



Rubric for Review of NM Common Course Assessment Reports

Reporting Institution: 34T

New Mexico Common Core Area:

Competency Number Assessed: (note that not all competencies have to be assessed – mark all that apply to this assessment)

State Competency 1 <input type="checkbox"/>	State Competency 2 <input type="checkbox"/>	State Competency 3 <input type="checkbox"/>
State Competency 4 <input type="checkbox"/>	State Competency 5 <input type="checkbox"/>	State Competency 6 <input type="checkbox"/>

Institution Course Number: 34T

NM Common Core Number: 34T



Rubric for Review of NM Common Course Assessment Reports

Reviewers: Select the box in each row that best reflects the content of the report being reviewed.

	Not Evident	Developing	Functional	Experienced
Description of Assessment Procedures	Assessment procedure is not described. <input type="checkbox"/>	Description of assessment procedure is vague, incomplete or unclear. For example, a description of the student assignment is provided, but other information about the procedure must be inferred or assumed. Rubric may or may not be attached. <input type="checkbox"/>	Basic assessment procedure is clearly described and includes most of the following: a brief description of student assignment, how/when assignment was distributed and collected, which students/courses were included (sampling), how student product was evaluated, and if a rubric (attached) was used. <input type="checkbox"/>	Assessment procedure is clearly, completely and succinctly described, including a brief description of student assignment, how/when assignment was distributed and collected, which students/courses were included (sampling), how student product was evaluated, and if a rubric (attached) was used. <input type="checkbox"/>
Assessment Data and Results	Assessment data and/or results of assessment are not reported. <input type="checkbox"/>	Some results are reported, but they may be unclear, incomplete, stated in averages (e.g. average student <i>score</i> was 70%), grade based, or it may not be clear how results provide information about student learning on the stated outcome. <input type="checkbox"/>	For the most part results are reported in a clear format. Scores are reported in terms of student performance against set benchmarks (e.g. 70% of students performed at the “competent” level), and it appears that results provide information about student learning on the outcome. <input type="checkbox"/>	Results are clearly and succinctly reported in a readily accessible format, and are in terms of student performance against set benchmarks (e.g. 70% of students performed at the “competent” level). It is readily apparent how results provide information about student learning on the stated outcome. <input type="checkbox"/>
Analysis & Interpretation/ Reflection on Results or Trends	Neither analysis NOR interpretation of results are provided. <input type="checkbox"/>	There is reference to or some implication that analysis/ interpretation of the results has occurred, but no clear conclusions have been articulated. <input type="checkbox"/>	Report includes clearly articulated analyses and interpretation of/reflection on the assessment results. It may be unclear whether analysis/interpretation was drawn by an individual or through collaboration. <input type="checkbox"/>	A clear, complete, and succinct analysis, interpretation of and reflection on the assessment results is provided, and it is readily apparent that conclusions were drawn through collaboration and consensus of appropriate stakeholders. <input type="checkbox"/>
Plans for Improving Assessment Process and/or Student Learning	A plan for improvement of the assessment OR student learning was not articulated. <input type="checkbox"/>	Some indication of a need for improvement (assessment process OR student learning) is included, but burden for improvement is placed primarily upon students (students need to do more/be more), no plan for improvement is provided, or plans provided are overly broad or generalized. <input type="checkbox"/>	Clear and actionable plans for improvement (assessment process AND/OR student learning) are provided, and for the most part appear to be appropriate given reported analysis and interpretation of assessment results. <input type="checkbox"/>	Specific, actionable and insightful or creative plans for improvement (assessment process AND/OR student learning) are provided, and are clearly responsive to specific needs identified in reported analysis and interpretation of assessment results. <input type="checkbox"/>