

NCTE Guidelines for Using and Documenting Course Grades as a Program Assessment

The NCTE/NCATE program review system accepts grades in content courses as evidence. Grades can be used for Assessment #1 (if there is no state licensure test), Assessment #2, or one of the optional assessments.

Acceptable documentation required for programs using course grades is as follows:

1. Courses must be required for all candidates in the program; elective courses may not be used as evidence.
2. Faculty may choose which courses will be used in this assessment. For example, they could select all courses in an academic major, or they could select a cluster of courses that address a specific domain, or they could select only one course, etc.
3. The documentation of course grades-based evidence must include pre-requisite and curriculum requirements, including the course numbers of required courses. (a) For baccalaureate programs, documentation must be consistent with course listings provided in the Program of Study submitted in Section I of the program report. (b) If course grades are used as an assessment for a graduate level program that relies on coursework that may have been taken at another institution, the assessment must include the advising sheet that is used by the program to determine the sufficiency of courses taken by a candidate at another institution. The advising sheet should include specific information on required coursework and remediation required for deficiencies in the content acquirement of admitted candidates.
4. The grade evidence must be accompanied by the institution's grade policy and/or definitions of grades.
5. Grade data should be disaggregated by program level (e.g. baccalaureate and post baccalaureate), grade level (e.g. middle grades and secondary), licensure category (English education), and program site.
6. Syllabi cannot be submitted.

Format for Submission of Grades as a Course-Based Content Assessment

The following format is required for submission of grades as a course grade-based assessment under Section IV of the program report:

Part 1. Description of the assessment. Provide a brief description of the courses and a rationale for the selection of this particular set of courses. Provide a rationale for how these courses align with specific SPA standards as well as an analysis of grade data included in the submission. (Limit to two pages).

Note: If course grades are used as an assessment for a graduate level program that relies on coursework that may have been taken at another institution, the report must include the advising sheet that is used by the program to determine the sufficiency of courses taken by a candidate at another institution.

Part 2. Alignment with SPA standards. This part must include a matrix that shows alignment of courses with specific SPA standards (see example below). Brief course descriptions must be included along with how the course meets the cited standards. A graduate level program that relies on coursework that may have been taken at another institution must show alignment between the SPA standards and the program's advising sheet that is used to determine the sufficiency of courses taken by a candidate at another institution.

Part 3. Grade Policy and Minimum Expectation. The program must submit grading policies that are used by the institution or program and the minimum expectation for candidate grades (e.g., All candidates must achieve a C or better in all selected coursework)

Part 4. Data table(s). Data tables must provide, at minimum, the grade distributions and mean course grades for candidates in the selected courses. **NOTE:** The "n" in the data table/s for each year or semester should be relatively consistent with the numbers of candidates and completers reported in Attachment A to Section I. Large inconsistencies between the two data sets should be explained in a note included with the data table(s).

Format Examples

Part 2. Alignment Matrix and Course Description (Full Catalog Course Description in Program of Study)

SPA Standard/s Addressed by Course	Course Name & Number	Brief Description of Course and How the Course Meets the Cited Standards, i.e. Key Assignments
3.1 (3.1.1, 3.1.4, 3.1.5, 3.1.6)	English Language I (ENG 200)	Course focuses on English language attributes. 75% of course grade based on 3 research papers, each focusing on an area in the course (language variety and evolution, acquisition and development, use and abuse).
3.5 (3.5.1,3,5,2, 3.5.4)	Literature of the Diaspora (ENG 347)	Course focuses on literature by authors associated with the Diaspora. 40% of course grade based on essay exams about required readings; 30% of course grade based on literature logs reflecting analysis of required readings including literary theory and criticism.

Part 4. Sample Data Tables

Example 1. Candidates' Grades in Required English Courses Secondary English Education Candidates Baccalaureate Program						
	2004-2005		2005-2006		2006-2007	
	Average course grade (range)*	% of candidates meeting minimum expectation	Average course grade (range)	% of candidates meeting minimum expectation	Average course grade (range)	% of candidates meeting minimum expectation
ENG 200	3.0 (2.5– 3.9)	100	3.0 (1.5– 3.9)	85	3.25 (2.3– 3.9)	90
ENG 347	2.75 (2.0 – 3.5)	85	3.0 (2.5– 3.9)	100	2.75 (2.0 – 3.5)	85

*A = 4, B=3, C=2, D=1, F=0

Example 2. Mean GPA in English Major Courses for Candidates admitted to MAT Program Secondary English Education Candidates		
Academic Year	GPA (mean, range)*	% of candidates meeting minimum expectation
2004-2005	3.75 (3.0– 3.9)	100
2005-2006	3.3 (3.0 – 3.5)	100
2006-2007	3.4 (3.2 – 3.7)	100

*A = 4, B=3, C=2, D=1, F=0