



Gyan for Higher Education Assessments

Gyan for Higher Education: Agile Continuous Learning



Gyan

Gyan for Faculty, Student Research

Gyan offers Agile Continuous Learning

Rapidly de-assemble, re-assemble internal learning content, OER

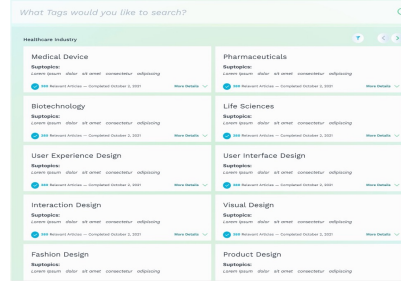
Course Workbench

Skills Based Personalized Learning



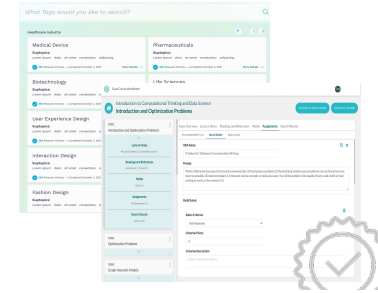
Open Text Assessment

Continuous Knowledge Portal



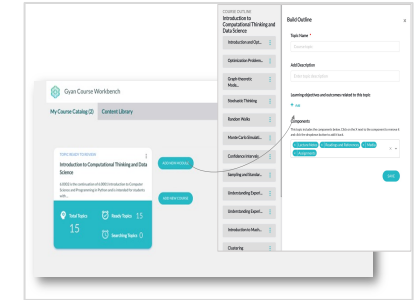
Gyan Knowledge Collections

Lifelong Learning



Continuous Knowledge Portal Assessments, Credentials

Course Authoring



Structure a course around Gyan content

Assessment

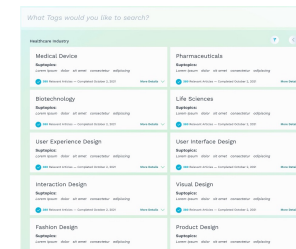
Open text assessment, against a rubric, explainable

Personalization

Resume

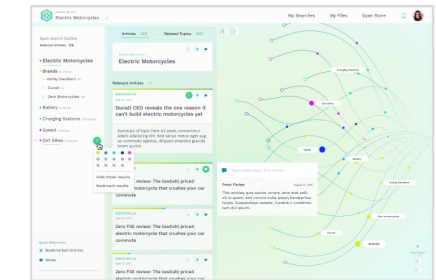


Goals



Content presented based on a Skills based personalized learning path.

Research



Discover, curate, synthesize content



Gyan

Gyan Assessments grade essays and open text responses for both content and comprehension against a rubric and with reference to course material.

Traceable analysis for each metric in the rubric.

Rapidly scale the essentially non-scalable manual and subjective task of open response assessment.

- ✓ Set up assessment details in LMS and export configuration to Gyan.
- ✓ Configure and train Gyan. Set up the prompt, rubric and the learning material and train Gyan on a sample size of 10 scored responses or less.
- ✓ Student responses are sent to Gyan from Canvas / Moodle.
- ✓ Gyan scores the essays in real time.
- ✓ Gyan scores and analysis/rationale are sent back to Canvas / Moodle.
- ✓ Gyan can be calibrated to instructor preferences and provides instant feedback, longitudinal analysis, reinforcement of student progress and class-level analytics.

Example of an Assignment Prompt



Looking at any of the texts we have read so far for this class, including this week, write a 4-5 page literary analysis essay that looks at the historical, psychological, feminist, ethnic/cultural studies **and/or** close reading of the text. I encourage you to use literary theory in your analysis.

In other words: your essay should be specific and thesis driven, and you should have a theoretical framework for your analysis.

Nota bene: Your sources should be academic in nature. Please use the ASU library and databases for your source material. The Huffington Post and other online sources are useful for beginning your thinking about a topic, but they are NOT academic sources.

Also, you'll want to remember that a thesis statement is more than a statement of topic. "This essay will explore gender in Ethan Frome" is a bad thesis statement for a couple of reasons. First, it's really just a statement of topic. Second, saying "this essay is about" is lazy and self-referential. Referring to your essay as an essay is one of my pet peeves. A better thesis might be "Edith Wharton explores gender roles in this domestic novel by exploring the themes of responsibility and desire."

Developing Your Thesis: Ask yourself what interests you about the text(s), and use that answer as a way of guiding you to your own interpretation of it. Then, develop an idea. For example, pick a theme, or a literary motif, such as love and hate, peace and war, life and death, society, capitalism, tradition vs. change, feminism or misogyny, and make a claim about what that theme or motif does in/or for text.

Although summary of the text is needed, you are to provide your own unique interpretation of the work. I encourage you to explore the development, and impact of political, socio-cultural, religious, economic, and/or natural phenomena to better understand intercultural dynamics.

Example of an Assessment Rubric



Rubric for Content (25/100 points)

This criterion is linked to a Learning Outcome Content	Greatly Exceeds Expectations	Exceeds Expectations	Meets Expectations	Does Not Meet Expectations	Failing
Thematic analysis of literature	Author makes connections between textual support and overall main idea/ theme and thesis. Moves beyond WHAT happens and analyzes the WHY. Author has expressed unique insight, depth of thought, resulting in a convincing and enlightening paper.	Author makes connections between textual support and thesis, though some may be more stilted. The WHY is discussed, but in a more pedestrian manner, leading to more obvious conclusions or showing less depth of thought overall, yet essay is still sound and interesting.	Author waivers in connection between textual support and thesis. Some ideas are unoriginal or only skim the surface of the novels' content. The thematic ideas may not be incorporated throughout the essay well, resulting in a weaker argument overall. 18-19 pts	Author has little connection between textual support and thesis, or does not explore the WHY, simply identifies elements to outline the plots of the novels. Essay may be unoriginal in thought, leading to a regurgitation of already- stated facts and observations.	Author has failed to focus the text itself, relying instead on research to analyze the time period or author without using adequate textual reference for a substantiated claim. The essay lacks depth and does not interpret text, simply revisits and summarizes.

Sample list of Gyan metrics to score for "Content"

Content	
<input type="checkbox"/>	Relevance
<input type="checkbox"/>	Focus
<input type="checkbox"/>	Uniqueness
<input type="checkbox"/>	Depth of Thought
<input type="checkbox"/>	Persuasiveness
<input type="checkbox"/>	Analytical Response
<input type="checkbox"/>	Thesis
<input type="checkbox"/>	Support

Gyan Assessments – Summary Score



Summary

Prompt 1

Looking at any of the texts we have read so far for this class, including this week, write a 5-7 page literary analysis essay that looks at the historical, psychological, feminist, ethnic/cultural studies and/or close reading of one text. I strongly encourage you to use literary theory in your analysis.

Assessment Score:

Assessment Confidence :

Criterion	Confidence	Intergrader Score
Content	<input type="text" value="H"/>	<input type="text" value="15.75"/>
Style	<input type="text" value="H"/>	<input type="text" value="13.55"/>
Support	<input type="text" value="H"/>	<input type="text" value="13.35"/>
Conventions	<input type="text" value="H"/>	<input type="text" value="14.8"/>
Formatting	<input type="text" value="H"/>	<input type="text" value="9.9"/>

- As student responses are submitted, they are run against the assignment rubric in Gyan to auto-grade them.
- Once graded, the responses are returned with an interactive report.
- For each response, there is a summary of how the student performed.



Summary
Prompt 1

Content
Score:
Confidence:

	Expression name	Weightage	Confidence	Feedback	Intergrader Score
<input type="checkbox"/>	Relevance	<input type="text" value="0.15"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="3.75"/>
<input type="checkbox"/>	Focus	<input type="text" value="0.15"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="1.85"/>
<input type="checkbox"/>	Uniqueness	<input type="text" value="0.15"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="0.45"/>
<input type="checkbox"/>	Depth of Thought	<input type="text" value="0.1"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="1.45"/>
<input type="checkbox"/>	Persuasiveness	<input type="text" value="0.1"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="1.55"/>
<input type="checkbox"/>	Analytical Response	<input type="text" value="0.15"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="3.75"/>
<input type="checkbox"/>	Thesis	<input type="text" value="0.05"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="1.25"/>
<input type="checkbox"/>	Support	<input type="text" value="0.15"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="1.7"/>

Style
Score:
Confidence:

	Expression name	Weightage	Confidence	Feedback	Intergrader Score
<input type="checkbox"/>	Fluency	<input type="text" value="0.167"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="2.6"/>
<input type="checkbox"/>	Focus	<input type="text" value="0.167"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="2.1"/>
<input type="checkbox"/>	Cohesion	<input type="text" value="0.167"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="2.1"/>
<input type="checkbox"/>	Sophistication in Transition	<input type="text" value="0.111"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="1.25"/>
<input type="checkbox"/>	Sophistication in Range	<input type="text" value="0.111"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="1.75"/>

A Teenage Dream

In Joyce Carol Oates' short story, "Where Are You Going, Where Have You Been" explores the phenomena of the ideals men have towards women in the 1960s. Fifteen year old Connie is consumed with boys, her style, and appearance. Overall, looking her best and gaining the attention of other boys is the most important aspect of her life. One night when she's spending time with a boy at a restaurant, she notices a man that shout out at her, "Gonna get you, baby." This ultimately foreshadows Connie's next encounter with the same man, who comes to her home uninvited, and she ends up leaving with him unknowing of what will happen to her. This story depicts the oppression of women during the 1960s, when Civil Rights and Sex Revolution was just beginning to start. Oates' short story "Where Are You Going, Where Have You Gone," depicts Connie's lust for the loss of innocence through teenage rebellion, and the violent reality of adulthood she endures through Arnold Friend.

In the 1960s, there was a huge social movement going on in America where societal norms were no longer just black and white anymore. Oates wrote "Where Are You Going, Where Have You Been" during the time of the Civil Rights movement, the Sexual Revolution, Bob Dylan's music, and news of Charles Schmid's serial killings. People of color were demanding equal rights, and women were asserting their rights as being just as equal to men. Women began to question their role in society, and looking at life less conservatively as they have in the past. Oates uses Connie to illustrate the transformation teenage girls going through during their adolescent years, and the anxieties and struggles with the way they look, as well as their sexuality. The awakening of feminism is an important aspect of the 60s, where women began realizing that they wanted independence from men, and not to be seen as the "wife" anymore. Women were learning the strength of their voice, and were not to be oppressed any longer. Bob Dylan was a famous poet, musician, and writer, with some of his most popular work being created during the 60s. Oates influence on this short story is from one of Bob Dylan's songs "It's All Over Now, Baby Blue," which haunted her. Another important influence on the story was "The Pied Piper of Tucson" serial killer Charles Schmid. Schmid was ironically enough "constantly trying to compensate for his short stature" and "wore oversized cowboy boots stuffed with rags to boost up" his height (History). Many of the characteristics of Charles Schmid

- There is also a detailed view of individual metric scores side-by-side with the student's response.

Gyan Assessments – Zero in on the Response Sections Relevant to a Specific Metric



Summary
Prompt 1

Content
Score:
Confidence:

	Expression name	Weightage	Confidence	Feedback	Intergrader Score
<input checked="" type="checkbox"/>	Relevance	<input type="text" value="0.15"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="3.75"/>
<input type="checkbox"/>	Focus	<input type="text" value="0.15"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="1.85"/>
<input type="checkbox"/>	Uniqueness	<input type="text" value="0.15"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="0.45"/>
<input type="checkbox"/>	Depth of Thought	<input type="text" value="0.1"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="1.45"/>
<input type="checkbox"/>	Persuasiveness	<input type="text" value="0.1"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="1.55"/>
<input type="checkbox"/>	Analytical Response	<input type="text" value="0.15"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="3.75"/>
<input type="checkbox"/>	Thesis	<input type="text" value="0.05"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="1.25"/>
<input type="checkbox"/>	Support	<input type="text" value="0.15"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="1.7"/>

Style
Score:
Confidence:

	Expression name	Weightage	Confidence	Feedback	Intergrader Score
<input type="checkbox"/>	Fluency	<input type="text" value="0.167"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="2.6"/>
<input type="checkbox"/>	Focus	<input type="text" value="0.167"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="2.1"/>
<input type="checkbox"/>	Cohesion	<input type="text" value="0.167"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="2.1"/>
<input type="checkbox"/>	Sophistication in Transition	<input type="text" value="0.111"/>	<input type="text" value="H"/>	<input type="checkbox"/>	<input type="text" value="1.25"/>

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In the 1960s, there was a huge social movement going on in America where societal norms were no longer just black and white anymore. Oates wrote "Where Are You Going, Where Have You Been" during the time of the Civil Rights movement, the Sexual Revolution, Bob Dylan's music, and news of Charles Schmid's serial killings. People of color were demanding equal rights, and women were asserting their rights as being just as equal to men. Women began to question their role in society, and looking at life less conservatively as they have in the past. Oates uses Connie to illustrate the transformation teenage girls going through during their adolescent years, and the anxieties and struggles with the way they look, as well as their sexuality. The awakening of feminism is an important aspect of the 60s, where women began realizing that they wanted independence from men, and not to be seen as the "wife" anymore. Women were learning the strength of their voice, and were not to be oppressed any longer. Bob Dylan was a famous poet, musician, and writer, with some of his most popular work being created during the 60s. Oates influence on this short story is from one of Bob Dylan's songs "It's All Over Now, Baby Blue," which haunted her. Another important influence on the story was "The Pied Piper of Tucson" serial killer Charles Schmid. Schmid was ironically enough "constantly trying to compensate for his short stature" and "wore oversized cowboy boots stuffed with rags to

- By checking the box next to each metric, Gyan highlights the areas of the student's response where they fulfilled the metric requirement in question.
- If we check the box next to Relevance, for example, we can see that this student's response is highly relevant to the assignment prompt and the story they discuss in their response.

Gyan Assessments – Zero in on the Response Sections Relevant to a Specific Metric



Summary
Prompt 1

Content		Score: 15.75	Confidence: H		
	Expression name	Weightage	Confidence	Feedback	Intergrader Score
<input type="checkbox"/>	Relevance	0.15	H	<input type="checkbox"/>	3.75
<input type="checkbox"/>	Focus	0.15	H	<input type="checkbox"/>	1.85
<input type="checkbox"/>	Uniqueness	0.15	H	<input type="checkbox"/>	0.45
<input checked="" type="checkbox"/>	Depth of Thought	0.1	H	<input type="checkbox"/>	1.45
<input type="checkbox"/>	Persuasiveness	0.1	H	<input type="checkbox"/>	1.55
<input type="checkbox"/>	Analytical Response	0.15	H	<input type="checkbox"/>	3.75
<input type="checkbox"/>	Thesis	0.05	H	<input type="checkbox"/>	1.25
<input type="checkbox"/>	Support	0.15	H	<input type="checkbox"/>	1.7

Style		Score: 13.55	Confidence: H		
	Expression name	Weightage	Confidence	Feedback	Intergrader Score
<input type="checkbox"/>	Fluency	0.167	H	<input type="checkbox"/>	2.6
<input type="checkbox"/>	Focus	0.167	H	<input type="checkbox"/>	2.1
<input type="checkbox"/>	Cohesion	0.167	H	<input type="checkbox"/>	2.1
<input type="checkbox"/>	Sophistication in Transition	0.111	H	<input type="checkbox"/>	1.25
<input type="checkbox"/>	Sophistication in Range	0.111	H	<input type="checkbox"/>	1.75

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- In this example, we check the Depth of Thought metric, which analyzes how well the student connects the content of the story to overall themes and real-world context.
- This student identifies some foreshadowing at the beginning of the story, and they later connect the story to a larger social movement occurring in the U.S. at the same time as publication.

Summary



- ✓ Gyan Assessments is configurable to the instructor's rubric requirements.
- ✓ It auto-grades the student responses, while providing complete scoring transparency and optional instructor customization of both scores and feedback.
- ✓ It integrates directly into your LMS.
- ✓ It eliminates the bias inherent in manually assessing student responses.