

**DRAFT**

Round Two Assessment Meeting: Rubric  
Given the criteria, what would it look like if it were happening?  
Or not happening?

CRITERIA

DESCRIPTORS

	1	2	3
Clarity about Purpose of This Meeting and Rest of "Round Two"	<p>There is either basic misunderstanding or wild confusion about the purpose.</p> <ul style="list-style-type: none"><li>• "Dodge sent me a check, so I showed up."</li><li>• "Oh, God, if I don't write one of these stupid rubrics, I'll never get funded again."</li></ul>	<p>There is a range of interpretation about purpose. Some people leave confused.</p> <ul style="list-style-type: none"><li>• "Now what does Dodge want me to do with this stuff.?"</li><li>• "So, am I supposed to assess everything we do now?"</li></ul>	<p>Everyone involved has a clear sense of purpose. They all see that the whole initiative is about institutional development.</p> <ul style="list-style-type: none"><li>• "I get it now -- This isn't about my current grant or the next report. It's about the long-term benefits of becoming an assessment culture."</li></ul>
Understanding Of Assessment Theory Consolidated And Advanced	<p>No one leaves with better understanding of theory of assessment.</p> <ul style="list-style-type: none"><li>• "Round One??" What was that? David keeps talking about rubrics - I thought that was a cube."</li></ul>	<p>Some people leave with a better understanding of theory and the principles that drive good assessment practice.</p>	<p>Everyone leaves with a good understanding of the principles of assessment theory that will inform their work.</p> <ul style="list-style-type: none"><li>• We are able to compile a list of basic principals. They make sense, and they help us in looking at the work-in-progress of various groups.</li></ul>

INDICATORS

<p>Assessment Practice Improved</p>	<p>There is no difference in how participants handle assessment in their organizations as a result of this meeting.</p> <ul style="list-style-type: none"> <li>• "What was that all about? At least the cookies were good."</li> </ul>	<p>There is modest improvement in how some of the participants in the meeting go about their work in assessment, either internal or external, as a result of this meeting.</p> <ul style="list-style-type: none"> <li>• "Hey, that's a good idea. Maybe I can use that - if I have time."</li> </ul>	<p>Most people at the meeting feel they will be able to apply the principals and tools discussed at this meeting to their work. They feel sure that both internal and external assessment practices will improve.</p> <ul style="list-style-type: none"> <li>• "I like what they're doing there. I'm going to steal that idea."</li> <li>• "Thanks - I see how I can improve what we brought with us."</li> <li>• "I'm excited about writing some rubrics for our <u>internal</u> operations now. I see how they could help us talk about the things that mean the most to us."</li> </ul>
<p>Plans for "What to Do Next" Set</p>	<p>No one leaves with any plans to apply the substance of the meeting.</p>	<p>Some participants leave with a sense of what they are going to do next, based on the meeting.</p>	<p>Everyone leaves with some practical "next steps" on paper.</p>