Rubric for Evaluation of June 2013 Assessment Reports

		4	2	0
1. Assessment-driven improvements based on last year's assessment	• Describe changes that have been implemented towards improving students' attainment of outcomes that result from outcome assessment carried out in 2010-2011. These may include but are not limited to changes in curriculum, content, materials, instruction, pedagogy etc.	Changes are relevant to prior assessment results, described well, and implemented	Changes described but not implemented &/or only changes to assessment are described	No suggestion of changes for either outcome attainment or improved assessment offered.
Assessments carried out this year: For the remaining questions, <u>for each outcome assessed:</u>				
2: Design -- (What did you do, and how did you do it?)	• Assessment methods are described and direct (i.e., assesses evidence mastery of outcomes rather than students' perception of mastery). If indirect assessments are used, rationale is sound • Description identifies student sample assessed (including sample size as a ratio or percentage of targeted student population and process of selection for the student sample) and rationale (why was this group of students or courses chosen) • Any rubrics, checklists, surveys or other tools that were used are included. Where appropriate, benchmarks are noted. • Methods used to analyze results, including steps taken to ensure that results are reliable (consistent from one evaluator to another), are described	These 4 design elements are included and described well	Some elements described well and others not at all or all described minimally.	Design elements are unclear to readers.
3: Results -- (what did you learn about students mastery of the outcome?)	• If scored (e.g., if a rubric or other scaled tool is used) data is reported, and related to any benchmarks • Results are broken down in a way that is meaningful and useful for making improvements to teaching/learning?	Both elements are included and results are clear	One element is clearly described or both are minimally described.	Results are unclear to readers.
4. Changes to improve teaching and learning	• Changes that that should, as a result of this assessment, be implemented toward improving students' attainment of outcomes are identified. (These may include , but are not limited to, changes in curriculum, content, materials, instruction, pedagogy etc.)	Specific changes are described clearly and are linked to assessment results.	Changes are described in general terms.	No changes are described or changes are unrelated to assessment results.
5. Changes to assessment strategies	• Note changes to assessment methodology that would lead to more meaningful results are described or it is noted that there are no changes.	Specific changes are described clearly with rationale provided.	Changes are described in general terms.	No changes are described. N/A if no changes appear needed.