SAMPLE ASSESSMENT
T. Ramirez
PHIL07 (Deductive Logic)
Fall 2013

Description:

I chose to focus on the "Utilize Symbols" criterion, as the Deductive Logic course features several assignments that focus closely on translating ordinary-language claims into a symbolic language, and then using symbolic notation to construct proofs. For this exercise, I focused on a particular question from a section of my final exam, in which students are asked to translate sentences into the language of predicate logic. The question is labeled #2 on the attached page.

To make the work easier for myself, I simply scores for this question independently of the total exam score. The total endeavor, from collecting data to completing the worksheet, took about 15 minutes in total. The assessment (my exam question) is found on the following page (question #2 was the focal point here), followed by my ICC assessment worksheet.

Section 3: Translations (5 pts each)

Translate each of the following sentences into the language of predicate logic. Use the translation scheme provided.

Wx = x is a wookiee   **F**x = x is ferocious   c = Chewbacca

Hx = x is hairless   **B**xy = x is balder than y t = Toño

Px = x is a pitcher   **I**xy = x intimidates y *(or: y is intimidated by x)*

1)   No wookiees are hairless.

_____

2)   All wookiees are ferocious, but not all ferocious things are wookiees.

_____

3)   Toño is balder than every wookiee.

_____

4)   All and only wookiees are pitchers.

_____

5)   If Chewbacca is a wookiee and Toño is intimidated by all wookiees, then Chewbacca intimidates Toño

_____

EXAMPLE

ICC Assessment Worksheet
2013
De Anza College

1) Which of the five criteria did you choose to assess?

☐ Analyze Arguments
☐ Evaluate Ideas
☐ Empathize With Different Perspectives
☒ Utilize Symbols
☐ Interpret Literary, Artistic, and Scientific Works

2) How many students will be given the assessment?

30

3) Prior to the assessment, please estimate the percentage of your students that you expect to perform at the following levels of proficiency:

 "Above Level" 10   "At Level" 15   "Below Level" 5

4) After the assessment, please record the percentage of students that you found to perform at the following levels of proficiency:

"Above Level" 16   "At Level" 1   "Below Level" 13

5) In the light of your findings, do you plan to make any changes to your course to enhance your students' critical thinking skills? Please explain.

I was initially surprised by the discrepancy between my expected and actual results. It seems to me that there is a wide gap between students who have mastered the material at a high level and students who could benefit from a more thorough understanding. I suspect that my teaching methods may be working well for my most motivated students, but that I would do well to look for ways to ensure that students performing 'below level' are taking advantage of course resources. Perhaps unsurprisingly, the students who perform best tend to be those who make most frequent use of extra-curricular practice. I might make extra practice required for students who are underperforming at the mid-term…

Please email your completed form to ramireztono@fhda.edu