

## PEARL Assessment Rubric

Last Update: 10/7/08

<i>Component</i>	<i>Characteristics to consider</i>	<i>Well-developed</i>	<i>Developing</i>
Cover page	1. Does the cover page include a department / program mission statement (as applicable)?  2. Does the department / program mission statement align with the mission of the college and the institution?  3. Can the department / program mission statement be clearly understood by stakeholders outside the department / program (e.g., parents, students, employers, etc.)?	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

## PEARL Assessment Rubric

Last Update: 10/7/08

<i>Component</i>	<i>Characteristics to consider</i>	<i>Well-developed</i>	<i>Developing</i>
Outcome	1. Does the outcome use active verbs to clearly state what <u>students</u> will know, and/or understand, and be able to do with that knowledge or understanding when they complete their program?  2. Does the rationale for the outcome describe why it is important for graduates in the discipline?  3. Does the outcome align with the mission and goals of the department, college and institution?  4. 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

## PEARL Assessment Rubric

Last Update: 10/7/08

<i>Component</i>	<i>Characteristics to consider</i>	<i>Well-developed</i>	<i>Developing</i>
Opportunity to Learn	1. Does the program identify the opportunities students have to obtain the knowledge, skills, and abilities described in the outcome?  2. Do students have multiple and diverse opportunities to learn the outcome?  3. Does the program clearly indicate how courses and experiences build upon each other to help students achieve the outcome?  4. Do students have multiple and diverse opportunities to receive feedback on that learning? to reflect on their progress?	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

## PEARL Assessment Rubric

Last Update: 9/21/05

<i>Component</i>	<i>Characteristics to consider</i>	<i>Well-developed</i>	<i>Developing</i>
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 question focus on an appropriate level of learning (e.g. lower level learning - recall or higher level learning - application, analysis)?  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.

**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

## PEARL Assessment Rubric

Last Update: 9/21/05

<i>Component</i>	<i>Characteristics to consider</i>	<i>Well-developed</i>	<i>Developing</i>
Assessment method	<ol style="list-style-type: none"> <li>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?</li>   <li>2. Does the method clearly state how evidence will be documented and summarized across students for program reflection?</li>   <li>3. Does the method provide results that will be easy to understand and interpret?</li>   <li>4. Does the method provide an appropriate and thorough representation of student learning for the question being asked?</li>   <li>5. Does the method appropriately sample participants and/or participant products?</li>   <li>6. Does the method motivate participants to perform well and provide a thoughtful reflection?</li> </ol>	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

## PEARL Assessment Rubric

Last Update: 11/7/08

<i>Component</i>	<i>Characteristics to consider</i>	<i>Well-developed</i>	<i>Developing</i>
Summary of Assessment Evidence / 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.

**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

## PEARL Assessment Rubric

Last Update: 11/7/08

<i>Component</i>	<i>Characteristics to consider</i>	<i>Well-developed</i>	<i>Developing</i>
Use of Assessment Evidence / Results	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.

**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