Liberal Arts Essentials Assessment Plan

Course: THEA 151: Introduction to Theatre
Writing Unit: No
Instructor: Rao
Methods: Play Response Paper & LAE Evaluation Assessment Form
LAE Category: Western Heritage
Goal 3: Muskingum students will acquire multiple and integrative approaches to lifelong learning.
Objective 1: Students will demonstrate the ability to engage effectively in the lifelong learning skills of acquiring, evaluating, synthesizing, and applying knowledge.

A. Student work examined
List the tasks used to measure the objective (e.g., exams, research project/paper assignments, presentation or class assignment).

In Introduction to Theatre, students are required to attend a theatre performance and write a short paper evaluating the performance. Evaluation of this short paper will be used for LAE assessment.

A second stream of evidence that will be used is the LAE Evaluation Form given to students during the final week of class. This form includes questions on how well the class did in providing students the tools to acquire multiple and integrative approaches to life-long learning.

B. Scoring Criteria
Briefly explain the criteria used to evaluate student performance in relation to the learning objective (i.e., what constitutes advanced, proficient, partially proficient, not proficient, etc.) Attach copies of measurement instrument or rubric.

Attached is a copy of form that will be used to score the performance response paper for LAE assessment. This form is separate from assessment which contributes to a student’s final grade. The course evaluation form is based on a 4 point scale with 4 being the high score and 1 the low.

Each student’s scores on the three parts will be averaged together to determine an overall score.

Failing to meet expectations will be defined as an average of 1.00 - 1.99
Meeting expectations will be defined as an average of 2.00 - 3.49
Exceeding expectations will be defined as an average of 3.50 - 4.00
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization</strong></td>
<td>The reader has extreme difficulty following material because of lack of organization.</td>
<td>Reader has difficulty following material because student jumps around.</td>
<td>Student presents information in a logical sequence, following the outlined preview sentence.</td>
<td>Student presents information in a logical, interesting sequence, following the outlined preview sentence.</td>
<td></td>
</tr>
<tr>
<td><strong>Mechanics</strong></td>
<td>Student’s paper has many errors in spelling, grammar, punctuation or spelling.</td>
<td>Student’s paper has several errors in spelling, grammar, punctuation or spelling.</td>
<td>Student’s paper has few errors in spelling, grammar, punctuation or spelling.</td>
<td>Student’s paper has no errors in spelling, grammar, punctuation or spelling.</td>
<td></td>
</tr>
<tr>
<td><strong>Content</strong></td>
<td>Student fails to gives examples to support opinions. Student does not cover multiple areas of performance.</td>
<td>Student gives few examples to support opinions. Student does not cover multiple areas of performance.</td>
<td>Student gives some examples to support opinions on design elements, script, and acting performance.</td>
<td>Student gives examples to support opinions on design elements, script, and acting performance.</td>
<td></td>
</tr>
</tbody>
</table>

**Total Points:**

**Divided by 3=average**