**Assessment Standard Form**



It is expected that liaisons will be meeting with high school teachers annually to evaluate course materials – regardless of how long the teacher has been teaching the concurrent enrollment course. For new liaison/high school teacher pairings, it is acceptable to combine this review with the F2 new teacher training.

**Discuss textbooks (new and returning teachers)**

High schools normally purchase the textbooks. Because of this, textbooks may be a few years old and may need to be considered for an upgrade.

* Discuss with your teacher about the books they’re using – do they need an upgrade?
* If you have a copy of a new textbook for consideration, providing the teacher with a sample will make it easier for them to decide on a new book to use.

**Review the syllabus (new and returning teachers)**

It is rare that major changes to a course take place year after year. However, changes do occur. The best way to ensure that the teachers are using relevant, college level material is to level set the expectation that you’ll be looking at their materials annually. This review should take place before the class begins (for new teachers) and during the site visit (for new and returning teachers). Review of content includes, but is not limited to:

* Syllabus review to ensure the template and RCTC required syllabus items are included and content is still relevant.
* Review of the grading scale and grading breakdown and discuss concerns (if any). Remember that the grading scale/breakdown do not have to be an exact match to your course, but it should be fair and objective. Have discussions about fair grading and standards for “A” quality work.
* Review course content to ensure college rigor and alignment with pedagogy.
* Review of various course assessment methods to ensure they align with the course learning outcomes (and if appropriate-program level outcomes). Does the assessment match the learning outcome’s verb? Are the assessments direct and appropriate?

If changes are necessary, notify your teacher in writing, setting a date for completion and follow up.

**Collaborate on a paired assessment (new and returning teachers)**

*NACEP Required Evidence - Paired student assessment tools from on-campus and concurrent enrollment sections – one paired example from each discipline for side-by-side comparisons (such as final exam, lab exercise, essay assignment, or grading rubric).*

In order to ensure demonstrated rigor in the HS course is aligned with the college course, the liaison and CE teacher will need to complete a paired assessment each semester. The paired assessment should explain each of the categories provided in the chart. The chart can be used as a guideline for the paired assessment as needed. Submit the paired assessments to the CEP for side-by-side comparison as evidence to NACEP.

Fill in each side of the chart below and submit the completed form along with the paired assessments to Michele Altman.

|  |  |
| --- | --- |
| **CE High School Teacher** | **CE College Liaison** |
| ***Topic/Content***- same as college course and aligned with learning outcome of course. ***Method of delivery***- lecture, group project, online, etc. This method does not need to be the exact same method as the college course.***Evaluation/assessment***- quiz/test, written assignment, group project, etc. This evaluation does not need to be the exact same method as the college course however it needs to demonstrate the same rigor. Using a shared rubric is an option but not the only way to demonstrate similar explanations of grading and assessment expectations of students. The explanation of how they are paired is necessary. ***Results*** *-*In this section, be sure to demonstrate rigor and pedagogy and how they align within and between HS and college class.  | ***Topic/Content***- same as high school course and aligned with learning outcome of course.***Method of delivery***- lecture, group project, online, etc. This method does not need to be the exact same method as the high school course.***Evaluation/assessment***-- quiz/test, written assignment, group project, etc. The evaluation does not need to be the exact same method as the high school course however it needs to demonstrate the same rigor. Using a shared rubric is an option but not the only way to demonstrate similar explanations of grading and assessment expectations of students. The explanation of how they are paired is necessary. ***Results*** *-*In this section, be sure to demonstrate rigor and pedagogy and how they align within and between HS and college class. |