CHECKLIST FOR A PROGRAM REPORT

CHOOSING APPROPRIATE ASSESSMENTS

☐ Each assessment (assignment or requirement) is required for all candidates in the program.
☐ The assessments you have chosen are similar to or congruent with the types of assessments listed in Section IV of the SPA’s program report template as suggested assessments (e.g., course grades are not acceptable for Assessment #2 unless the SPA lists course grades as one of the examples of assessments it will accept for Assessment #2).
☐ Assessments submitted for the five required assessments meet the specifications for those assessments, and are submitted in the order specified on Section II of the program report form. (Note that Assessment #1 must be the state licensure exam [if there is a state licensure exam] for content assessment in the program area; thus basic skills tests required for entrance to the program, e.g. Praxis I, are not acceptable.)
☐ Each SPA standard is covered by at least one assessment that provides solid and direct evidence of candidate mastery of that standard; in most cases, standards are addressed by more than one assessment.

ASSESSMENT INSTRUMENTS

☐ The assessment instrument is a comprehensive document (e.g. actual instructions given to the candidate, course descriptions as they appear in syllabi or catalogs, a sample test, or a rich and full description of the assessment – rather than a brief description or summary of the required expectation/s).
☐ The assessment is specifically designed for the program area in which it is used, or at least includes a supplement that addresses the specific content, pedagogy, and/or professional knowledge applicable to candidates in the program.
☐ The items or subscores in the assessment are either aligned to specific SPA standards, or the alignment is specified in Section IV of the report form (it is not sufficient to indicate alignment to state or other standards, even though the relationship to the SPA standards may be close or overlap).
☐ The name of the assessment is used consistently throughout the program report.

Suggestion: Consider embedding cross-references to SPA standards in the assessment itself.

SCORING GUIDES

☐ The scoring categories (e.g. letter grades, numeric values, rubric scales) are consistent with the assessment instrument they are designed to evaluate, and the data they provide. (OR, if data are converted to another scoring framework, an explanation of the conversion is provided.)
☐ The scoring guide is aligned to the assessment, and precisely describes the difference between each scoring category. The expectation for each assessed item is clearly defined in the scoring guide and/or assessment instrument.
☐ The elements in the scoring guide are clearly aligned with the standards, or the alignment is clearly demonstrated.
☐ The minimal level of competence – for both a scored item and the overall assessment – is specified somewhere in the assessment documentation (e.g. “C” in a course, the “acceptable” range on a rubric).
☐ The minimal level of competence identified by the scoring guide is equivalent to the level of competence described by a standard.

**Suggestion:** Consider embedding cross-references to SPA standards in the scoring guide itself.

**DATA TABLES**

☐ If the program report covers multiple programs, data are disaggregated by each program as much as possible.
☐ Data are broken out as much as possible to show candidate performance on individual scored items (or subscores) within the assessment. For example, if a rubric is used to score an assessment, and the rubric has 10 elements that are rated, then data should be presented for all 10 elements.
☐ Data are disaggregated by the semester/cohorts/academic year represented. If data are presented as percentages, the “n” of the data set is stated.
☐ Data are presented in terms of the scoring categories in the assessment. For example, if candidates are scored according to a three-level rubric, data should reflect the range of candidate scores in each category of that rubric. (Note: if data have been converted to a different scoring scale in order to aggregate data across programs, make sure to explain that in your report.)
☐ All identifying information (names, IDs, SS #s) has been removed from data documents.
☐ The “n” in a data set is not inconsistent with candidate/completer information presented elsewhere in the report (if the “n” is excessively greater or smaller than the number of candidates in a program, provide an explanation for the discrepancy.)
☐ Data presentation is reader-friendly, accompanied by legends and explanatory notes as necessary; numerical values are consistently used and clearly defined.

**ANALYSIS OF DATA**

☐ Section IV of the program report reflects on the overall quality of the data, and briefly analyzes data across scored items within an assessment; semesters across which the assessment has been given; and (if applicable) across candidate groups taking the same assessment. It is clear from the description what the program has learned from the data.
☐ Section V of the program report describes steps taken to address areas in which data are weak, or significantly and consistently weaker than other areas (if data reveal the need for program changes). It is clear from the description that the program consistently applies data analysis in program evaluation and improvement.

**SUBMITTING THE REPORT**
Overall

☐ Files have been named as follows:

<table>
<thead>
<tr>
<th>File name</th>
<th>File contents</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Section I narrative”</td>
<td>Items 1-5 of the Context section (6 pg max)</td>
</tr>
<tr>
<td>“Section I candidate &amp; completers chart”</td>
<td>Attachment A of the program report form</td>
</tr>
<tr>
<td>“Section I faculty chart”</td>
<td>Attachment B of the program report form</td>
</tr>
<tr>
<td>“Section I program of study”</td>
<td>Program of study</td>
</tr>
<tr>
<td>“Section II chart”</td>
<td>Chart for Section II – see example of a completed chart</td>
</tr>
<tr>
<td>“Assessment 1”</td>
<td>Two page narrative from Section IV for Assessment 1 and the three attachments for Assessment 1 (assessment, scoring guide, and data chart)</td>
</tr>
<tr>
<td>“Assessment 2”</td>
<td>Two page narrative from Section IV for Assessment 2 and the three attachments for Assessment 2 (assessment, scoring guide, and data chart)</td>
</tr>
<tr>
<td>“Assessment 3” [and so on for other assessments]</td>
<td>Two page narrative from Section IV for Assessment 3 and the three attachments for Assessment 3 (assessment, scoring guide, and data chart)</td>
</tr>
<tr>
<td>“Section III chart”</td>
<td>Chart for Section III – see example of a completed chart</td>
</tr>
<tr>
<td>“Section V”</td>
<td>Use of assessment results (3-pg max)</td>
</tr>
</tbody>
</table>

Section I - Context

☐ The context section addresses all five* items within a six-page limit. (*A few SPAs have additional items in the context section.)

☐ The candidate/completer chart and the faculty information chart are completed, and each should not exceed the equivalent of five text pages. ¹

☐ The Program of Study contains sufficient information to be a source document for the rest of the report (e.g., full course titles, number of credit hours, etc. If expected by the SPA you can use the five-page minimum to include key course descriptions, program structure, required vs. elective courses, or other information that might provide a frame of reference).

☐ The context section does not include extraneous information, or hyperlinks to other documents.

¹ Page limits should be considered as guidelines, and not mandatory requirements. However, narratives or attachments that are excessively longer than stated page limits are subject to being returned to the institution for revision before the report can be reviewed.
Section II – Assessment Chart
☐ The names of each assessment (column 2) are used consistently throughout the report.
☐ The administration point of each assessment (column 3) correlates to course names/numbers or program stages as they are outlined in the Program of Study.
☐ The assessments are listed in the order specified in column 1 of the SPA program report form.
☐ For each of the 6-8 assessments, you have included (1) the assessment instrument, (2) the scoring guide, and (3) data or an explanation of the lack of data. (Note: Licensure data presented as Assessment #1 does not require inclusion of the assessment instrument or scoring guide. In lieu of a description of the assessment, provide the test specifications and information on how the state test aligns with the SPA standards.)

Section III – Standards Chart
☐ At least one assessment is checked or selected for each SPA standard.

Section IV – Assessments and Findings
☐ For each assessment you have included a two-page narrative description of the assessment, outlined according to the instructions for Section IV.
☐ Each of the three components of the assessment is no longer than the equivalent of five text pages. (See footnote below.)
☐ Each of the components of the assessment is clearly labeled.
☐ The two-page description specifically describes the relationship between the assessment and the particular SPA standards it is cited for in the chart in Section III.

Section V – Use of Assessment Results to Improve Program
☐ Section V of the program report is organized according to content knowledge, pedagogical and professional knowledge, skills, and dispositions, and effect on student learning. This section of the report does not exceed three text pages. (See footnote below.)