Performance Evaluation Rubric

Reviewer: Betsy McCall Hire Date   8/17/15   Evaluation Date: 8/21/2018

Goals: Use Math and Dev a Budget

	Opportunity for Improvement (1)	Meets CfA Requirements (2)	Exceeds Expectations (3)
Models Professional Writing **(organization, grammar, punctuation, spelling)**	*The feedback is error free, mechanically accurate, clearly written, and unambiguous.* The feedback is clearly and concisely written (reflecting organization, sentence fluency, and appropriate structure) and free from errors (or patterns of errors) in punctuation, grammar, and spelling.		
	The feedback can be difficult to follow or includes a pattern of errors in organization, punctuation, grammar, or spelling. Careful proofreading is not evident.	The feedback is concisely written and may contain a few limited errors in organization, punctuation, grammar, or spelling.	The feedback is clearly and concisely written and contains no errors in organization, punctuation, grammar, and spelling.
Score			3
GL Comments	Always well written, accurate and clear.		
Demonstrates Positivity and Encouragement	*The feedback communicates an overall encouraging tone and uses positive words and praise appropriately and honestly.* The feedback comments contain a *reasonable* variety of positive and/or neutral descriptors. The feedback comments are free from language that may suggest frustration or make assumptions about what the candidate has or has not done or will do in meeting mastery.		
	The feedback includes negative descriptors. Positive or praising terms are not present. The feedback includes negatives or language that may suggest reviewer frustration or makes assumptions.	The feedback contains positive (or neutral) statements regarding the project. The feedback is free from language that may suggest reviewer frustration or makes assumptions.	The feedback features a reasonable variety of exceptionally crafted positive statements. The feedback is free from language that may suggest frustration or makes assumptions about the student work or progress.
Score			3

GL Comments	Receives ongoing positive comments from students. I have shared examples with Betsy monthly. I have pasted some in below as well.		
Offers Specific and Helpful Feedback	***The feedback recognizes specific accomplishments in the student's work and explains in what way(s) improvement is needed, when applicable.*** The feedback draws specific relevant examples from the student project to explain what was done well and references the rubric criteria. Explanations of additional steps or actions needed to meet competency are clearly presented and expand upon the rubric criteria and/or project instructions. Comments regarding areas needing improvement are specific to the student's work. Feedback is thorough and constructive, precisely stating what aspects of the work warrant the Not Yet and offering clear guidance in unambiguous language.		
	The feedback is general and not specific to the student project submitted.	Some references to the student project are present in acknowledging areas of mastery. Constructive feedback for areas requiring further development is not specific. (or vice versa)	The feedback is specific to the student project, contains referential examples, and, when necessary, makes clear recommendations for additional steps required to meet mastery.
Score			3
GL Comments	Feedback indicates where errors were made. Explains what is needed. Incorporate more of the project instructions and rubric criteria in feedback where it will help.		
Accuracy	***The feedback accurately aligns to the student submission, reviewer guidance, and other CfA documentation.*** Accurately assesses what has been done well in the student submission that answers, partially answers, or attempts to respond to the project instructions and rubric criteria. The feedback clearly identifies what part(s) of the rubric are not satisfied by the response. *The feedback does not ask for more or less than is required by the rubric.*		
	The feedback does not accurately review the work provided by the student or align to reviewer guidance and/or supplemental training.	The majority of feedback elements and passing/not passing rubric elements are accurate. Errors in feedback accuracy are present as noted in the GL comments.	The feedback expertly aligns to the project and the requirements of the rubric, instructions, and goal.
Score			3
GL Comments	Betsy has very clear feedback. She indicates what is correct once corrections are made and points to errors.		

Conveys Consistency and Fairness	The feedback is free from any bias factors, including preferences and/or differentiated expectations.		
	Each submission is reviewed fairly and consistently based solely on the work provided. "Assessment bias" is not present in feedback comments or rubric performance.		
	Elements of bias, pre-conceived notions, favoritism, or other issues are evident in the feedback.	N/A	The feedback is focused specifically on the work submitted. Performance expectations align solely to the rubric and established CfA standards.
Score		N/A	3
GL Comments			
Follows CfA Procedures and Treats Others with Professionalism & Respect	All assessment department procedures are correctly followed: ● Feedback is directed appropriately to the student (name is spelled correctly, etc.) ● Student comments receive appropriate, timely responses when necessary. ● Review is provided to the student within 48 hours of submission. ● Proper time-keeping procedures are followed. ● Feedback comments align to selected or unselected rubric criteria. ● References to resources are appropriate. ● Procedures for using TurnItIn reports and ODR forms are followed. ● Feedback includes appropriate guidance for additional support services and mastery survey completion. ● Actions in workflow and in communication with team members, managers, and leaders maintains professional, respectful tone.		
	One or more procedures are not followed or are incorrectly implemented.	N/A	The feedback follows and correctly implements all procedures.
Score	2	N/A	3
GL Comments	Always within the 48 hour turn around time. Well done over all. **In reviewing work, I noted project resources not recommended**. [4] This needs to be done on each review. Use the leading questions where applicable. OK to reword these as needed. Remember to point students to project resources. Examples would be the Citation Guide or the Correlation information in project 3. The mastery language is always used.		

Additional Supervisory Comments

Always responsive to emails and meetings. Very good reviewer. I would like to see more of what is done correctly initially in feedback. Here is a good example of your work "Good start to the project. The scatterplots look good. The sample size discussion is correct also.". Here is what I saw on some "Great start to the project." [2] Be

more specific. Even if it is to tell the student you like the way the paper was set up. When wrapping up try to say something motivational such as 'you are almost there' or 'you are very close'. [3] The feedback model is to use their name always, point out what they did correct, tell them what was incorrect and point to resources, provide motivating comment, sign your name. You are following this but need to be more specific and motivating.

Has ability to connect with our students and encourage them to persist toward mastery consistently.
A valued member of our team always being someone we can count on.
One of her most important skills is her ability to effectively communicate complex topics to our students
Keen awareness of her time and the ability to properly schedule student reviews and get them accomplished within CfA expectations

Here are examples of Betsy's positive comments from our students. She obtains great feedback on a monthly basis.

6	6	6	Betsy was professional, helpful, and patient. After I received "Not Yet," she encouraged me to review the specific resources she suggested. She motivated me to continue plugging away. 	Reporting for Duty

6	6	6	Betsy was THE BEST reviewer I have had Since starting with College for America, She was very encouraging and helped me work through the areas I was having the most trouble with. It was greatly appreciated as Math is a very very tough subject for me. 	Evaluating Alternatives

6	6	6	Betsy was patient, helpful, professional, and enthusiastic! I appreciate her feedback style. She was encouraging and incredibly timely. 	Evaluating Alternatives

6	6	6	Betsy was patient and thoughtful with my submissions (two not yets). Her insight and appropriate encouragement inspired me to continue onward! A+	Statistically Speaking

6	6	6	the feedback was clear and concise. It pointed me to the exact points I was missing and helped me to learn more from the assignment. Thanks for making this enjoyable. 	Reporting for Duty

Use Math Submissions – 1,391
Develop a Budget Submissions – 1,042

Next Steps:
- Phone discussion**:**

- Please be prepared to discuss:
    - Comments about this evaluation.
    - What do you especially like about your role? Variety. Some days would like to do this full time. Pleased to see the credit equivalents for higher level classes.
    - If there is anything you could change, what would it be? More hours.
    - How can I best support you?
    - Other?

Supervisor's Signature: Date: _____

Notes from Reviewer:

First: *I acknowledge receipt and the understanding of the contents of this evaluation. --Betsy*

[2] It's possible that this does happen, but I believe it is rare. Sometimes the project does not seem to have something students usually get correct on the first try, so I will leave the follow-up to the "Great start/good work" line blank and return to it later after I have reviewed the whole thing. It may be that I didn't go back and add something as I had intended. But, I do believe this is rare.

[3] I don't always include things like "You're close" on the first draft or two, but I think it's possible that some students who are stronger on the material and can complete it with just the one revision may find it patronizing. I try to supportive and motivating and save the "you're so close" or "you're almost there" and similar comment for students that have exceeded the average number of reviews. If I use all my tricks on the first response, then I have nowhere to go when I need to ramp up because they are struggling.

[4] It happens a lot with math that the students have a reasonable conceptual understanding but are missing on executing specific skills. (for example) Sometimes I have referred students to specific resources in a previous review and depending on what changes they've made, I may feel that rereading that resource will not be helpful. Particularly in math-related topics, I've been teaching this a long time, so I can often spot students' conceptual errors and correct them, where sending them back to resources may not provide enough clarification on the given point. For instance, while the resource on Slope does use the Delta notation, I find students sent back to that resource will take the wrong meaning from that recommendation: they will equate Delta with slope, and then their error becomes more difficult to correct rather than less. So, I do try to send students back to resources, but I do try to use my judgment about the most effective way to correct their errors: be it my own explanations, project resources, or sending the students to the Learning Community or a tutor. Students often have the most anxiety about math, and so I try to develop strategies as specific to student needs as possible.