Section IV Evidence for Meeting Standards
Assessment 1 - Admissions Rubric
Core Standards 1, 4c, 5a, d and Tools 3 & 9

1. A brief description of the assessment:
This assessment is based upon the Admissions Information Sheet Rubric (see 5b). The rubric provides data on each applicant in the admissions process. Data collected on each applicant relates to the assessment of content knowledge in early childhood education through admission thresholds including the following: GPA in undergraduate work; MAT or GRE scores; a professional goals essay; candidate references; and a performance-based evaluation. The thresholds include a minimum cumulative undergraduate GPA of 3.0 on a 4-point scale. The MAT or GRE score minimally within the average range. The Professional Goals Essay is evaluated on a common scoring rubric by program faculty and rated as Exemplary, Acceptable, or Unsatisfactory. Candidate Reference Forms on a Likert-type rating scale completed by two references. Performance-based Evaluation submission with recent teacher or performance evaluation.

2. A description of how this assessment specifically aligns with the standards:

This assessment specifically aligns with Core Standards 1, 4c, 5a, d and Tools 3 & 9. They are embedded within the rubric through the professional knowledge, work experiences, standardized test scores, assessments, and educational experiences of the candidates that are rated on the rubric. This professional and content knowledge is provided by multiple sources including GPA's from their undergraduate work and any graduate courses taken, the applicant's professional goals writing, references, and a performance based evaluation. This triangulated data provide an assessment of the applicant's professional and content knowledge, experiences, and understanding children, development, and teaching through the transcript GPA, references, professional goals essay, and performance based evaluation (1, 4c, 5a, d). The rubric provides evidence of the applicants communication skills in the professional goals essay and leadership skills through the references and performance based evaluation (Tools 3 & 9). See Section IV, Assessment 1, attachment 5b & 5c. The Assessment provides additional observable evidence of the candidate's content and professional knowledge before admission to the program. This provides evidence of the candidate's content knowledge, background and competencies for advanced study in early childhood education using the Core Standards and Tools. Decisions on admission to the program are based on the results of the Admissions Rubric.
The Admissions Rubric assessment instrument (See 5b) addresses the emphasis in Advanced Core Standard 1, 4, and 5 and Tools 3 and 9.

3. A brief analysis of the data findings:

The M.Ed. in Early Childhood admits applicants with high standards related to the content and professional knowledge aligned with the Advanced Core Standards and Tools. The candidates enrolled matriculate in the program successfully. With between 7-12 matriculated students enrolled in the program from 2006 - 2009. Results include candidates with teacher certification in Early Childhood Education (9) and Elementary Education (3). One candidate had Early Childhood and Elementary certification. Of the 8 candidates who were matriculated into the program between 2006 and 2009, the data findings are 19 Exemplary Scores (63%), 8 Acceptable Scores (27%), and 3 Unacceptable Scores (10%). Data from the Admissions Rubric was collected in 2007, 2008, and 2009. In 2006, only data on GPA's and MAT's were collected. Complete data from the Admissions Rubric was collected in 2007 - 2009. The exemplary and acceptable ratings of the Admissions Rubric provides insight into the professional and content knowledge of the accepted candidates. The 3 unacceptable scores were on 2 GRE scores and 1 MAT score. In cases of unacceptable scores, candidates are accepted conditionally for a semester. If they maintain a 3.0 for a semester, they are fully accepted.

4. An interpretation of how that data provides evidence for meeting standards:

The data provide concrete, observable evidence of candidates' professional and content knowledge upon entry into the M.Ed. in Early Childhood Education. Advanced Core Standards 1, 4c, 5a, d and Tools 3 & 9 are met with exemplary (60%) and acceptable (40%) ratings. The evidence is observable in the composite of all of assessments. The professional and content knowledge of the candidates is provided by multiple sources including GPA's, the applicant's professional goals, essays, references, and a performance based evaluation. The Admissions Rubrics provided evidence of applicants between 2006 to 2009 with 9 Exemplary GPA's (90%) between 3.67 and 4.00 and 1 Acceptable GPA (10%) below 3.5 at 3.36. Only GPA and GRE/MAT data were available for applicants prior to 2007. The Professional Goals Essay resulted in 2 Exemplary (33%) and 4 Acceptable (67%) ratings. The Performance Based Evaluation resulted in 4 Exemplary (67%) and 2 Acceptable (33%). Applicant references resulted in 4 Exemplary (67%) ratings and 2 Acceptable (33%) ratings. The MAT and GRE data of candidates in the program between 2006 - 2007 resulted in 1 Exemplary (12.5%), 4 Acceptable (50%) ratings, and 3 Unacceptable (37.5%) ratings. The Admissions Rubric is used as a composite of thresholds. When a rating is found below the median rating, the whole picture is assessed. Other thresholds such as an interview or conditional acceptance are implemented. Prospective candidates will be assessed on the whole picture of their assessment ratings and the evaluation of their ability to succeed in the program. The data provide strong evidence of the candidates meeting the Advanced Core Standards and Tools for professional and content knowledge with the exception of 3 test scores below the median threshold.

5. Attachment of assessment documentation:

a. the assessment tool or description of the assignment
See Assessment 1, Attachment 5a, Admission Factors

b. the scoring guide for the assessment
See Assessment 1, Attachment 5b, Information Sheet Rubric

c. candidate data derived from assessment
See Assessment 1, Attachment 5c, Data for Admission Rubric

Assessment 1 Attachment 5a
Admission Factors

Rhode Island College
Feinstein School of Education and Human Development

ADVANCED PROGRAM ADMISSION FACTORS*

Grade Point Average

Threshold

- Minimum cumulative undergraduate GPA of 3.0 on a 4-point scale

Supplementary

- Last two years of study
- Last year of study
- GPA within academic major
- GPA within graduate courses recently completed

Standardized Test Score

Threshold (at least one measure)

- MAT score minimally within the Average range
- GRE score minimally within the Average range

Supplementary

- Point in time scores
- Highest scores attained over time
- Other standardized test scores as determined by major adviser or program admission committee (e.g., PRAXIS II, TOEFL)

Professional Goals Essay

Threshold

- Evaluated on a common scoring rubric by program faculty and rated as "Acceptable" or "Exemplary"

Supplementary

- Discussion of essay during a follow-up interview
- Submission of revised essay
- Submission of alternative essay; topic determined by adviser or program admission committee

Candidate Reference Form

Threshold

- Submission of Likert-type rating scale completed by two references

Supplementary

- Discussion of references' ratings within a follow-up interview
- Follow-up phone calls of reference authors
- Request for letters of recommendation by program faculty

Performance-based Evaluation

Threshold

- Submission of recent teacher or performance evaluations

Supplementary

- Evaluation of a specific work-related activity
- Letter of recommendation from supervisor or principal addressing your professional skills
- Telephone consultation with supervisor or principal with candidate's permission by program faculty

*Relative weight of each factor in decision-making determined by each program.

Assessment 1, Attachment 5b, Information Sheet Rubric

RHODE ISLAND COLEGE
FEINSTEIN SCHOOL OF EDUCATION AND HUMAN DEVELOPMENT
Advanced Program Recommendation
Candidate Information Sheet

Name_____ Empl ID/SS #_____

DOB_____ Gender ☐ Male ☐ Female

Ethnic Group

☐ African American
☐ American Indian/Alaskan Native
☐ Asian/Pacific Islander
☐ Hispanic
☐ White
☐ Multiracial

Program (select one)

☐ M.A. (specify area)
☐ _____

M.Ed. (specify area)
_____

☐ C.A.G.S. (specify area)
_____

Admission Thresholds

	1	2	3	4
1. GPA:	≤2.4	2.5-2.9	3.0-3.4	≥3.5
			3	*4*

Supplementary (Identify)
_____

	1	2	3	4
2. MAT or GRE:	≤25%ile	26%ile-39%ile	40%ile-74%ile	≥75%ile
			3	*4*

Supplementary (Identify)
_____

	1	2	3	4
3. Professional Goals Essay:				

Unsatisfactory	Revise/Resubmit	Accept	Exemplary
		3	*4*

Supplementary (Identify)

_____

4. Candidate Reference Forms:

1	2	3	4
Unsatisfactory	With reservation	Satisfactory	Commendable
		3	*4*

Supplementary (Identify)

_____

5. Performance-based Evaluation:

1	2	3	4
Questionable	With reservation	Adequate	Strong
		3	*4*

Supplementary (Identify)

_____

6. Status:

☐ Admit ☐ Provisionally Admit ☐ Deny

Provision: _____ Reason(s) for denial:

_____

_____

_____

_____

7. Designated Advisor: _____ Date _____

8. Committee Members Signature: 1) _____

2) _____ 3) _____

9. Department Chair's Signature: _____ Date _____

Rev 2/06

Assessment 1, Attachment 5c, Data for Admission Rubric

ADMISSIONS RUBRIC DATA 2006-2009 M.Ed. In Early Childhood Rhode Island College				
	EXEMPLARY	ACCEPTABLE	UNACCEPTABLE	TOTAL
2006-2007				
Professional Goals Essay				N/A
Performance Evaluation				N/A
References				N/A
MAT/GRE Scores	1	2		3
GPA	3			3
2007-2008				
Professional Goals Essay		1		1
Performance Evaluation	1			1
References	1			1
MAT/GRE Scores			1	1
GPA	1			1
2008-2009				
Professional Goals Essay	2	1		3
Performance Evaluation	1	1		3
References	3			3
MAT/GRE Scores		1	2	3
GPA	3			3
2009 -				
Professional Goals Essay		1		1
Performance Evaluation	1			1
References	1			1
MAT/GRE Scores		1		1
GPA	1			1
TOTAL	19	8	3	30