

Rubric for Key Assessments

(revised 9-29-2021 for 2022 submissions)

Criteria	Not Addressed	Partially Addressed	Fully Addressed
Adequate Information about the Required Assessment Instrument	The information provides inadequate information about the assessment and its place within the program.	The information provides a general overview of the assessment and its place within the program, but some critical information is missing.	The information provides a full understanding about the required assessment and scoring criteria. The instrument (or instructions or a rich and full description) and scoring guide are submitted, along with information about when it is administered in the program, and the scoring process.
Required, Program-Specific Assessment	The assessment is not required. The assessment is not designed to assess proficiencies specific to the program.	The required assessment is designed to be used for multiple teaching fields or areas of instructional support, with only generic references to program-specific standards.	The required assessment is designed to assess criteria specific to the teaching field or area of instructional support.
Alignment to Standards and Indicators in Scoring Guide	There is no explicit alignment among the scoring guide, assessment, and the standards and indicators in the Section III chart.	There is an explicit alignment to common professional studies standards but not program-specific standards.	There is an explicit and accurate alignment among the scoring guide, assessment, and standards and indicators in the Section III chart.
Levels of Performance in Scoring Guides	The scoring guide does not describe levels of performance. No minimum acceptable level of competence is identified.	The scoring guide does not clearly describe differences among levels of performance. A minimum acceptable level of competence is identified.	The scoring guide clearly describes observable differences among levels of performance which help candidates and scorers understand expectations. A minimum acceptable level of performance is specified.
Data Reporting Levels	Data tables report only overall scores or passing rates. Data tables are not aligned to standards and indicators.	Data tables report data by categories or sub-scores but the categories or sub-scores are not explicitly or accurately aligned to program-specific standards and indicators.	Data tables report by categories or sub-scores. The categories or sub-scores are explicitly and accurately aligned to program-specific standards and indicators.

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Aggregated Data	Data are presented by individuals and include names or other identifying information.	Data are presented by individuals without identifying information.	Data are summarized appropriately.
Disaggregated Data	Data are not disaggregated.	Data are disaggregated, at least in part, but not clearly presented.	Data are disaggregated by year. ** Data are disaggregated by teaching field when appropriate (ex., Praxis Special Education or Teaching Reading).
Consistent “n”s	The “n” is not consistent with information provided elsewhere and no explanation is provided.	The “n” is not consistent with information provided elsewhere and no clear explanation is provided.	The “n” is relatively consistent with information provided elsewhere or a reasonable explanation is provided.
Data Presentation	Data are not presented clearly.	Less than three years of data are presented without reasonable explanation. Data collection times are not clear. Tables are sometimes less than clear. The team had some difficulty understanding the data. Frequencies or ranges are not reported.	Three years of data are presented, or a reasonable explanation is given. Times are given for when data was collected. Tables are reader-friendly, with legends and explanatory notes as necessary. Numerical values are consistently used and clearly defined. Frequencies or ranges are reported.
Overall Quality of Data and Data Analysis	The program report does not address overall quality of the data, how they have been analyzed, and what has been learned.	The program report partially explains overall quality of the data, how they have been analyzed, and what has been learned.	The program report discusses overall quality of the data, how they have been analyzed, references specific data points, and reports what has been learned.
Use of Data Analysis for Continuous Improvement	The program report does not explain how data analysis is used in program evaluation and improvement.	The program report provides a vague description of how data analysis is consistently and systematically implemented.	The program report clearly describes how the program consistently and systematically uses data analysis in program evaluation and improvement.

** Data tables may combine up to five years of data to reach the minimum “n” of ten.