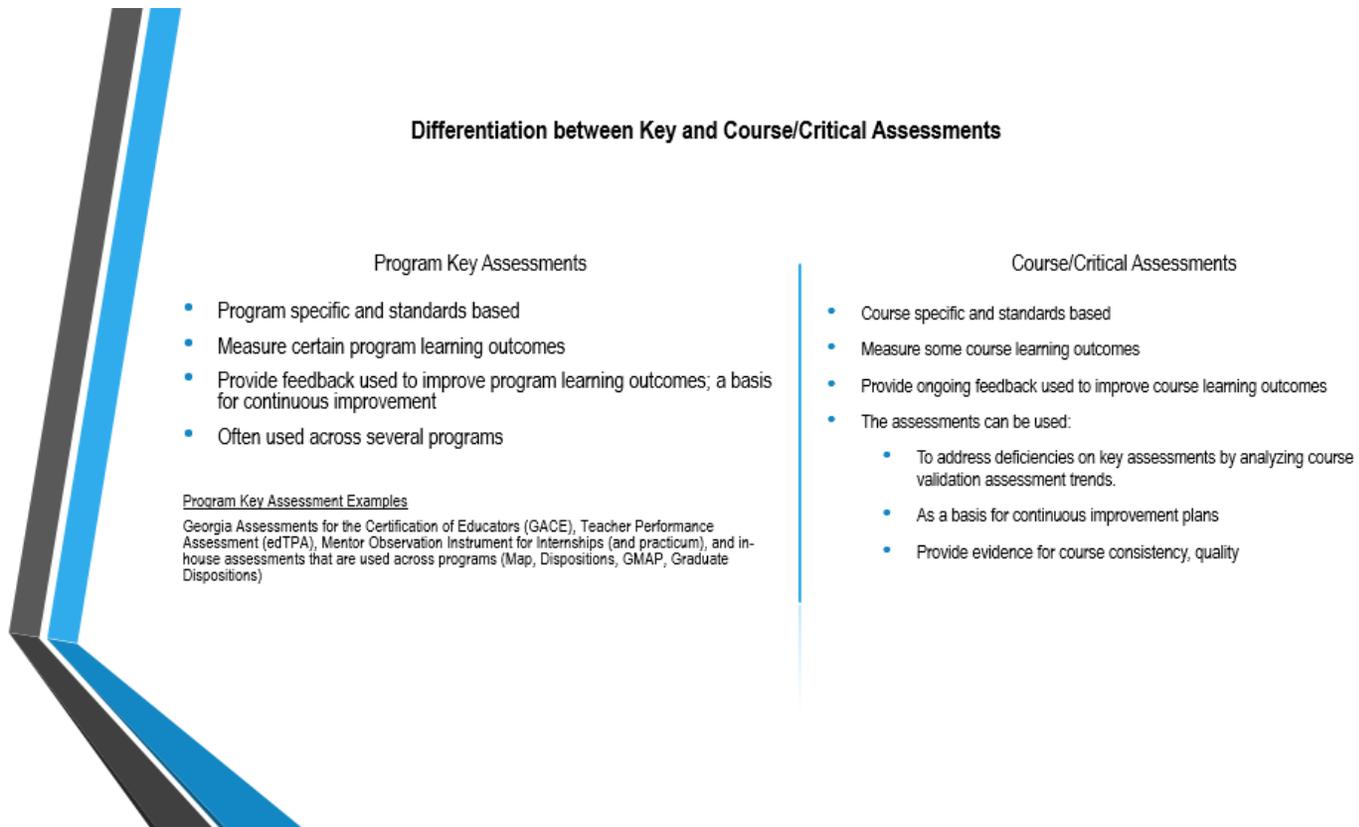


## Two Frequently Asked Questions

### *Course Critical Assessment*

#### Question 1

What are course/ critical assessments and how do they differ from the program key assessments? <sup>1</sup>



## Question 2

Why are the course assessments important?

Course/critical assessments (rubrics) are intended to address more than the minimum requirements of our accreditors and regulators. For example, they can certainly help achieve accreditation requirements especially in respect to ongoing continuous improvement, remedying deficient student progress, and providing evidence of program / course consistency, quality.

In addition, course assessments offer:

1. A thread of consistency throughout programs when multiple sections are taught by different instructors to ensure meeting of goals, objectives, standards;

One of the Fall 2015 Georgia Assessment Directors' Conference survey responses reflected a 94% agreement that the university has a fiduciary responsibility to maintain the consistency of its courses.<sup>1</sup>

2. Leading data, as opposed to lagging data, provides opportunities for real time adjustments to programs “evidencing continuous improvement”;<sup>4</sup> and

3. Another venue to allow providers to document their story to CAEP and/or state site visitors<sup>4</sup>.



## Part I of IV

### Initial Rubric Quality Check Questions

*Course/Critical Assessment*

#### Definable and Agreed Upon Meaning / Alignment with Standards

It is important that the process of creating and sustaining *Course Critical Assessments (rubrics)* is a collaborative effort on the part of all program faculty.

- 1) The *Course Critical Assessments* are relevant to the program since the courses are already aligned with programs, including state program rules. However, specific alignment with standards and rules as well as program learning outcomes may be preferred by faculty, program coordinators, and department chairs.
- 2) A *Course Critical Assessment* represents only a portion of the course; thus, it does not have to be aligned to everything.
- 3) A *Course Critical Assessment* should be relevant to the *course*; meaning, it should represent a meaningful portion of the final grade. <sup>1</sup>
- 4) Each *Course Critical Assessment* should have a detailed rationale statement explaining its construction (how it was developed), intent, scoring, and use. The *Course Critical Assessments* should be approved by all program faculty, endorsed by the program coordinator, and signed-off on by the department chair. <sup>1</sup>

#### Observable and Distinct<sup>2</sup>

Rubric levels should be observable and distinct from one another; that is, quality of performance can be observed, and each level defines distinct levels of candidate performance

##### Traditional Level

Candidate uses three teaching strategies during the lesson.

##### Preferred Level

Candidates selection of teaching strategies aligns with the intent of the lesson, engages students through a series of interactive experiences, and allows student choice within the lesson on how mastery of learning objectives are demonstrated.

## Validity\*

A *Course Critical Assessment* should be valid (both construct and content validity); that is, it should measure well meaningful learning outcomes.<sup>1</sup>

To what extent does the evaluation measure what it claims to measure? (This is something referred to as construct validity.)<sup>3</sup>

Are the right attributes being measured in the right balance? (This is sometimes referred to as content validity.)<sup>3</sup>

## Inter-rater Reliability Established

The rubric and its use should be clearly articulated. It should be clear as to what is being measured and how it is scored. Important here is to ask the question: Could another instructor understand the assessment and do a good job of using this rubric in the course? Another way of saying this is that rubric scores between various instructors should have the potential to have a high inter-rater reliability.<sup>1</sup>

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<sup>1</sup> Drawn from Article: Miller, S.A. (2015). *Thread of Consistency: The Importance of Course Quality Assessments*

<sup>2</sup>Chepko, S. (2015). *CAEP Quality Assessment Workshop*. Retrieved from: [https://caepnet.files.wordpress.com/2015/03/caep\\_qaw.pptx](https://caepnet.files.wordpress.com/2015/03/caep_qaw.pptx),  
[https://caepnet.files.wordpress.com/2015/04/quality\\_assessment\\_denver\\_chepko.pdf](https://caepnet.files.wordpress.com/2015/04/quality_assessment_denver_chepko.pdf)

<sup>3</sup> Feuer, M.J., Floden, R.E., Chudowsky, N., Ahn, Judie. (2013). Evaluation of teacher preparation programs: Purposes, methods, and policy options. *National Academy of Education*. P. 14.

<sup>4</sup> Miller, S.A. & Ford, B. (2015). *Educator Preparation Program Course Critical Assessments*. Georgia Assessment Directors' Association Conference.

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\*Validity workshops should be available in the near future.