

MCAA Program Assessment Rubrics

Athlete-Centered Philosophy: Develop an athlete-centered philosophy				
Criteria for Evaluation	Level 4	Level 3	Level 2	Level 1
Developmental Perspective	Comprehensively describes the physical, educational, emotional, spiritual, and character development provided through sport	States with some degree of fullness the physical, educational, emotional, spiritual, and character development provided through sport	States with minimal levels of fullness the physical, educational, emotional, spiritual, and character development provided through sport	Did not describe the physical, educational, spiritual, and character development provided through sport
Christian Leadership	Comprehensively describes key values, behaviors, or ideas practiced by effective Christian leaders in sport	Identifies many but not all the key values, behaviors, or ideas practiced by effective Christian leaders in sport	Identifies the immediate and obvious key values, behaviors, or ideas practiced by effective Christian leaders in sport	Did not describe key values, behaviors, or ideas practiced by effective Christian leaders in sport
Communication Plan	Comprehensively plans for and describes verbal, nonverbal, written and listening strategies for appropriate stakeholders	Describes some of the verbal, nonverbal, written, and listening strategies for appropriate stakeholders	Describes the minimum verbal, nonverbal, written, and listening strategies for appropriate stakeholders	Did not plan for and describe verbal, nonverbal, written and listening strategies for appropriate stakeholders
Mission Orientation	Develops and implements strategies aligned with the mission, vision and core values that guide the organization	Develops with some degree of fullness the strategies aligned with the mission, vision, and core values that guide the organization	Develops a rudimentary strategy aligned with the mission, vision, and core values that guide the organization	Did not implement strategies aligned with the mission, vision and core values that guide the organization
Motivational Skill Development	Identifies a range of clear strategies intended to motivate, engage and inspire athletes for optimum performance and outcomes	Identifies many but not all of the clear strategies intended to motivate, engage and inspire athletes for optimum performance and outcomes.	Identifies the immediate and obvious strategies intended to motivate, engage and inspire athletes for optimum performance and outcomes.	Did not identify a range of clear strategies intended to motivate, engage and inspire athletes for optimum performance and outcomes
Organizational and Management Skills	Fully and comprehensively demonstrates how to organize, prioritize and act on plans in managing an athletic program and practices.	Develops with some degree of fullness how to organize, prioritize and act on plans in managing an athletic program and practices.	Develops with minimal levels of completeness how to organize, prioritize and act on plans in managing an athletic program and practices.	Did not demonstrate how to organize, prioritize and act on plans in managing an athletic program and practices.

Research Methods: Review and incorporate research into a thesis, action plan, analysis, project or professional activity in coaching or administration.

Criteria for Evaluation	Level 4	Level 3	Level 2	Level 1
Research questions and state problem	Fully and completely formulates a research methodology including a hypothesis or research question.	Formulates with some degree of accuracy a research methodology including a hypothesis or research question.	Formulates with a limited degree of accuracy a research methodology including a hypothesis or research question.	Does not formulate a research methodology including a hypothesis or research question.
Design research questions	Fully and accurately composes a research question which aligns with research methodology and hypothesis development.	Composes with some degree of accuracy a research question which aligns with research methodology and hypothesis development.	Composes with a limited degree of accuracy a research question which aligns with research methodology and hypothesis development.	Does not compose a research question which aligns with research methodology and hypothesis development.
Review of Literature	Locates and evaluates appropriate research resources in both print and electronic media, to investigate a hypothesis or research question.	Locates and evaluates some appropriate research resources in both print and electronic media, to investigate a hypothesis or research question.	Locates and evaluates minimal appropriate research resources in both print and electronic media, to investigate a hypothesis or research question.	Does not locate and evaluate appropriate research resources in both print and electronic media.
Data Collection	Fully and completely designs a comprehensive approach to locate information using electronic or non-electronic means.	With some degree of completeness designs an approach to locate information using electronic or non-electronic means.	With a minimal degree of completeness designs an approach to locate information using electronic or non-electronic means.	Does not design an approach to locate information using electronic or non-electronic means.
Research Summary	Fully and completely reports, interprets and explains the results of a research study; its findings and implications for further research.	With some degree of fullness and completeness reports, interprets and explains the results of a research study; its findings and implications for further research.	With a limited degree of fullness and completeness reports, interprets and explains the results of a research study; its findings and implications for further research.	Does not report, interpret or explain the results of a research study.

Program Development: Use contemporary methods to develop a comprehensive program plan. Elective Courses/Plan Development

Criteria for Evaluation	Level 4	Level 3	Level 2	Level 1
Planning	Designs a comprehensive program plan, including goals, strategies, outcomes, and implementation.	Designs a comprehensive program plan, including goals, strategies, outcomes, and implementation with some degree of completeness.	Designs a comprehensive program plan, including goals, strategies, outcomes, and implementation with minimal degree of completeness	Does not develop a comprehensive program plan.
Infrastructure	Comprehensively establishes clear criteria including hiring, staff development, professional behaviors, and staff evaluation	Creates with some degree of completeness the criteria for hiring, staff development, professional behaviors and staff evaluation	Creates with minimal degree of completeness the criteria for hiring, staff development, professional behaviors and staff evaluation	Does not establish clear criteria including hiring, staff development, professional behaviors, and staff evaluation
Timeline	Design year-round schedule including specific training, skill technique, and comprehensive plan including all key elements	Design year-round schedule including specific training, skill technique, and comprehensive plan including most key elements	Design year-round schedule including specific training, skill technique, and comprehensive plan including some key elements	Does not demonstrate an understanding of year-round schedule design
Networking and Relationships	Describes a range of strategies that enhance relationship building opportunities for student-athletes, coaches, parents, school and community	Describes a range of strategies that enhance most relationship building opportunities for student-athletes, coaches, parents, school and community	Describes a range of strategies that enhance some relationship building opportunities for student-athletes, coaches, parents, school and community	Does not describes a range of strategies that enhance relationship building opportunities for student-athletes, coaches, parents, school and community
Leadership roles and responsibilities	Fully and completely describes how leaders listen, react to, analyze, model behavior, and problem solve in an organizational context.	To some degree, describes how leaders listen, react to, analyze, model behavior, and problem solve in an organizational context.	Minimally describes how leaders listen, react to, analyze, model behavior, and problem solve in an organizational context.	Does not describe how leaders listen, react to, analyze, model behavior, and problem solve in an organizational context.

Legal Understanding: Understand and apply legal principles in sport.

Criteria for Evaluation	Level 4	Level 3	Level 2	Level 1
Legal Duties	Fully, completely and accurately understands and applies all fourteen legal duties of athletic personnel	Understands and applies of seven to ten legal duties of athletic personnel	Understands and applies three to six legal duties of athletic personnel	Did not understand or apply legal duties of athletic personnel
Contemporary Topics in Sport	Accurately cites and demonstrates a full knowledge of fundamental legal topics applicable to contemporary sport	Accurately cites and demonstrates a sufficient knowledge of fundamental legal topics applicable to contemporary sport	Accurately cites and demonstrates a limited knowledge of fundamental legal topics applicable to contemporary sport	Did not cite or demonstrate a knowledge of fundamental legal topics applicable to contemporary sport
Negligence in Sport	Completely and accurately identifies and explains negligence issues relating to sport	Completely and accurately identifies and explains most negligence issues relating to sport	Identifies and explains some negligence issues relating to sport	Did not identify or explain negligence issues relating to sport
Risk Management	Comprehensively and accurately identifies and creates a range of strategies to reduce risk in sport	Adequately identifies and creates a range of strategies to reduce risk in sport	Partially identifies and creates a range of strategies to reduce risk in sport	Did not identify or create a range of strategies to reduce risk in sport
Emerging Legal Issues	Accurately cites and exhibits an understanding of emerging or controversial legal issues in sport	Develops with some degree of fullness an understanding of emerging or controversial legal issues in sport	Develops with minimal levels of fullness an understanding of emerging or controversial legal issues in sport	Did not cite or exhibit an understanding of emerging or controversial legal issues in sport

Ethics in Sport: Make coaching and administrative decisions reflecting awareness of the moral and ethical dimensions of issues encountered in sport.

Criteria for Evaluation	Level 4 Meets All Criteria	Level 3 Meets Most Criteria	Level 2 Meets Some Criteria	Level 1 Does not meet Criteria
Ethical Dilemma Identification	Fully, completely, and accurately states ethical issues within sport that must be addressed, providing validation from at least two academic sources.	States ethical issues with some degree of fullness, completeness and accuracy within sport that must be addressed providing validation from one academic source	States ethical issues with minimal levels of fullness, completeness and accuracy within sport that must be addressed; may provide no validation from academic sources.	Does not state ethical issues within sport; does not provide validation from academic sources.
Stakeholder identification	Comprehensively identifies all stakeholders involved in an ethical dilemma.	Identifies many but not all of the stakeholders involved in the ethical dilemma	Identifies the immediate and obvious stakeholders and one or two other groups that may be involved	Does not identify stakeholders beyond the immediate and obvious.
Stakeholder Impact	Identifies a full range of possible actions that could be taken by the stakeholders involved.	Identifies most but not all possible actions that could be taken by stakeholders involved.	Identifies the immediate and obvious actions for most of the stakeholders involved.	Does not identify possible actions that could be taken by the stakeholders involved.
Ethical Analysis	Accurately identifies the social, emotional, physical, academic and spiritual factors for all stakeholders that are directly and indirectly involved.	Identifies with some degree of accuracy the social, emotional, academic, physical and spiritual factors for all stakeholders that are directly and indirectly involved.	Identification of the most obvious social, emotional, physical, academic and spiritual factors for stakeholders directly and indirectly involved.	Does not identify the social, emotional, physical, academic and spiritual factors for stakeholders directly and indirectly involved.
Precedent Awareness	Identifies future implications of present actions taken in the ethical dilemma for all key stakeholders.	Identifies some implications of present actions taken in the ethical dilemma for key stakeholders.	Identifies most immediate and obvious implications of present actions taken in the ethical dilemma for key stakeholders.	Does not identify the implications of present actions taken in the ethical dilemma for key stakeholders.
Knowledge of Ethical Codes and Principles	Accurately and completely cites relevant ethical codes or principles that apply to choices or actions in the dilemma.	Cites some relevant ethical codes or principles that apply to choices or actions in the dilemma.	Cites minimal relevant ethical codes or principals that apply to choices or actions in the dilemma.	Does not cite relevant ethical codes or principles that apply to choices or actions in the dilemma.
Ethical Code Analysis and Development	Provides a comprehensive and cohesive set of ethical principles for sport.	Provides a partial set of ethical principles for sport.	Provides minimal number of ethical principles for sport.	Does not provide a comprehensive and cohesive set of ethical principles for sport.