



Assessment Day Artifact Preparation: Selection, De-Identification and Labeling

Artifact Selection

You will likely end up collecting more artifacts than you'll be able to score on Assessment Day, unless you've been focused on collecting a specific number from the start. Remember the formula from an earlier planning sheet for determining how many artifacts you'll be able to score?

Number of artifacts needed = "number of scorers" DIVIDED BY 2 (because each artifact needs to be scored by two people) MULTIPLIED BY "how many artifacts one scorer can score in 90 minutes".

EX: 12 scorers in your department, each scorer able to score 9 artifacts in 90 minutes:

$$12/2 * 9 = 6 * 9 = 54 \text{ artifacts.}$$

In case your group moves quickly, I suggest adding 10% to this number of artifacts. So, you'll need 60.

I recommend building an artifact sample that is as representative as possible of the overall set of contributed artifacts. If you've collected 150 artifacts from 5 different courses/activities aim to have your 60 artifact sample include ~12 artifacts from each course/activity. Also try to ensure that those 12 artifacts per course are representative of that course – meaning, not all the best, not all the worst. You can shuffle them up and pull 12 – very scientific method of randomization!

There are other factors to consider in building this artifact sample. Do you want your sample to be representative of day/evening classes, and/or campus? Use these variables to help you build a representative sample.

Artifact De-Identification and Labeling

You will probably want to label and number your artifacts for several reasons:

- to record the scores
- to know each artifact was scored twice
- to be able to get information about "groups of scores" such as day/evening, by campus, by course level, and in case a contributing instructor would like to see how their students' work was scored, by course

Examples of questions you might hope to be able to answer by labeling your artifacts:

- Do students in the 200-level course demonstrate higher levels of whatever we're looking for than students in the Intro course?
- Is there a relationship between students' sense and commitment to civic engagement and social responsibility and the number of experiences they have at MCC designed for this purpose?



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If you are interested in getting information about groups of scores (ex:

Your artifact numbering system can be as simple as 1 – whatever the last artifact is. Using our earlier example, if you are preparing 60 artifacts for scoring, they can be labeled 1-60.

If you want to be able to answer questions related to where those artifacts came from, such as by level of course or by learning experience, you'll want to create a chart for yourself that links this info with the number you assign the artifact.

EXAMPLE: Maybe artifacts 1-12 come from course x, and artifacts 13-24 come from course y, etc.

After you've labeled your artifact, you should de-identify that artifact of every other bit of identifying information. No faculty name, no course or section name/number, no city/town reference if relevant, etc. It is a good idea to skim each artifact for this purpose. Look for headers and footers w/ identifying info in them. You can use White-Out or markers or anything else you think of for this purpose.