Brooklyn College Academic Assessment Rubric – Implementation (Summative)

| Score Levels | Sampling Rationale | Data Analysis and Reporting | Use of Results/Closing the Loop |
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| Exemplary | * Documents provide clear, compelling reasons for why the students or artifacts assessed were chosen for this assessment * Numbers of students or artifacts assessed are provided along with a sense of what % of all students this sample represents * Documents indicate confidence that various student demographics and groups have been included within the sample | * A clear, specific plan for assessment data analysis has been formulated, and it contains specific, practical information about what will be done, when, and by whom * Plan indicates specifically that data will be reported to important stakeholders and defines when and how this reporting will take place * Documents “tell the story” of data analysis comprehensively | * Assessment results are systematically connected to department decision making, resource allocation, and improvement efforts, in a way that is coordinated and consistent from year to year * Plans are in place to ensure that results actually will be integrated into department procedures; closing the loop is “checked up on” in a systematic way |
| Satisfactory | * Documents provide reasons why the students or artifacts assessed were chosen for this assessment * Numbers of students or artifacts assessed are provided | * A plan for assessment data analysis has been formulated by the department, and it contains general information about what will be done, when, and by whom * Plan indicates specifically that data will be reported to important stakeholders * Documents “tell the story” of data analysis, but not in a comprehensive manner | * Assessment results are consistently connected to department decision making, resource allocation, and improvement efforts, in a way that is coordinated and fairly consistent from year to year * Plans are in place to ensure that results actually will be integrated into department procedures; closing the loop is “checked up on” in an at least ad hoc way |
| Developing | * Documents imply reasons why the students or artifacts assessed were chosen for this assessment, but these reasons are not clearly stated * Numbers of students or artifacts assessed are incompletely or unclearly explained | * A general plan for assessment data analysis has been formulated by the department, but it lacks specifics and is not useful for practical implementation * Plan implies that data will be reported to important stakeholders but lacks specifics * Little narrative information is provided about data analysis | * Assessment results are connected to department decision making, resource allocation, and improvement efforts, but only in an ad hoc, individual way * Closing the loop is part of the department’s plans, but little is present to ensure that closing the loop actually happens |
| Initial | * No reasons are given for why students or artifacts were chosen to be assessed * Little or no information is provided on the number of students or artifacts assessed | * No specific plan of assessment data analysis has been formulated by the department * No information is provided regarding reporting of data to stakeholders * No narrative information on data analysis provided | * Assessment results are not connected in any meaningful way to curricular decision-making, resource allocation, or improvement efforts * No plans are in place concerning closing the loop |

**DRAFT – FOR INTERNAL USE ONLY** (Adapted from Brooklyn College Resources and the University of Texas Rio Grande Valley Rubric for Evaluating Program Assessment Plans)