

PEARL Assessment Rubric

(Last Update: 5/23/08)

<i>Component</i>	<i>Characteristics to consider</i>	<i>Well-developed</i>	<i>Developing</i>
Outcome	1. Does the outcome clearly state what the target audience (e.g., students, staff, employers, etc.) will know and/or understand and/or do when they complete the program? 2. Does the outcome consistently use active verbs to clearly state what the student will be able to do with their knowledge or understanding? 3. Does the rationale for the outcome describe why it is important for participants or employees in the program? 4. Does the outcome connect with the mission and goals of the department, unit, division and institution? 5. Does the outcome identify learning that can reasonably be observed and measured at the completion of the program?	Program has all characteristics listed.	Program is missing one of the listed characteristics.

References Used:

Huba, M.E. & Freed, J.E. (2000). *Learner-centered assessment on college campuses: Shifting the focus from teaching to learning* . Needham Heights, MA: Allyn & Bacon.
 Maki, P.L. (2004). *Assessing for learning: Building a sustainable commitment across the institution* . Sterling, VA: Stylus Publishing.
 Palomba, C.A. & Banta, T.W. (1999). *Assessment Essentials: Planning, implementing and improving assessment in higher education*. San Francisco: Jossey-Bass.

Created by: Jessica Jonson, Office of Undergraduate Studies, for PEARL

Reviewed and Refined by: PEARL Steering Committee (Susan Fritz, Jim Walter, Jeremy Penn)
 & PEARL Peer Reviewers

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Opportunity to Learn [Strategy]	<p>1. Does the program clearly identify the educational processes and experiences that contribute to and reinforce student attainment of the learning outcome?</p> <p>2. Does the program clearly indicate how program elements and experiences build upon each other to help participants achieve the outcome?</p> <p>3. Do participants have multiple and diverse opportunities to learn or develop the outcome? to receive feedback on that learning or development? to reflect on their progress?</p>	Program has all characteristics listed.	Program is missing one of the listed characteristics.

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Question of interest	1. Does the program clearly state a question that is related to the outcome and can be answered by the assessment process? 2. Does the program consider the level of learning (e.g., lower level learning (i.e., recall) or higher level learning (i.e., application, analysis)), of the audience? 3. Does the plan identify how assessment of this question will contribute to program improvement? 4. Does the program plan address program improvements identified in previous assessment cycles, when applicable?	Program has all characteristics listed.	Program is missing one of the listed characteristics.

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Assessment method	<ol style="list-style-type: none"> 1. Does the method clearly state what evidence will be gathered (i.e. existing course assessments), who it will be gathered from, and how that evidence will be gathered? 2. Does the method clearly state how evidence will be documented and summarized across students for program reflection? 3. Does the method provide results that will be easy to understand and interpret? 4. Does the method provide an appropriate and thorough representation of student learning for the question being asked? 5. Does the method appropriately sample participants and/or participant products? 6. Does the method motivate participants to perform well and provide a thoughtful reflection? 	Program has all characteristics listed.	Program is missing one of the listed characteristics.

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(Last Update: 2/8/06)

<i>Component</i>	<i>Characteristics to consider</i>	<i>Well-developed</i>	<i>Developing</i>
Sharing and Interpretation of Results	1. Do results thoroughly address the question of interest for the learning outcome assessed? 2. Do results present evidence so that it can be understood by persons outside the content area? 3. Did the method collect sufficient evidence to formulate recommendations? 4. Do results discuss what was learned about the effectiveness of the assessment process? 5. Do results indicate that relevant stakeholders (e.g. faculty, student, employer, alumni, advisory boards) were engaged in a discussion of results, when they were engaged, what results were shared, and how those discussions informed recommendations? 6. Do interpretations identify areas of improvement suggested by the reported results?	Program has all characteristics listed.	Program is missing one of the listed characteristics.

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Using Results and Interpretations and Future Plans	<ol style="list-style-type: none"> 1. Does the program indicate how they will use what they have learned (i.e. make program improvements, assessing learning further, improve assessment method, etc.)? 2. Does the program indicate how the use will be implemented, who will implement the use, when the use will be implemented, and how the use will be followed up on to determine if it led to the intended effect? 3. Does the planned use address the interpretations discussed? 4. Does the program state why the planned use will lead to improvements in student learning or the assessment process? 5. Does the program identify a potential focus for future assessment cycles? 	Program has all characteristics listed.	Program is missing one of the listed characteristics.

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