

Extra notes re: **Workshop: Measuring Student Performance for Professional Practice in the Laboratory**
Mary Peek, GA Tech
Friday, July 10th

Mary reviewed the measurement criteria she has developed for assessing in-lab performance
The criteria she selected were informed by what industry asked for in recommendation letters.

Logistics:

- Her TA's implement her rubrics after she has advised them. Many 10's of students, so Mary can't work with all of them individually.
- TA's tend to want to give high numbers, but rubric will prompt them to provide insightful written comments. (Mary may use the comments more than just the numbers)
- Mary uses prompts "if you had your own lab, who would you want to work you." Why.
- "What challenges problems or issues did you face in the lab? How did you deal with them?"

Activity: Mixing different fluids, colored, to see their relative densities, and make observations about outcomes.

All participants today got to (a) serve as a student who was doing a lab, and (b) serve as an assessor, assessing the student performances with Mary's matrix.

We discussed challenges we had when assessing lab performance, and why we experienced some of the same challenges as do Mary's TA's.

Tendency to want to use all 3's (highest score)
Some behaviors are harder to observe
How do students assess this over 6 hours
Do the students share what they are looking for
In the TA meetings – experienced TA's offer advice
At midterm, she gives them a midterm score.

Mary is a terminal professor – one who is the last one they see before students go on to their careers.
She's the one that takes them aside and says "You are exceptional, we need to make sure you have some opportunities to do undergraduate research, etc."

She and the TA's make rough cuts of people: A's, people in the middle, ones at the bottom.