

Assessment Standard Form (A1)

A1 NACEP Standard

The College/University ensures concurrent enrollment students' proficiency of learning outcomes is measured using comparable grading standards and assessment methods to on campus sections.

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 a final exam, lab exercise, essay assignment, or grading rubric).

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 this completed form along with 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 the CEP. Be specific and detailed. The evidence provided should make clear that CEP students are being assessed at the same level or rigor as on-campus students. It is not enough to state that they are equivalent, proof or evidence must be provided to demonstrate that CEP students are assessed similarly to on-campus students. For example, what does 'A' student work look like? What does it mean to earn an 'A'? Paired assessments should assess the same topics or concepts and have the same strategy. (For example, an on-campus course final grade is based on collective performance on a midterm extended essay, three short papers, and a take-home final exam then the CEP course final grade should be similarly determined (not be eight tests and two final exams, all multiple choice).

1. The form completed should be thorough and completed by both the CE Teacher and Liaison. It must be more than repeating the same language verbatim for each individual in a discipline
2. Contextualize the paired assessments. You must be able to help the reviewers understand them in the context of each course.
3. Discuss grading standards – how are assessments graded? Provide rubrics and then demonstrate through evidence and analysis they are similarly assessing students
4. Demonstrate through specific evidence that both the Concurrent Enrollment Program and on-campus courses are assessing students equally. Evidence should make clear that CEP students are being assessed at the same level of rigor as on-campus students.

CE High School Teacher Complete with Details	CE College Liaison completes with Detail
CE Teacher Name: Topic/Content- Assess the same topics or concepts as College Liaison. For example, if submitting paired assessments for General Chemistry, if the campus assessment piece is a multiple-choice test on thermodynamics, then the CEP assessment piece should be a multiple-choice test on thermodynamics. It should not be a multiple-choice test on electron configurations or a lab report on titrations.	Liaison Name: Topic/Content- Assess the same topics or concepts as CE Teacher. For example, if submitting paired assessments for General Chemistry, if the CEP assessment piece is a multiple-choice test on thermodynamics, then the campus assessment piece should be a multiple-choice test on thermodynamics. It should not be a multiple-choice test on electron configurations or a lab report on titrations.
Method of delivery- lecture, group project, online, etc. This method does not need to be the same as the college course.	Method of delivery- lecture, group project, online, etc. This method does not need to be the same as the high school course.
Evaluation/assessment- quiz/test, written assignment, group project, etc. For a given course, the campus and CEP courses should use the same assessment strategies. For Example, if an on-campus U.S. History course final grade is based on collective performance on a midterm blue book extended essay, three short papers, and a take-home final exam then the CEP course final grade should be similarly determined (not by eight tests and two final exams, all multiple choice.	Evaluation/assessment-- quiz/test, written assignment, group project, etc. For a given course, the campus and CEP courses should use the same assessment strategies. For Example, if an on-campus U.S. History course final grade is based on collective performance on a midterm blue book extended essay, three short papers, and a take-home final exam then the CEP course final grade should be similarly determined (not by eight tests and two final exams, all multiple choice.

Results -In this section, be sure to demonstrate rigor and pedagogy and how they align within and between HS and college classes.

[illegible]

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[illegible]

Return this completed form along with an example of the paired assessment. Be very thorough on this form and include as much detail as possible.

Additional comments:

This image shows a single sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.