Research, and Planning.

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EVALUATION OF FINDINGS (MAKING CONSCIOUS VALUE JUDGEMENTS)

- Does the assignment prompt students to utilize conscious value judgments at an exemplary level?
- Are students required to use value judgments at an accomplished level?
- Does the assignment allow for value judgments to be utilized at a competent or beginning level?