

National College of Education

2015-2016 Rubric for Reviewing Program Assessment Reports

Program: Mathematics Education NCE Assessment Committee Reviewer/s: Virginia Jagla & Xiaoli Wen

Section I. Program Overview

- Candidate data table from section I is complete
- Overview of program is included and helpful for reviewers
- Sequence and courses within program are included
- Delivery models within program are indicated

Section II: Signature/Key Program Assessments

| | Unsatisfactory | Basic | Proficient |
|---|---|---|---|
| Description of key program assessments | Does not describe the key assessments (name, type of assessment, and administration procedures) that align with each assessment domain. | Partially describes the key assessments (name, type of assessment, administration point and procedures and transition points) that align with each assessment domain. | Fully describes key assessments (name, type of assessment, administration point and procedures and transition points) that align with each assessment domain. |

Narrative Feedback: The DTAMS, Instructional Survey and Final Project are fully described with elements included as examples in the Appendix. The administration points for DTAMS, surveys, and final project are delineated. There are no assessments listed for Field or Clinical Experiences/ Application to Professional Work, Diversity, or Technology.

Section III. Relationship of Assessments to Program Outcomes and Standards

| | Unsatisfactory | Basic | Proficient |
|---|--|---|--|
| A. Alignment of Program Assessments to NCE Conceptual Framework/Outcomes | There is no relationship indicated between program outcomes, NCE conceptual framework (Chart not completed or not included). | The relationship indicated between program outcomes and NCE conceptual framework is incomplete (Chart partially completed but is incomplete). | The relationship between program outcomes, NCE conceptual framework, is fully indicated. |

| | Unsatisfactory | Basic | Proficient |
|---|--|---|--|
| B. Alignment of Program Assessments to Professional Standards and Program Outcomes | The report does not show the alignment between the major program assessments and professional standards (Chart not completed or not included). | Partial alignment between the major program assessments and professional standards is indicated (Chart partially complete but is incomplete). | Direct and full alignment between the major program assessments and professional standards is indicated. |

Narrative Feedback: Diversity is again lacking in the NCE Conceptual Framework chart, however it is addressed in Section G, as the main focus of the MHE 523 course on differentiation.

Section IV. Assessment Tools and Data

A. Assessment of Content Knowledge I

 √ Not applicable as program does not require state content tests (Note: Non SPA programs do not have required state licensure tests.)

| | Unsatisfactory | Basic | Proficient |
|--------------------------|---|---|--|
| Content Knowledge | Program has no description of the state content test data and how the data is used by the program and/or no candidate data is provided. | Program provides a partially accurate account of the description of the state content test data as it relates to candidate performance. | Program provides an accurate description of the state content test data and resulting candidate data and there is evidence that the data is being used to inform candidate and program growth. |

Narrative Feedback:

B. Assessment of Content Knowledge II (Local Assessment)

| | Unsatisfactory | Basic | Proficient |
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| Content Knowledge | Program has no evidence or vague data presented for assessing candidates' content knowledge. | Program provides partial evidence for assessing candidates' content knowledge. | Program provides comprehensive data and evidence for assessing all aspects of candidates' content knowledge for the purpose of program and candidate continuous improvement. |

Narrative Feedback: The DTAMS appears to be comprehensive for the three courses. Why was it only administered for Geometry?

C. Assessment of Professional/Pedagogical Knowledge for Developing and/or Supporting Meaningful Learning Experiences

| | Unsatisfactory | Basic | Proficient |
|-------------------------------|--|---|---|
| Professional Knowledge | Program provides no evidence or vague data for assessing candidates' application of professional and pedagogical knowledge and skills. | Program provides partial evidence for assessing candidates' application of professional and pedagogical knowledge and skills. | The program's assessment tool(s) and data show comprehensive evidence for assessing candidates' application of professional and pedagogical knowledge and skills for the purpose of program and candidate continuous improvement. |

Narrative Feedback: The survey appears to be well-founded. We look forward to the survey being administered next.

D. Assessment of Field or Clinical Experiences/Application to Professional Work

| | Unsatisfactory | Basic | Proficient |
|-------------------------------------|---|---|---|
| Field or Clinical Assessment | There is some, but insufficient evidence or data presented for assessing candidates' field or clinical experience and their practice/application to professional skills and their | The assessment tool(s) and data show acceptable evidence for assessing candidates' field or clinical experience and their practice/application to professional skills and their | The assessment tool(s) and data show multiple data sources and/or data points for assessing candidates' field or clinical experience and their practice or application to professional skills including their ability to plan |

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| | ability to plan instruction and establish and appropriate environment. | ability to plan instruction and establish an appropriate environment. | instruction and establish an appropriate environment. |
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Narrative Feedback: NA

E. Assessment of Candidate Impact/Effect on Student Learning

| | Unsatisfactory | Basic | Proficient |
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| Impact on Student Learning | There is some, but insufficient evidence or data presented for assessing candidates' ability to use assessment techniques and data to document P-12 student learning. | The assessment tool(s) and data show acceptable evidence for assessing candidates' ability to use assessment techniques and data to document P-12 student learning and their use of this data to differentiate teaching and instruction. | The assessment tool(s) and data show multiple kinds of evidence, data sources and/or data points for assessing candidates' ability to use assessment techniques and data to document P-12 student learning and their use of this data to differentiate teaching and instruction. |

Narrative Feedback: The action research project appears to be worthwhile. Were there no candidates in MHE 593 last year?

F. Assessment of Candidate Dispositions

| | Unsatisfactory | Basic | Proficient |
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| Dispositions | There is some, but insufficient evidence or data presented for assessing candidates' professional dispositions. | The assessment tool(s) and data show acceptable evidence and data presented clearly demonstrates candidates' professional dispositions in various domains and settings. If assessment is a part of another tool, it provides sufficient depth and number of items that clearly and explicitly assess and demonstrate candidate dispositions. | The assessment tool(s) and data show explicit evidence and <i>data points</i> for assessing candidates' professional dispositions in various domains and settings. If assessment is a part of another <i>tool</i> , it provides sufficient depth and number of items that clearly and explicitly assess and demonstrate candidate dispositions. |

Narrative Feedback: Acceptable analysis of the data, given that it was such a small sample size.

G. Assessment of Candidate Diversity Proficiencies

| | Unsatisfactory | Basic | Proficient |
|----------------------------------|---|--|--|
| Diversity (Understanding) | The program does not provide evidence/data or insufficient data presented for assessing candidates' understanding of diverse learners and diverse context. | The program provides some evidence/data presented for assessing candidates' understanding of diverse learners and diverse context. | The program provides comprehensive evidence/data presented for assessing candidates' understanding of diverse learners and diverse contexts. |
| (Application) | The program does not provide evidence/data or insufficient data presented for assessing candidates' proficiency in confronting issues of diversity that affect teaching and student learning. | The program provides some evidence/data presented for assessing candidates' proficiency in confronting issues of diversity that affect | The program provides comprehensive evidence/data presented for assessing candidates' proficiency in confronting issues of diversity that affect teaching and student learning. |

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| | | teaching and student learning. | |
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Narrative Feedback: The MHE 523 course seems to address diversity well. Including an appropriate assessment in this course and analyzing the data could bring this aspect into compliance.

H. Assessment of Candidate Technology Proficiencies

| | Unsatisfactory | Basic | Proficient |
|--|---|---|---|
| Technology (Technology proficiencies including (1) in teaching and assessment, (2) school and classroom administration, (3) educational research, (4) electronic information access and exchange, (5) personal and professional productivity) | There is no evidence/data presented for assessing candidates' technology proficiency domains. | There is evidence/data presented that demonstrates that the program assesses some (1or 2) of the candidates' proficiencies in the technology domains. | There is evidence/data presented that demonstrates that the program assesses most (3-5) of the candidates' proficiencies in the technology domains. |

Narrative Feedback: The thoughtful explanation of how technology is infused throughout the program is edifying. Perhaps the session devoted to such a tech assessment at the Association of Mathematics Teacher Educators conference in February 2017 will provide the needed tool.

Section IV. Assessment Tools and Data Analysis

Quality of Assessment Tools

| | Unsatisfactory | Basic | Proficient |
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| Measurement of Outcomes | The assessment tools measure the targeted program outcomes at a minimum level and the | The assessment tools cover some main indicators of the targeted program outcomes, however, the measurements are not sufficient enough (e.g., very few items from a survey are used to measure one domain of program outcomes). | All assessment tools measure the targeted program outcomes at a sufficient level. Specific tools are used to measure a specific outcome domain. |
| Psychometric Information | Psychometric information (e.g., reliability and validity) of the tools was not available. | There is little to no description of the assessment tools' psychometric information (e.g., reliability and validity). | There are descriptions of the assessment tools' psychometric information (e.g., reliability and validity). |

Narrative Feedback: The new tools being implemented appear to be informative.

Data Analysis

| | Unsatisfactory | Basic | Proficient |
|----------------------|--|---|--|
| Data Analysis | Data are not analyzed (only raw data are presented), or the analysis is not appropriate. | Data analysis is acceptable, involves basic descriptive statistics, but no sufficient use of all available information. | Data analysis is meaningful and well utilizes all available information (e.g., reporting ratings from different sources and assessment points) |

Narrative Feedback: Available data are analyzed well.

Data Presentation

| | Unsatisfactory | Basic | Proficient |
|--------------------------|---|--|--|
| Data Presentation | Data presentation is disorganized and hard to follow. | Data presentation is generally efficient and easy to follow. | Data presentation is organized, efficient, and adopts the model template provided by the assessment committee. |

Narrative Feedback:

Section V. Use of Assessment Results to Improve Candidate and Program Performance

| | Unsatisfactory | Basic | Proficient |
|--|---|--|---|
| Use of Assessment Results: Overall Interpretation of Data for Improvement | Interpretation of the assessment data is not included or is limited in detail as to how it supports program improvement and candidate growth. | Interpretation of the assessment data is evident and has been used to a minor degree for program improvement and to support candidate academic growth. | Interpretation of assessment data is comprehensive and has been used meaningfully for program improvement and to support candidate academic growth. |

Narrative Feedback: This was not adequately addressed, but it appears there is movement in terms of some more thoughtful analysis.

| | Unsatisfactory | Basic | Proficient |
|--|--|---|--|
| Use of Assessment Data Related to NCE Conceptual Framework/Outcomes | The program has provided no or limited evidence of how it interprets the candidate assessment data related to the NCE Conceptual Framework/Outcomes. | The program has provided some evidence of how it interprets the candidate assessment data related to the NCE Conceptual Framework/Outcomes. | The program has meaningfully described how it interprets the candidate assessment data related to the NCE Conceptual Framework/Outcomes. |

Narrative Feedback: Courses are mapped to the NCE Conceptual Framework, but data is not interpreted through this lens.

| | Unsatisfactory | Basic | Proficient |
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| Use of Feedback from Reviewers For Program Improvement | It is not evident or clear how the program uses feedback from prior years' reviews for planning program improvement in curriculum, assessment, and for candidate growth. | Feedback from prior years' reviews are minimally used for planning program improvement in curriculum, assessment and for candidate growth. | Feedback from prior years' reviews are used in a meaningful manner for systematically planning program improvement in curriculum, assessment and for candidate growth. |
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Narrative Feedback: It is evident the program has considered reviewer feedback and is taking much of it into consideration. The Dispositions Assessment is included this year. It seems an assessment from MHE 523 could serve as a diversity Key Assessment for the program. The DTAMS content assessments for algebra, geometry, and statistics/probability are assigned to appropriate courses. The adoption of the Instructional Practice Survey should prove to be a good measure of the impact the candidates have on their students.

Section VI. Report Writing and Organization

| | Unsatisfactory | Basic | Proficient |
|---------------------------------|---|--|--|
| Writing and Organization | The report's overall writing needs improvement. The organization of the report is not efficient (e.g., sections are not clearly labeled; the assessment description, data presentation, and data interpretation are not well organized) | The report's overall writing is clear, but the organization needs further improvement. | The report is well written and organized. The program provides thoughtful overall reflection of candidates and program throughout. All information is clearly specified and labeled. |

Narrative Feedback:

Program used the recommended report template to complete the report: Yes No

Additional Comments from Reviewers (if needed):