



TEXAS A&M INTERNATIONAL UNIVERSITY

## Texas A&M International University - Assessment Plan Rubric

*Academic Educational Support Unit/Office –Reporting Rubric*  
*Assessed and Reviewed by the IARP Office – Assessment Specialist*  
**SACS-COC: Standard 8.2C**

<b>Total Score:</b>
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Report Element	Levels of Performance			
	Exemplary (3)	Sufficient (2)	Developing (1)	Needs Attention (0)

# REPORT - REPORTING ELEMENTS

Findings	<input type="checkbox"/> Findings are <b>clear and well-organized</b>  <input type="checkbox"/> Findings <b>directly align</b> with the measure.  <input type="checkbox"/> Past iteration(s) of results (e.g., last year’s) provided for majority of assessments in addition to current year.  <input type="checkbox"/> Findings include <b>sufficient</b> supporting documentation (i.e., rubrics, data tables, blank artifacts).	<input type="checkbox"/> Findings are <b>mostly clear</b> and/or <b>mostly organized</b> .  <input type="checkbox"/> Findings <b>closely align</b> with the measure.  <input type="checkbox"/> Past iteration(s) of results (e.g., last year’s) provided for some assessments in addition to current year’s.  <input type="checkbox"/> Findings include <b>some</b> supporting documentation (i.e., rubrics, data tables, blank artifacts).	<input type="checkbox"/> Findings are <b>identified</b> , but <b>vague or difficult</b> to understand.  <input type="checkbox"/> Findings <b>partially align</b> with the measure.  <input type="checkbox"/> Only current year’s results provided.  <input type="checkbox"/> Findings include <b>little or unfitting</b> supporting documentation (i.e., rubrics, data tables, blank artifacts).	<input type="checkbox"/> Findings are <b>not included</b> .  <input type="checkbox"/> Findings <b>do not align</b> with the measure.  <input type="checkbox"/> No results provided.  <input type="checkbox"/> Findings <b>do not</b> include supporting documentation (i.e., rubrics, data tables, blank artifacts).
Action Plan	<input type="checkbox"/> Actions planned are <b>well-thought out and appropriate</b> for the unit.  <input type="checkbox"/> Actions planned <b>clearly</b> demonstrate examples of modifications (or plans to modify) documented and directly related to findings of assessment. These modifications are very specific (e.g., approximate dates of implementation and when they would occur.)  <input type="checkbox"/> Critical evaluation of past and current assessment, including	<input type="checkbox"/> Actions planned are <b>general and appropriate</b> for the unit.  <input type="checkbox"/> Actions plans demonstrate examples of modifications (or plans to modify) documented and directly related to findings of assessment. However, the modifications lack specificity.  <input type="checkbox"/> Critical evaluation of past and current assessment, including acknowledgement of flaws; Plus,	<input type="checkbox"/> Actions planned are <b>vague and/or somewhat appropriate</b> for the unit.  <input type="checkbox"/> Actions planned <b>indicate</b> examples of modifications (or plans to modify) documented but the link between them and the assessment findings is not clear.  <input type="checkbox"/> Some critical evaluation of past and current assessment, including acknowledgement of	<input type="checkbox"/> Actions planned are <b>inappropriate or absent</b>  <input type="checkbox"/> Actions planned <b>do not</b> demonstrate or mention of any modifications.  <input type="checkbox"/> No mention of how this iteration of assessment is improved from past administrations.

	<p>acknowledgement of flaws; both present improvements and intended improvements are provided; for both, specific details are given. Either present improvements or intended improvements must encompass a major revision.</p>	<p>evidence of some moderate revision, or general plans for improvement of assessment process.</p>	<p>flaws, but no evidence of improving upon past assessment or making plans to improve assessment in future iterations.</p>	
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