

Assessment Plan Rubric

Taskstream Review Process Fall 2019

	Exemplary	Good	Developing	Needs Improvement
Alignment between Learning outcome and measure	Clearly defined alignment between outcome and assessment measure/s as described in the report	Somewhat clearly defined alignment between outcome and assessment measure/s	Alignment between outcome and assessment measure/s is not clear and/or defined	No evidence of alignment between learning outcome & assessment measure/s
Measure	Measure/s for gathering evidence of student learning are clear with face validity for the specific purpose and students; uses a multi-dimensional approach by deploying both direct and indirect assessment measures	Measure/s for gathering evidence of student learning are clear and has face validity for the specific purpose and students; uses a multi-dimensional approach by deploying direct assessment measures	Measure for gathering evidence of student learning is clear and has face validity for the specific purpose and students; uses a one-dimensional approach, which is direct assessment measure	Measure for gathering evidence of student learning is unclear and/or appears to have no face validity for the specific purpose and students; uses a one-dimensional approach, which is indirect assessment measure
Benchmarks	Target student performance clearly articulated for direct measures and matches data provided (i.e. rubric percentages for each row; overall test and item performance; licensure exams; etc.). Rationale for choosing benchmark is also articulated (e.g. based on local standards, historical trends, external standards, etc.)	Target student performance articulated but somewhat connected with direct measure (i.e. overall rubric averages without row frequencies or overall test statistics without item statistics)	Target student performance articulated but does not correlate with direct measure	No target student performance articulated