



Guidance for Paired Assessment Documentation

Assessment Narrative

1. Describe how you make sure that your high school teacher's assessments are comparable in rigor to those on campus. Detail your process of how you review assessment.
 - a. Reflect on how you worked through your mentee's materials to determine rigor. Look at their assessments and match them to learning outcomes for the course. Are all the learning outcomes accounted for? If one is missing, address how you discussed this with the mentor and then circled back to double check that the assessment was added.
 - b. If the assessments you and/or your mentee use are based on experience-based learning or in a written reflection format (papers, assignments, journals, etc.), the grading criteria should be tied to a rubric or scoring guide. This demonstrates that the assessment is graded on specific factors of achievement rather than having the assessment be fly-by-the-seat-of-its-pants. This not only provides to NACEP the quality of the assessment, but shows that you're maintaining rigor and consistency. Rubrics/scoring guides do not have to be identical.
2. Describe how you make sure that grading standards are comparable between you and the high school teacher.
 - a. You aren't required to use the same grading scale, but there should be discussion between you and the high school teacher on how a student is achieving an "A" grade. How are you, as the mentor, continuing to evaluate grading (i.e. Do you share rubrics? Discuss the requirement of looking at graded work during the site visit, etc.)? In other words, how are you making sure that a teacher isn't giving a student an "A" because "they're a good kid"? Share how you evaluate high school class work during the site visit, too.
 - b. This also ties back to that use of a rubric for those assessments that are not quiz/test based. How are you ensuring that the grading is at college level but also measuring a student's success?
 - c. Friendly reminder: there is a difference between grading criteria (how the final grade in the course is calculated) vs. grading scale (90% - 99% = A, 80%-89% = B and so on).
3. NACEP wants to see your process and know that you, as the mentor, aren't using academic freedom as your "get out of jail free" card—where you skip looking at the assessments and grading criteria just because the instructor has the creative license to do as they want. Your role as the mentor is to still evaluate and dig into their course.

What is Needed for Paired Assessments Evidence

- Assessment of student performance in the high school section and on campus section should be in comparable format (e.g. performance task, portfolio, writing prompts, multiple-choice, extended essay, exam, laboratory assignment, etc.)

- Evidence should make clear that high school CE students are being assessed at the same level of rigor as on-campus students.
- Saying that students are graded on the same scale in both the on-campus and high school CE sections does not indicate that the performance of a student who gets an A in the on-campus course is the same as that of a student in the high school CE course. There should be faculty mentor-high school CE instructor discussions about what 'A' student work looks like. What does it mean to earn an 'A?'
- Paired assessments should assess the same topics or concepts. For example, if submitting paired assessments for General Chemistry, if the campus assessment piece is a multiple-choice test on thermodynamics then the high school CE course 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.
- Per NACEP, reviewers are going to be looking for similar--if not identical--assessments.
 - For example, if the Biology 1740 course on campus submits a multiple-choice exam on photosynthesis, then they're expecting the Biology 1740 course in our high schools to submit a similar exam.
 - They don't have to be identical, but they must be close.
- If assessing learning outcomes and the assessments could be completely different in the on-campus course and high school course, the narrative had to be very strong, identifying HOW the mentor evaluated the assessment to ensure that it was assessing the learning outcome AND was of college rigor.
 - If your paired assessment isn't similar, it could be flagged for further information even if your narrative is strong.
- For a given course, the campus and high school CE 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 mid-term blue book extended essay, three short papers, and a take-home final exam then the high school CE course should be similarly determined (not by eight tests and two final exams, all multiple choice).