

# Discernment assessment matrix

## Strong performances show

- Nuanced, domain-specific evaluation criteria
- Robust problem-solving approaches to process evaluation
- Systematic evaluation and improvement of collaboration dynamics

Assessment focus	What to look for	Evidence of strong performance
Outcome	<ul style="list-style-type: none"><li>• Quality of output annotations</li><li>• Depth of evaluation criteria</li><li>• Appropriateness of decisions</li><li>• Evidence-based judgment</li></ul>	<ul style="list-style-type: none"><li>• Annotations identify subtle strengths and weaknesses</li><li>• Evaluation uses domain-specific quality criteria</li><li>• Decision logs show reasoning for keeping/modifying/rejecting</li><li>• Improvements demonstrate understanding of quality standards</li></ul>
Process	<ul style="list-style-type: none"><li>• Error catching and correction</li><li>• Evaluation consistency</li><li>• Quality improvement over time</li></ul>	<ul style="list-style-type: none"><li>• Documentation of caught errors and how they were addressed</li><li>• Recognition of recurring issues and systematic solutions</li><li>• Consistent application of evaluation criteria</li><li>• Progressive refinement based on discernment insights</li></ul>
Reflection	<ul style="list-style-type: none"><li>• Evolution of criteria</li><li>• Analysis of missed issues</li><li>• Cross-task comparisons</li><li>• Meta-evaluation skills</li></ul>	<ul style="list-style-type: none"><li>• Student articulates how their evaluation criteria developed</li><li>• Identifies what they initially missed and why</li><li>• Compares discernment approaches across different tasks</li><li>• Reflects on their growth as critical evaluators</li></ul>

## Using this Matrix

For rubric development	For providing feedback	For peer and self assessment
<ol style="list-style-type: none"><li>1. Select which Ds are most relevant to your assignment</li><li>2. Choose appropriate assessment types for each</li><li>3. Adapt the evidence indicators to your specific context</li><li>4. Define performance levels (emerging, developing, proficient)</li></ol>	<ul style="list-style-type: none"><li>• Use "What to Look For" columns to guide your review</li><li>• Reference "Strong Performance" indicators in your comments</li><li>• Help students see connections between different types of evidence</li><li>• Encourage progression from surface to deep engagement</li></ul>	<ul style="list-style-type: none"><li>• Share relevant portions with students before assignments</li><li>• Have students identify their own evidence of competency</li><li>• Use for peer review activities</li><li>• Guide reflection prompts with these criteria</li></ul>