

The assessment of student learning outcomes, program revisions based upon those outcomes, and plans for future assessment activities

Assessment Report Evaluation and Rubric

	1 Insufficient	2 Emerging	3 Developed	4 Highly Developed
Alignment of SOAP, outcomes, measures, and rubrics (if a rubric was used)	Outcomes are unclear or cannot be measured. The outcomes, measures (assignments) and rubrics (if used) are not aligned.	At least some of the outcomes are clearly stated and can be measured. The outcomes, measures, and rubrics are related to some extent but do not correspond to the degree that they need to do so.	The outcomes are all clearly stated and can be measured using indirect and direct evidence. The outcomes, measures, and rubric are aligned to a considerable extent.	All outcomes are clear and detailed and can be measured in multiple ways. The outcomes, measures, and rubric all focus on exactly the same skills or aspects of learning and are thus aligned and all are stated using terms that are clear
Evidence and Discovery from Data	The measure/assignment does not have clear directions and/or does not provide enough information to evaluate if a learning outcome was met. A very small and insufficiently diverse sample of student work was used. The results are not clearly described or are just listed in a simplistic way.	The assignment is clearly stated and provides information related to a learning outcome that can be evaluated. The sample includes a minimum of ten examples of student work and the sample is random/diverse. The results are described but not in enough detail.	The assignment is clearly stated and provides considerable information that can be used to evaluate whether or not a learning outcome was met. The sample includes at least fifteen examples of student work and is sufficiently random/diverse. The results are described in detail and specific examples are given.	The assignment has clear and detailed instructions and the student clearly indicated.
Consideration of and use of results	Assessment review is not in-depth and no review of the results is conducted after they are included in an initial report. The results are not reviewed or discussed by more than one or two faculty members. No real conclusions are drawn and no attempt is made to	Assessment review is in some depth and the results are discussed by multiple faculty. Some conclusions are drawn based on the report and these conclusions are discussed in relation to the program.	Assessment review is enough depth and the evaluation of student work is conducted by and discussed by multiple faculty several times. Conclusions are drawn based on the results and these conclusions are used	Assessment is conducted in depth and results from multiple years are discussed by the faculty. Conclusions are drawn and are used to identify and strengths

	consider the program in light of the assessment data.		to either confirm that students are meeting the learning outcomes or to discuss potential changes.	and weaknesses of the program and to consider whether or not changes to the program should be made.
Overall Engagement in Assessment	Very little assessment activity is reported. Outcomes, measures, and rubrics are not aligned and/or assessment data is not evaluated or used to decide if changes should be made to program.	Some assessment activity is reported but there are issues with alignment. It is not clear that assessment results are considered or used to evaluate program and decide if changes should be made.	Continuous assessment activity carried out. The outcomes, measures, and rubrics are aligned and the assessment data is utilized to evaluate the program in terms of strengths, weaknesses, and whether or not any changes should be made.	Continuous and well-planned assessment is carried out The outcomes, measures, and rubrics are very closely aligned and the results are frequently reviewed and used to evaluate the program in terms of strengths, weaknesses, and potential changes to the program.

Plans for Future Assessment Activities:

Scoring Rubric Graduate Writing Requirement, MA in Education, Multilingual & Multicultural Education

(Approved, SOEHD Grad Com, 8/19/1999; revised by Bilingual/EL Committee 10/2012)

Scoring Level	Style and Format	Mechanics	Content and Organization
<p>4 - Exemplary</p>	<p>In addition to meeting the requirement for a “3,” the paper is consistent with APA throughout. Models the language and conventions used in related scholarly/professional literature. Would meet the guidelines for an APA publication.</p>	<p>In addition to meeting the requirements for a “3,” the paper is essentially error free in terms of mechanics. Writing flows smoothly from one idea to another. Transitions help establish a sound scholarly argument and aid the reader in following the writer’s logic.</p>	<p>In addition to meeting the requirements for a “3,” excels in the organization and presentation of ideas related to the topic. Raises important issues or ideas which may not have been represented in the literature cited. Would serve as a good basis for further research on the topic.</p>
<p>3 - Accomplished</p>	<p>While there may be minor errors, APA conventions for style and format are used consistently throughout the paper. Demonstrates thoroughness and competence in documenting sources; the reader would have little difficulty referring back to cited sources. Style and format contribute to the comprehensibility of the paper. Models the discipline’s overall journalistic style.</p>	<p>While there may be minor errors, the paper follows normal conventions of spelling and grammar throughout. Errors do not interfere significantly with comprehensibility. Transitions and organizational structures such as subheadings are used which help the reader move from one point to another.</p>	<p>Follows all requirements for the paper. Topic is timely and carefully focused. Clearly outlines the major points related to the topic; ideas are logically arranged to present a sound scholarly argument. Paper is interesting and holds the reader’s attention. Does a creditable job summarizing related literature.</p>
<p>2 - Developing</p>	<p>While some APA conventions are followed, others are not. Paper lacks consistency of style and/or format. It may be unclear which references are direct quotes and</p>	<p>Frequent errors in spelling, grammar (such as subject/verb agreements and tense), sentence structure and/or other writing conventions make reading difficult and interfere with comprehensibility. Writing does not flow smoothly from point to</p>	<p>While the paper represents the major requirement, it is lacking in substantial ways. The content may be poorly focused or the scholarly argument weak or poorly conceived. Major ideas</p>

	<p>which are paraphrased. Based on the information provided, the reader would have some difficulty referring back to cited sources. Significant revisions would contribute to the comprehensibility of the paper</p>	<p>point; lacks appropriate transitions.</p>	<p>related to the content may be ignored or inadequately explored. Overall, the content and organization needs significant revision to represent a critical analysis of the topic.</p>
<p>1 - Beginning</p>	<p>APA conventions are not followed. Fails to demonstrate thoroughness and competence in documentation. Lack of appropriate style and format make reading and comprehensibility problematic.</p>	<p>Paper contains numerous errors in spelling, grammar, and/or sentence structure which make following the logic of the paper extremely difficult</p>	<p>Analysis of existing scholarly/professional literature on the topic is inadequate. Content is poorly focused and lacks organization. The reader is left with little understanding of the topic.</p>