# Holistic Rubric for Assessment Report Evaluation

**Teaching and Learning Innovation, Updated 9/6/2018**

<table>
<thead>
<tr>
<th>OVERALL LEVEL OF REPORT</th>
<th>0 - NO REPORT</th>
<th>1 - BEGINNING</th>
<th>2 - DEVELOPING</th>
<th>3 - SATISFACTORY</th>
<th>4 - ADVANCED</th>
</tr>
</thead>
</table>
| **Content** (Report contains required information) | No report. | No data provided for the following:  
- Date of assessment  
- Date of next assessment  
- Status (e.g., ready for college review)  
- Program level  
- Author of report  
- Explanation for extended cycle, if applicable | Some data provided for the following:  
- Date of assessment  
- Date of next assessment  
- Status (e.g., ready for college review)  
- Program level  
- Author of report  
- Explanation for extended cycle, if applicable | Most data provided for the following:  
- Date of assessment  
- Date of next assessment  
- Status (e.g., ready for college review)  
- Program level  
- Author of report  
- Explanation for extended cycle, if applicable | All data provided for the following:  
- Date of assessment  
- Date of next assessment  
- Status (e.g., ready for college review)  
- Program level  
- Author of report  
- Explanation for extended cycle, if applicable |
| **Student Learning Outcomes (SLOs)** | No report. | No SLOs use specific language (e.g., instead currently use “know”, “understand”) describing expected skill or competency  
- No outcomes describe specific observable student behaviors  
- No outcomes are measurable (i.e., outcomes don’t describe how students will meet the standards) may not use taxonomies for learning  
- No mention of population to be assessed | Some SLOs use specific language (e.g., instead currently use “know”, “understand”) describing expected skill or competency  
- No outcomes describe specific observable student behaviors  
- Some outcomes are measurable  
- Population to be assessed is mentioned, but may not be clear (e.g., graduating seniors) | Most SLOs use specific language describing expected skill or competency  
- Most outcomes describe specific observable student behaviors and are measurable  
- Population to be assessed is clear (e.g., graduating seniors) | All SLOs use specific language describing expected skill or competency  
- All outcomes describe specific observable student behaviors and are measurable  
- Population to be assessed is clear (e.g., graduating seniors) |
<table>
<thead>
<tr>
<th>Assessment Methods and Data Collection</th>
<th>0 - NO REPORT</th>
<th>1 - BEGINNING</th>
<th>2 - DEVELOPING</th>
<th>3 - SATISFACTORY</th>
<th>4 - ADVANCED</th>
</tr>
</thead>
<tbody>
<tr>
<td>No report.</td>
<td>• SLOs written, but no data collection (results) reported, and no explanation given as to why nothing has been done</td>
<td>• Some data collection (results) reported</td>
<td>• Most data collection (results) reported</td>
<td>• All data collection (results) is reported.</td>
<td>• All data collection (results) is reported.</td>
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<tr>
<td></td>
<td>• If assessment methods are reported, no methods align with stated SLOs</td>
<td>• Assessment methods appear to align with SLOs, but explanation is unclear or is not provided</td>
<td>• Explanation linking most SLOs with assessments is clear.</td>
<td>• Explanation linking all SLOs with assessments is clear.</td>
<td>• Explanation linking all SLOs with assessments is clear.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Some SLOs are not measured using direct methods, only indirect</td>
<td>• If using one assessment to assess multiple SLOs, an explanation of how one instrument assesses each SLO may not be clear</td>
<td></td>
<td>• If using one assessment for multiple SLOs, an explanation of how the instrument assesses each SLO is clear</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>• Most SLOs are measured using direct methods</td>
<td></td>
<td>• All SLOs are measured using direct methods.</td>
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<tr>
<th>Analysis of Results</th>
<th>0 - NO REPORT</th>
<th>1 - BEGINNING</th>
<th>2 - DEVELOPING</th>
<th>3 - SATISFACTORY</th>
<th>4 - ADVANCED</th>
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<tr>
<td>No report.</td>
<td>• Presentation of data is weak (i.e., results are too broad or do not provide measures of student performance on SLOs)</td>
<td>• Results are present, and there is some reference in the analysis to the SLOs,</td>
<td>• Results are present, and there is reference in the analysis to most SLOs</td>
<td>• Results are present, and there is reference in the analysis to all SLOs</td>
<td>• Results are present, and there is reference in the analysis to all SLOs</td>
</tr>
<tr>
<td></td>
<td>• No analysis of results is provided</td>
<td>• May be no clear explanation of why each SLO was or was not met</td>
<td>• Report provides explanation of why most SLOs were or were not met</td>
<td>• Report provides explanation of why all SLOs were or were not met</td>
<td>• The history of results is provided and is used in conjunction with the current year’s results to make inferences about student learning</td>
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<tr>
<td></td>
<td>• No interpretation of results</td>
<td>• No mention of history of results (i.e., results from previous assessment cycles), if applicable</td>
<td>• Some history of results is mentioned, but not always connected to current results</td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
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<tr>
<th>Use of Results</th>
<th>0 - NO REPORT</th>
<th>1 - BEGINNING</th>
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<th>3 - SATISFACTORY</th>
<th>4 - ADVANCED</th>
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<tbody>
<tr>
<td>No report.</td>
<td>No actions are stated.</td>
<td><strong>Perhaps no actions are stated.</strong> If reported, some actions are clearly derived from an interpretation of results</td>
<td><strong>Most actions are clearly derived from interpretation of results.</strong> Most actions address specific, measurable deficiencies of student performance on specific SLOs and/or address areas for improvement of student learning.</td>
<td>All actions are clearly derived from interpretation of results. All actions address specific, measurable deficiencies of student performance on specific SLOs and/or address areas for improvement of student learning.</td>
<td>All actions are clearly derived from interpretation of results. All actions address specific, measurable deficiencies of student performance on specific SLOs and/or address areas for improvement of student learning.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Some actions address specific, measurable deficiencies of student performance on specific SLOs and/or address areas for improvement of student learning.</td>
<td>Some actions are faculty-driven and clearly defined in terms of timeframe and who is responsible for implementation.</td>
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**Holistic Rubric:** A holistic rubric consists of a single scale with all criteria to be included in the evaluation being considered together (e.g., clarity, organization, and mechanics). With a holistic rubric the rater assigns a single score (usually on a 1 - 4 or 1 - 6 point scale) based on an overall judgment of the...work. (Source: resources.depaul.edu/teaching-commons/teaching.../rubrics/Pages/types-of-rubrics.aspx) There are no sub-scores or split scores.

**Overall Level of Report: Definitions**

- **No report:** A new program, no outcomes written or assessment yet because it is new; or, an existing program without any outcomes and/or assessment plan. Used to recognize new programs just gearing up and existing programs that have not adopted best practices for student learning outcomes assessment.
- **Beginning:** A new program with outcomes or an existing program with outcomes or with outcomes and methods and no assessment completed; no explanation given as to why nothing has been done.
- **Developing:** Started assessment, tweaking methods, need to provide more information about the assessment methods, weak discussion of results, hard to determine validity due to lack of explanation, perhaps no actions stated; room for improvement.
- **Satisfactory:** Has a few areas needing clarification and/or enhancement, otherwise on the way to being advanced.
- **Advanced:** Complete, clear measures, clear process, good interpretation and use of results, clearly closes the loop, focused on improvement of learning. These are excellent examples for us to use.