

Rubric for Outstanding Assessment Award

References: [Award Descriptions](#) and [DSA Values](#)

	Low Achieving	Moderately Achieving	High Achieving	Excellent
Goal of the Assessment	<ul style="list-style-type: none"> The submission does not clearly articulate the goals of the assessment The goals of the assessment are vague or unrelated to the mission/vision of the department/program 	<ul style="list-style-type: none"> The submission somewhat articulates the goals of the assessment The goals are somewhat relevant to the mission/vision of the department/program 	<ul style="list-style-type: none"> The submission articulates the goals of the assessment The goals are relevant to the mission/vision of the department/program 	<ul style="list-style-type: none"> The submission clearly articulates the goals of the assessment The submission directly outlines how the goals are relevant to the mission/vision of the department/program or division
Appropriate Design	<ul style="list-style-type: none"> The design of the assessment is inappropriate or unclear The assessment lacks structure or coherence The methods used are unsuitable for achieving the stated goals. (e.g. measuring satisfaction instead of learning) 	<ul style="list-style-type: none"> The design of the assessment is somewhat appropriate The assessment has some structure, but improvements are needed The methods used are somewhat suitable for achieving the stated goals 	<ul style="list-style-type: none"> The design of the assessment is appropriate and well-structured The assessment design effectively supports the achievement of the stated goals The methods used are suitable and well-aligned with the goals 	<ul style="list-style-type: none"> The submission clearly articulates why the assessment was structured as it was The assessment design optimally supports the achievement of the stated goals The methods used are innovative and demonstrate an understanding of assessment principles

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<p>Data Analysis</p>	<ul style="list-style-type: none"> • Data analysis is absent or superficial. • Limited or no use of appropriate data analysis techniques • Analysis does not support the assessment goals effectively 	<ul style="list-style-type: none"> • Data analysis is somewhat present but lacks depth • Basic data analysis techniques are used, but improvements are needed • Analysis partially supports the assessment goals 	<ul style="list-style-type: none"> • Data analysis is thorough • Appropriate data analysis techniques are applied effectively • Analysis directly addresses the assessment goals 	<ul style="list-style-type: none"> • Data analysis is comprehensive, insightful, and well executed • Advanced data analysis techniques are applied with mastery • Analysis directly addresses the assessment goals and offers valuable insights
<p>Informed Practice</p>	<ul style="list-style-type: none"> • The submission fails to provide actionable insights • Recommendations for practice are absent or inappropriate • Limited or no connection between assessment findings and practical implications 	<ul style="list-style-type: none"> • The submission provides some insights but lacks depth • Recommendations for practice are somewhat relevant but may be generic • Limited connection between assessment findings and practical implications 	<ul style="list-style-type: none"> • The submission offers valuable insights for informing practice • Recommendations for practice are relevant and actionable • Clear connection between assessment findings and practical implications 	<ul style="list-style-type: none"> • The submission offers valuable insights for informing practice. • Recommendations for practice are relevant, innovative, and actionable • The assessment findings are directly translated into practical implications, demonstrating a clear impact on practice