**GENERAL EDUCATION ASSESSMENT FEEDBACK RUBRIC: Updated 10-2022**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Insufficient (1)** | **Rudimentary (2)** | **Sufficient (3)** | | **Good (4)** | **Exemplary (5)** |
| ***1. Assessment Plan*** | | | | | |
| * No assessment plan or assessment measure is included. | * One indirect or direct measure is stated, but there is no explanation of what it entails. * The assessment plan does not include an acceptable target. * The plan does not include an explanation of how the assessment measure addresses the specific learning outcome. | * One indirect or direct measure is provided and the measure is explained. * The assessment plan does not include an acceptable target. * The plan includes a clear explanation of how the assessment measure addresses the specific learning outcome. * No rubric or scoring blueprint is included. | | * One direct measure of student work is provided and the measure is explained. * The assessment plan includes an acceptable target. * The plan includes a clear explanation of how the assessment measure addresses the specific learning outcome. * The plan includes a rubric or scoring blueprint. | * One direct measure of student work is provided and the measure is explained. * The assessment plan includes an acceptable target. * The plan includes a clear explanation of how the assessment measure addresses the specific learning outcome. * The plan includes a rubric or scoring blueprint. * The plan includes details about when the assessment was administered. |
| ***2.a. Assessment Findings*** | | | | | |
| * No findings are present in the report. | * Very minimal scoring information is provided (i.e., mean scores, or the percentage of students getting certain grades). | * The assessment findings include the number of students assessed and a summary of their performance. | | * The assessment findings include a description of student performance on the assessment measure, including a distribution of their scores. | * The assessment findings include a description of student performance, including a detailed distribution of their scores. * Findings include a statement about whether the measure and method of analysis provide useful information. If relevant, other measures are suggested. |
| ***2.b. Interpretation of Assessment Findings*** | | | | | |
| * No interpretation is present. | * Interpretation of findings is not relevant to the learning outcome. * Interpretation of findings is not relevant or related to the data gathered. * Interpretation of findings does not include an analysis of the areas in which students are excelling or the areas in which students need improvement. * Interpretation of findings does not include an explanation of whether the method of analysis is appropriate for the data gathered. | * Interpretation of findings includes an explanation of how the findings are relevant to the learning outcome. * Interpretation of findings relates to the data gathered. * Interpretation includes an analysis of the areas in which students are excelling or need improvement. * Interpretation includes whether the acceptable target was met. | | * Interpretation of findings includes a statement of how the findings relate to the data gathered. * Interpretation includes an analysis of the areas in which students are excelling or need improvement. * Interpretation includes an explanation of whether the measure used in the assessment plan was appropriate for the learning outcome. * Interpretation includes whether the acceptable target was met. | * Interpretation of findings includes a statement of how the findings relate to the data gathered. * Interpretation includes an analysis of the areas in which students are excelling and need improvement. * Interpretation includes an explanation of whether the measure used in the assessment plan was appropriate for the learning outcome. * Interpretation includes an analysis of the timing of the assessment and the significance of the timing to the data or the analysis, if relevant. * Interpretation includes whether the acceptable target was met. |
| ***3. Action Plan*** | | | | | |
| * No action plan is present. | * While an action plan is present, it concludes there is no change necessary without relating decision to student success. * Action plan is not stated or detailed. | | * Action plan is present and detailed. * Action plan is not related to the specific learning goal. | * Action plan is present and detailed. * Action plan relates to the specific learning goal. | * Action plan is present and detailed. * Action plan relates to the specific learning goal. * Action plan is focused on sustaining and improving student learning and progress towards the specific learning outcome. |
| ***4. Reflection*** | | | | | |
| * No information is provided about any changes made to the course. | * Changes made to the course are stated but are not described in detail. * Changes made to the course are not related to the learning outcome. * No information about the effectiveness of these changes is included. | * Changes made to the course are stated and described in detail. * Changes made to the course are related to the learning outcome but not necessarily to the outcome in which students were having difficulty. * Changes made to the course are described but do not include any reflection about theeffectiveness of these changes. | | * Changes made to the course are stated and described in detail. * Changes made to the course are related to the learning outcome in which students were having difficulty. * A brief reflection about the effectiveness of these changes is included. | * Changes made to the course are stated and described in detail. * Changes made to the course are related to specific learning outcomes in which students were having difficulty. * Reflection on the effectiveness of the changes provides insight about how to improve student learning. |