

# The Self-Assessment Rubric

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- 1 Ignore the third party when writing your SAR.
- 2 The primary audience for your self-assessment report is you.
- 3 The primary purpose of self assessment is to help you to improve your provision.
- 4 Everyone should be involved in pulling together the SAR.
  
- 5 Avoid descriptive text.
- 6 Impact should be at the heart of every bullet.
- 7 Each element of your SAR should be graded/judged *after* completing your analysis of impact.
- 8 Every bullet should contain a judgement word.
- 9 The grade you give an element of provision represents the *level of impact* you are having.
- 10 All judgements of good or very good should include a 'however'.
- 11 All emerging judgements should be tested with the 'so what' question.
- 12 To really benefit your current learners, each step of their journey should be evaluated well before it ends – not at the end of the year.
  
- 13 Development plan improvement lines should not use *symptoms* (such as success rates, achievement rates and retention rates) as their target. (By definition, a symptom is not the issue(s) and headline measures cannot be broken down into useful milestones.)
- 14 Targets should be SMARTI.
- 15 You need clear milestones to monitor improvement progress effectively and to guarantee your outcomes.
- 16 Improvement actions need to be monitored as often as is required to keep them on track.

## Scoring

	Marks
<b>Impact column:</b>	
A clear focus on the impact on learning	1
A clear focus on the impact on ALL* learners	1
<b>Evidence column:</b>	
Persuasive evidence base (avoiding <i>jobs done</i> text)	1
<b>Judgement column:</b>	
A grade descriptor has been used	2
A 'however' has been used and/or the crisp issue has been written clearly.	2

\* This may be accounted for across the 'impact' and 'judgement' columns