



SAN DIEGO STATE
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College of Education



Outcomes Assessment in Canvas

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Agenda

- Overview
- Setting up Outcomes
- Data and reports
- Resources


Embedded Assessment

- Designed on an embedded assessment model
 - Outcomes are published by a campus, school or department
 - Faculty incorporate them as criteria in rubrics that are used to grade assignments
- Characteristics of embedded assessment
 - Instructors assess their own students in their own courses.
 - Instructors determine which artifacts and outcomes are assessed.
 - Assessment takes place in regular course sites as part of the regular assignment submission and grading process.

Outcomes Overview

- Level at which outcomes are “built” determines who has access to the data and reports
 - Individual courses
 - Department level
 - College level
 - University level
- Outcomes and Rubrics
 - Outcomes can be copied into rubrics by individual faculty
 - Outcomes can be included as part of grades or not
- Outcomes and Quizzes
 - Questions should be created or copied into a question bank first
 - Question banks can be aligned to outcomes
 - Mastery is set based on the score on the items from the question bank

Rubric Example

 🎯 TPE 2.2 - Fostering Positive Learning threshold: 3.0 pts	3 pts Achieving = At least 5 indicators	2 pts Approaching = At least 4 indicators	1 pts Developing = At least 3 indicators	0 pts No Evidence	3 pts
+ Criterion 🔍 Find Outcome					Total Points: 9
<div><input type="checkbox"/> I'll write free-form comments when assessing students</div> <div><input type="checkbox"/> Remove points from rubric</div> <div><input type="checkbox"/> Don't post Outcomes results to Learning Mastery Gradebook</div> <div><input checked="" type="checkbox"/> Use this rubric for assignment grading</div>					

Quiz Example

[Question Banks](#) > Quiz: Critical Thinking: A Lit Review

Quiz: Critical Thinking: A Lit Review

Remember, changes to question templates won't automatically update quizzes that are already using those questions.

☐ Show Question Details

According to the lit	0.5 pts
According to the literature review, metacognition and motivation are supporting conditions for critical thinking.	
move/copy question to another bank	

Best assessment tech	0.5 pts
Best assessment techniques include a combination of both multiple-choice	

+ Add a Question

Edit Bank Details

→ Move Multiple Questions

× Delete Bank

Bookmark this Bank

Aligned Outcomes

5.4.b Design authentic learning activities that ask students to leverage a design process to solve problems with awareness of technical and human constraints and defend their design choices.

mastery at 75% ×

Align Outcomes

Setting up Outcomes

Courses

People

Statistics

Outcomes

Rubrics

Grading

Question Banks

Sub-Accounts

Themes

Canvas Data Portal

Attendance 

Ally Institutional
Report

Ally Configuration

Admin Tools

ePortfolio
Moderation

Analytics

Settings

Back

+ Outcome

+ Group

↑ Import

Q Find

Child and Family De...

Student Teaching Ev...

Global Teaching Perf...

Student Teaching Evaluation

Move

Edit

Delete

"Groups" are used
like folders and
can be nested

Outcomes can
be very
simple...

Back

+ Outcome

+ Group

↑ Import

Q Find

Student Teaching Ev...

TPE 1 - Engages Stu...

TPE 1 - Supports St...

TPE 2- Establishing ...

TPE 2- Fostering Po...

TPE 3: Understandi...

TPE 3: Integrates Ac...

TPE 4: Planning and ...

TPE 4: Planning Usi...

TPE 5: Assessing for...

TPE 5: Assessment i...

TPE 6 Equity Minde...

TPE 6 Growth Mind...

TPE 6 Professionalism

TPE 1 - Engages Students in Learning

Proficient	Developing	Emerging	Does Not Meet	Total Points
3 Points	2 Points	1 Points	0 Points	3 Points

Mastery: 3 Points

Calculation Method: Most Recent Score

Calculation Meth...

Latest Score

Example: Mastery score reflects the most recent graded assignment or quiz.

1- Item scores: 1, 4, 2, 3

2- Final score: 3

Move

Edit

Or outcomes
can be very
descriptive

ome	+ Group	↑ Import	Q Find				
cati...	🎯 Rubric 1: Planning f...						
		Level 4 plus: Candidate's plans build an authentic connection between reading and writing. Candidate explains how s/he will use learning tasks and materials to lead students to independently apply the essential literacy strategy AND related skills.	Candidate's plans for instruction build on each other within a meaningful context that supports learning of *the essential literacy strategy for comprehension OR composing text * with clear AND consistent connections to related skills.	Candidate's plans for instruction build on each other to support learning of *the essential literacy strategy for comprehension OR composing text *with clear connections to skills.	Candidate's plans for instruction support student learning of skills with vague connections to the essential literacy strategy for comprehension OR composing text.	Candidate's plans for instruction focus solely on literacy skills without any connection to as essential literacy strategy for comprehending OR composing text OR There are significant content inaccuracies that will lead to student misunderstanding OR Standards, objectives, and learning tasks and materials are not aligned with each other.	Total Points
		5 Points	4 Points	3 Points	2 Points	1 Points	5




comes
e very
riptive

Calculating Student “Mastery”

Calculation methods

- **Decaying Average:** Looks at all assessments for a given outcome and weighs the most recent submission at a higher percentage. Default is 65%/35%
- **n Number of Times:** Mastery must be met or exceeded a specified number of times
- **Most Recent Score**
- **Highest Score**

Criterion ratings: ?

Insert	Insert	Insert	
Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Total Points
5 Points 	3 Points 	0 Points 	5 Points

Mastery at:

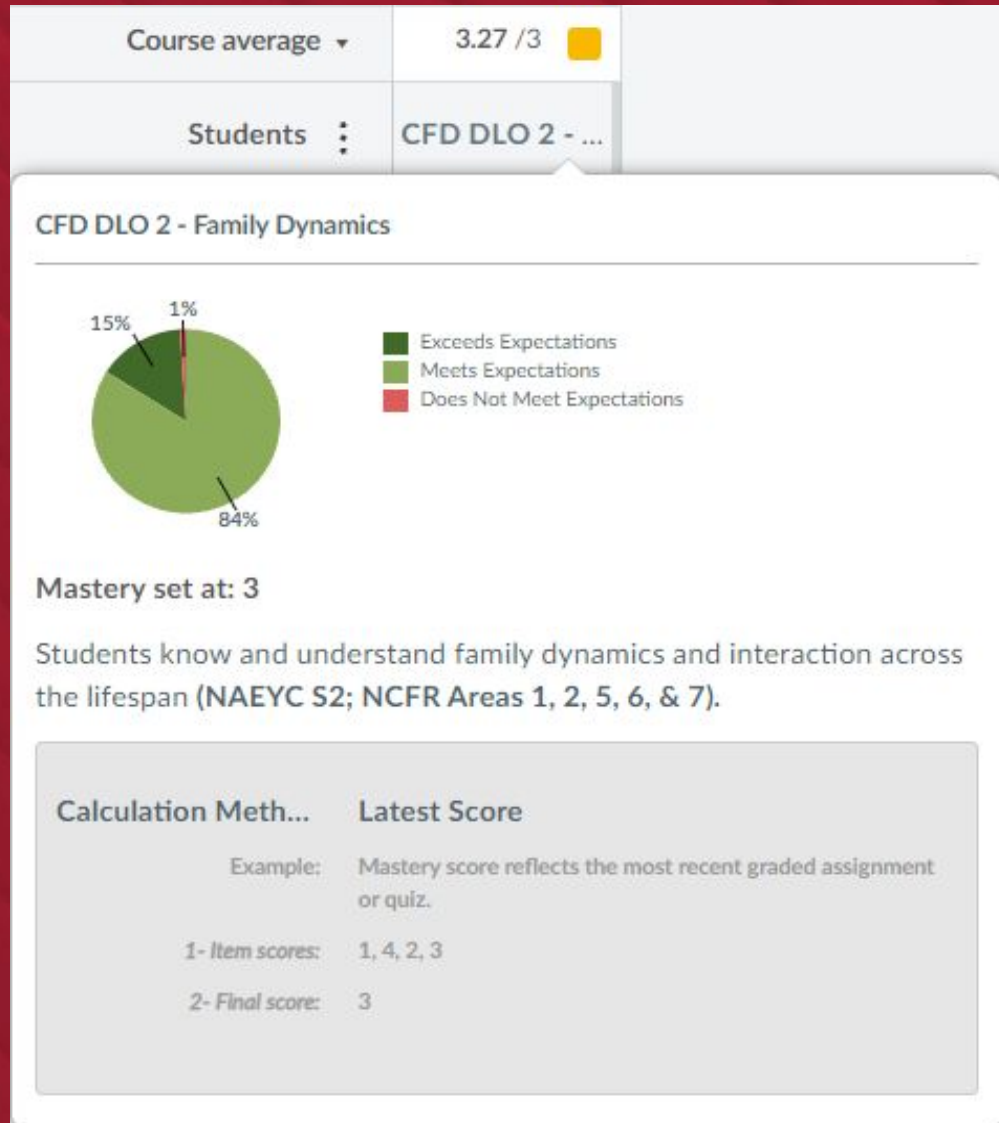
Calculation Method:

Importing Outcomes

You can import outcomes from a CSV file

- [CSV import file layout](#)

Sample Course Level Report - Instructor View



Course Details		Sections	Navigation	Apps	Feature Previews	Integrations
Q Search						
Course						
Feature						State
> Accessibility Checker Notifications						⊗
> Anonymous Instructor Annotations						⊗
> Discussions/Announcements Redesign						⊗
> ePub Exporting						⊗
▽ Learning Mastery Gradebook						✓
Learning Mastery Gradebook provides a way for teachers to quickly view student and course progress on course learning outcomes. Outcomes are presented in a Gradebook-like format and student progress is displayed both as a numerical score and as mastered/near mastery/remedial.						
> New Quizzes						⊗
> Student Learning Mastery Gradebook						✓

Learning Mastery - Student View

Course

Arrange By

CFD135-02: Principles of F ▾

Due Date ▾

Apply

Assignments

Learning Mastery

⬇ ⬆

▾ CFD135-02: Principles of Family Development

1 OF 1 MASTERED

▾ ⓘ Family Dynamics

5/5

MASTERED

1 alignment

📄 Genogram

⬆

Your score: 5

5 pts

Exceeds Expectations

3 pts

Meets Expectations

0 pts

Does Not Meet Expectations

Course

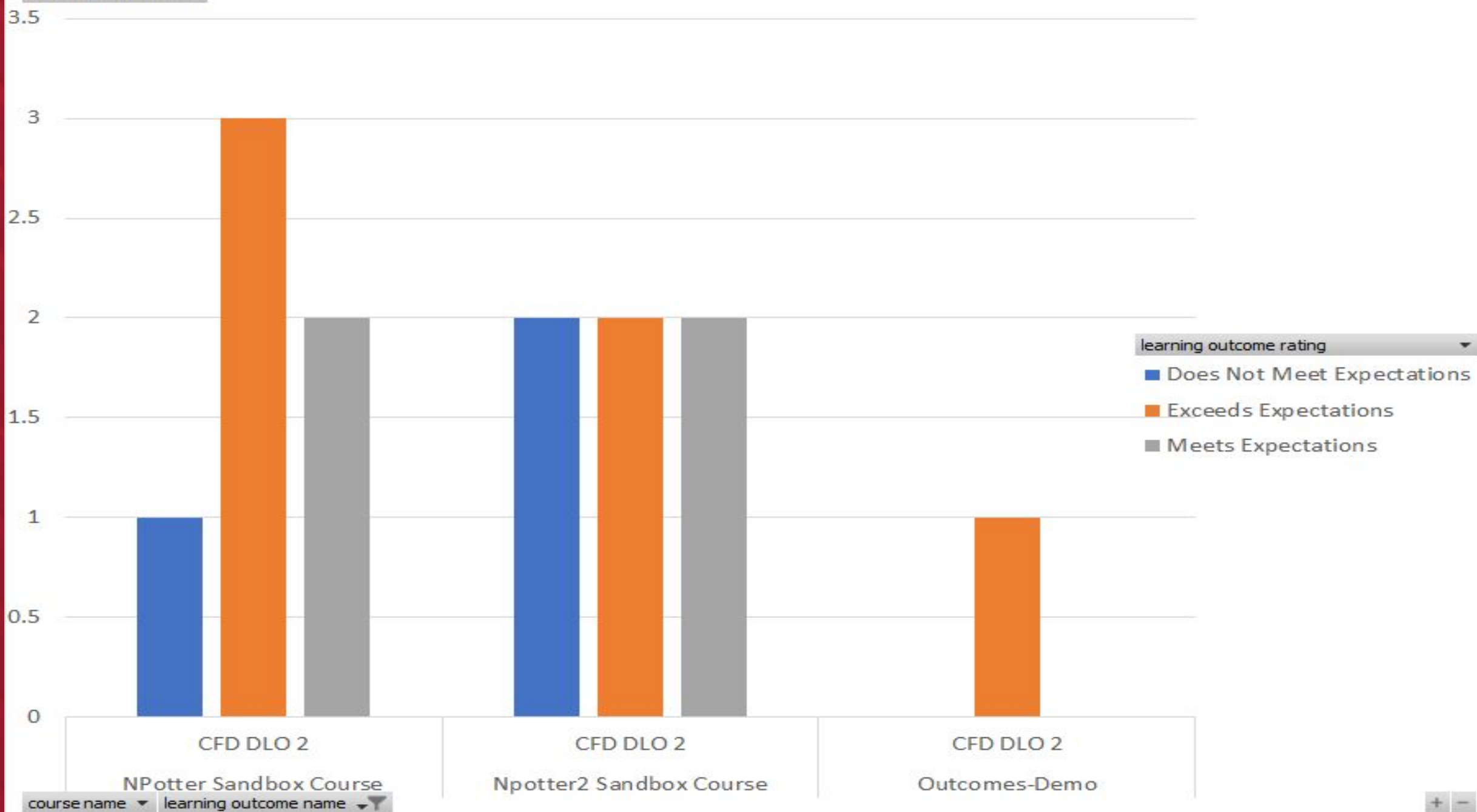
Feature	State
> Accessibility Checker Notifications	✗
> Anonymous Instructor Annotations	✗
> Discussions/Announcements Redesign BETA	✗
> ePub Exporting	✗
> Learning Mastery Gradebook	✓
> New Quizzes	✗
▾ Student Learning Mastery Gradebook	
Student Learning Mastery Gradebook provides a way for students to quickly view progress on course learning outcomes. Outcomes are presented in a Gradebook-like format and progress is displayed both as a numerical score and as mastered/near mastery/remedial.	
	✓

[illegible]

Data Download Variables

student name	attempt	assignment url
student id	outcome score	learning outcome friendly name
student sis id	assessment question	learning outcome points possible
assessment title	assessment question id	learning outcome mastery score
assessment id	course name	learning outcome mastered
assessment type	course id	learning outcome rating
submission date	course sis id	learning outcome rating points
submission score	section name	account id
learning outcome name	section id	account name
learning outcome id	section sis id	enrollment state

Count of student sis id



Resources

ITS Guides

- [Aligning Program Level Outcomes to Canvas Assignments](#)
- [Aligning Program Level Outcomes to Canvas Quizzes](#)

Canvas Guides

- [What are Outcomes?](#)
- [How do I create an outcome?](#)
- [How do I import outcomes?](#)
- [How do I use the Learning Mastery Gradebook to view outcome results in a course?](#)
- [How do I create a question bank?](#)
- [How do I view all aligned items and artifacts within an outcome?](#)
- [How do I view the outcomes results report for an individual student in a course?](#)
- [How do I create custom course outcome names for students?](#)
- [Overview: Improved Outcomes Management Feature Preview](#) (still in BETA; not yet recommended)

Contacts for Getting Started

- Nina Potter, Ph.D. (npotter@sdsu.edu) for consultation on outcomes
- Andrea Saltzman Martin, M.A. (saltzman@sdsu.edu) for help with set up or importing outcomes into Canvas
- Sean Hauze, Ph.D. (shauze@sdsu.edu) for approval of Canvas account permissions. (When making these requests for Canvas, please specify if it's the whole college or a specific department/program.)