## Rubric for Review of NM Common Course Assessment Reports

**Reporting Institution:** UNM Valencia Campus  
**New Mexico Common Core Area:**  
**Competency Number Assessed:** (note that not all competencies have to be assessed – mark all that apply to this assessment)

<table>
<thead>
<tr>
<th>State Competency 1</th>
<th>State Competency 2</th>
<th>State Competency 3</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td>State Competency 4</td>
<td>State Competency 5</td>
<td>State Competency 6</td>
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</tr>
</tbody>
</table>

**Institution Course Number:**

**NM Common Core Number:**

**Date Reviewed by Committee:**

**Comments:**
Rubric for Review of NM Common Course Assessment Reports

Reviewers: Select the box in each row that best reflects the content of the report being reviewed.

<table>
<thead>
<tr>
<th>Description of Assessment Procedures</th>
<th>Not Evident</th>
<th>Developing</th>
<th>Functional</th>
<th>Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment procedure is not described.</td>
<td>Description of assessment procedure is vague, incomplete or unclear. For example, a description of the student assignment is provided, but other information about the procedure must be inferred or assumed. Rubric may or may not be attached.</td>
<td>Basic assessment procedure is clearly described and includes most of the following: a brief description of student assignment, how/when assignment was distributed and collected, which students/courses were included (sampling), how student product was evaluated, and if a rubric (attached) was used.</td>
<td>Assessment procedure is clearly, completely and succinctly described, including a brief description of student assignment, how/when assignment was distributed and collected, which students/courses were included (sampling), how student product was evaluated, and if a rubric (attached) was used.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment Data and Results</th>
<th>Not Evident</th>
<th>Developing</th>
<th>Functional</th>
<th>Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment data and/or results of assessment are not reported.</td>
<td>Some results are reported, but they may be unclear, incomplete, stated in averages (e.g. average student score was 70%), grade based, or it may not be clear how results provide information about student learning on the stated outcome.</td>
<td>For the most part results are reported in a clear format. Scores are reported in terms of student performance against set benchmarks (e.g. 70% of students performed at the “competent” level), and it appears that results provide information about student learning on the outcome.</td>
<td>Results are clearly and succinctly reported in a readily accessible format, and are in terms of student performance against set benchmarks (e.g. 70% of students performed at the “competent” level). It is readily apparent how results provide information about student learning on the stated outcome.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Analysis &amp; Interpretation/Reflection on Results or Trends</th>
<th>Not Evident</th>
<th>Developing</th>
<th>Functional</th>
<th>Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neither analysis NOR interpretation of results are provided.</td>
<td>There is reference to or some implication that analysis/interpretation of the results has occurred, but no clear conclusions have been articulated.</td>
<td>Report includes clearly articulated analyses and interpretation of/reflection on the assessment results. It may be unclear whether analysis/interpretation was drawn by an individual or through collaboration.</td>
<td>A clear, complete, and succinct analysis, interpretation of and reflection on the assessment results is provided, and it is readily apparent that conclusions were drawn through collaboration and consensus of appropriate stakeholders.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plans for Improving Assessment Process and/or Student Learning</th>
<th>Not Evident</th>
<th>Developing</th>
<th>Functional</th>
<th>Experienced</th>
</tr>
</thead>
<tbody>
<tr>
<td>A plan for improvement of the assessment OR student learning was not articulated.</td>
<td>Some indication of a need for improvement (assessment process OR student learning) is included, but burden for improvement is placed primarily upon students (students need to do more/be more), no plan for improvement is provided, or plans provided are overly broad or generalized.</td>
<td>Clear and actionable plans for improvement (assessment process AND/OR student learning) are provided, and for the most part appear to be appropriate given reported analysis and interpretation of assessment results.</td>
<td>Specific, actionable and insightful or creative plans for improvement (assessment process AND/OR student learning) are provided, and are clearly responsive to specific needs identified in reported analysis and interpretation of assessment results.</td>
<td></td>
</tr>
</tbody>
</table>