

**Teagle Assessment Project Spring 2009  
Independent Research/Study Essay Grading Results**

<b>Outcome</b>	<b>Reliability (r)</b>	<b>% of Discrepancy Between Scorers</b>			
		<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>
<b>2</b>	<b>.60</b>	<b>68%</b>	<b>30%</b>	<b>3%</b>	<b>0%</b>
<b>13</b>	<b>.70</b>	<b>55%</b>	<b>43%</b>	<b>3%</b>	<b>0%</b>
<b>16</b>	<b>.26</b>	<b>50%</b>	<b>43%</b>	<b>3%</b>	<b>5%</b>

*N*=40 papers. % may not add up to 100% given rounding.

Overall reliability was consistent with results from our other scoring sessions and was moderately high for Outcome 2 and 13 given the general, nondisciplinary nature of the outcomes. Reliability was much lower for Outcome 16. However, across all three outcomes the discrepancy frequencies show that 93% - 98% of the paired ratings were either the same or one category away.

**Proportion of Student Essays According to Rubric Rating**

<b>Outcome</b>	<b>Below Basic</b>	<b>Basic</b>	<b>Proficient</b>	<b>Advanced</b>
<b>Outcome 2</b> <b>Describe, evaluate, and improve their learning process.</b>	<b>8%</b>	<b>55%</b>	<b>33%</b>	<b>5%</b>
<b>Outcome 13</b> <b>Connect intellectual study to personal life.</b>	<b>15%</b>	<b>43%</b>	<b>28%</b>	<b>15%</b>
<b>Outcome 16</b> <b>Can create new knowledge, theories, and representations</b>	<b>20%</b>	<b>40%</b>	<b>40%</b>	<b>0%</b>

*N* = 40 essays