**INITIAL RUBRIC REVIEW FORM**

*This rubric is used to evaluate the EPP Created Assessments*

|  |  |  |
| --- | --- | --- |
| ADMINISTRATION AND PURPOSE (Informs Relevancy) | Response Complete | Response needs additional review |
| 1. What is the purpose of the assessment and its use in candidate monitoring or decisions on progression are specified and appropriate?
 |  |  |
| 1. At what point in the curriculum is the assessment administered? (e.g. first year, last year, entry course, exit course, etc.)?
 |  |  |
| 1. Does the assessment provide instructions to candidates (or respondents to surveys) about what they are expected to do in an informative and unambiguous manner?

NOTE: This information would be part of the documentation that the assessments are relevant.  |  |  |
| 1. Does the assessment provide a basis for judgement (criterion for success or what is “good enough”) that is explicit for candidates (or respondents to surveys)?
 |  |  |
| 1. Is the assessment evaluation categories or assessment tasks aligned with CAEP, InTASC, national/professional and state standards)
 |  |  |
| Comments: |

**Based on CAEP Evaluation Framework for EPP-Created Assessments and CAEP Evidence Manual, Section 6, p. 22: “Evidence Created and Administered by EPPs”**

1. **CONTENT OF THE ASSESSMENT** (informs relevancy) **How is the assessment constructed**

|  |  |  |
| --- | --- | --- |
| Rubric Criteria | Yes | No\* |
| 1. Indicators assess explicitly identified aspects of CAEP, InTASC, national/professional, and state standards.
 |  |  |
| 1. Indicators reflect the degree of difficulty or level of effort described in the standards
 |  |  |
| 1. Indicators unambiguously describe the proficiencies to be evaluated.
 |  |  |
| 1. When the standards being informed address higher level functioning, the indicators require higher levels of learned behavior (e.g. create, evaluate, analyze, & apply). For example, when a standard specifies that candidates’ students “demonstrate” problem solving, then the indicator is specific to candidates’ application of knowledge to solve problems.
 |  |  |
| 1. Most indicators (at least those comprising of 80% of the total score) require observers to judge important attributes of candidate proficiencies in the standards.
 |  |  |
| NOTE: the word “indicators” is used as a generic term for assessment items. For content tests, the term refers to a question. For projects or assignments, it refers to a prompt or task that the candidate is to perform. For an observation, an indicator might be a category of performance to observe or a specific aspect of candidate performance that a reviewer would record. For a survey, an indicator would stand for a question or statement for which a response is to be selected.  |
| **Comments:** |

 *\*If no is selected for any of the items above, please revise the assessment/ rubric to meet this requirement and resubmit.*

**3. SCORING** (informs reliability and actionability)

|  |  |  |
| --- | --- | --- |
| Rubric Criteria | Yes | No\* |
| 1. The basis for judging candidate performance is well defined.
 |  |  |
| 1. Each Proficiency Level Descriptor (PLD) is qualitatively defined by specific criteria aligned with indicators.
 |  |  |
| 1. PLDs represent a developmental sequence from level to level (to provide raters with explicit guidelines for evaluating candidate performance and for providing candidates with explicit feedback on their performance.)
 |  |  |
| 1. Feedback provided to candidates is actionable-it is directly related to the preparation and can be used for program improvement as well as for feedback to the candidate.
 |  |  |
| 1. Proficiency level attributes are defined in actionable, performance-based, or observable behavior terms. [NOTE: If a less actionable term is used such as “engaged,” criteria are provided to define the use of the term in the context of the category or indicator.]
 |  |  |
| **Comments:** |

1. **DATA RELIABILITY**

|  |  |  |
| --- | --- | --- |
| Rubric Criteria | Yes | No\* |
| 1. A description or plan is provided that details the type of reliability that is being investigated or has been established (e.g., test-retest, parallel forms, inter-rater, internal consistency, etc.) and the steps the EPP took to ensure the reliability of the data from the assessment.
 |  |  |
| 1. Training of scorers and checking on inter-rater agreement and reliability are documented.
 |  |  |
| 1. The described steps meet accepted research standards for establishing reliability.
 |  |  |
| **Comments:**  |

*\*If no is selected for any of the items above, please revise the assessment/ rubric to meet this requirement and resubmit.*

**5. DATA VALIDITY**

|  |  |  |
| --- | --- | --- |
| Rubric Criteria | Yes | No\* |
| 1. A description or plan is provided that detailed steps the EPP has taken or is taking to ensure the validity of the assessment and its use.
 |  |  |
| 1. The plan details the types of validity that are under investigation or have been established (e.g., construct, content, concurrent, predictive, etc.) and how they were established.
 |  |  |
| 1. If the assessment is new or revised, a pilot as conducted.
 |  |  |
| 1. The EPP details its current process or plans for analyzing and interpreting results from the assessment.
 |  |  |
| 1. The described steps meet accepted research standards for establishing the validity of data from an assessment.
 |  |  |
| **Comments:**  |

*\*If no is selected for any of the items above, please revise the assessment/ rubric to meet this requirement and resubmit*

**6. SURVEY CONTENT**

|  |  |  |
| --- | --- | --- |
| Rubric Criteria | Yes | No\* |
| 1. Are questions or topics explicitly aligned with aspects of the EPP’s mission and also CAEP, InTASC, national/professional, and state standards?
 |  |  |
| 1. Do individual items have a single subject and is language unambiguous?
 |  |  |
| 1. Are leading questions avoided?
 |  |  |
| 1. Are items stated in terms of behaviors or practices instead of opinions, whenever possible?
 |  |  |
| 1. Do surveys of dispositions make clear to candidates how the survey is related to effective teaching?
 |  |  |
| **Comments:**  |

*\*If no is selected for any of the items above, please revise the assessment/ rubric to meet this requirement and resubmit*

**7. SURVEY DATA QUALITY**

|  |  |  |
| --- | --- | --- |
| Rubric Criteria | Yes | No\* |
| 1. Are scaled choices qualitatively defined using specific criteria aligned with key attributes?
 |  |  |
| 1. Is feedback provided to the EPP actionable?
 |  |  |
| 1. Does the EPP provide evidence that questions are piloted to determine that candidates interpret them as intended and modifications are made if called for?
 |  |  |
| **Comments:**  |

*\*If no is selected for any of the items above, please revise the assessment/ rubric to meet this requirement and resubmit*