

Assessment Rubric

North Central Association

Commission on Accreditation and School Improvement

Criterion a

Assessments are aligned with the goal.

- 4 points The assessments collect data about student performance concerning the goal.
- 2 points The assessments collect data about student performance but do not directly address the goal.
- 0 points The assessments do not address the goal.

Criterion b

There is an appropriate number of assessments for the goal.

- 3 points The school collected data from at least three sources.
- 2 points The school collected data from two sources.
- 1 point The school collected data from one source.
- 0 points The school collected no academic performance data.

Criterion c

There is an appropriate balance of standardized and locally developed assessments.

- 3 points Assessments of both types are listed for the goal.
- 1 point Assessments of only one type are listed for the goal.
- 0 points No assessments are listed for the goal.

Criterion d

The types of assessments selected/created are appropriate for the type of goal.

- 3 points All of the assessments are appropriate as measures of the goal.
- 2 points Most of the assessments are appropriate as measures of the goal.
- 1 point Some of the assessments are appropriate as measures of the goal.
- 0 points None of the assessments are appropriate as measures of the goal.

Criterion e

The assessments accurately measure the goal.

- 4 points All of the assessments accurately measure the goal.
- 3 points Most of the assessments accurately measure the goal.
- 2 points Some of the assessments accurately measure the goal.
- 0 points None of the assessments accurately measure the goal.

Criterion f**A plan for collecting baseline data for goal attainment is in place.**

- 4 points The school has identified baseline data from assessments used in the profile or other assessments.
- 0 points The school does not have baseline data nor a plan for collecting it.

Criterion g**The faculty uses information obtained from the assessments to make changes in instructional practices and/or curriculum.**

- 5 points There is clear and abundant evidence that the faculty is using assessment data to guide instructional practices or to make curricular decisions, relative to the goals.
- 3 point There is some evidence that the faculty is using assessment data to guide instructional practices or to make curricular decisions, relative to the goals.
- 0 points There is no evidence that the faculty is using assessment data to guide instructional practices or to make curricular decisions, relative to the goals.

Criterion h**There is a set of standard procedures that everyone uses for locally developed assessments.**

- 2 points There is clear evidence that the faculty is administering assessments according to standard procedures.
- 1 point There is limited evidence that the faculty is administering assessments according to standard procedures.
- 0 points There is no evidence that the faculty is administering assessments according to standard procedures.

Criterion i**The school has begun the process of investigating validity and reliability for locally developed assessments.**

- 2 points There is clear evidence that the faculty has begun the process of establishing validity and reliability of their locally developed assessments.
- 1 point There is limited evidence that the faculty has begun the process of establishing validity and reliability of their locally developed assessments.
- 0 points There is no evidence that the faculty has begun the process of establishing validity and reliability of their locally developed assessments.

Assessment Evaluation

Criteria

a. Assessments are aligned with target area goals. (4 points possible)

b. There is an appropriate number of assessments for the goal. (3 points possible)

c. There is an appropriate balance of standardized (common metric) and locally developed (context bound) assessments. (3 points possible.)

d. The types of assessments selected/created are appropriate for the types of goals. (3 points possible)

e. The assessments align with the goals. (4 points possible)

f. A plan for collecting baseline data for goal attainment is in place. (4 points possible)

g. The faculty uses information obtained from the assessments to make changes in instructional practices and/or curriculum. (5 points possible)

h. There is a set of standard procedures that everyone uses for locally developed assessments. (2 points possible)

i. The school has begun the process of investigating validity and reliability for locally developed assessments. (2 points possible)