



Build. Align. Validate. Generate.

Analyze & Report Manual

Provider / Administrator plain-language guide to every reporting workspace

Plain-language reference • October 2026 edition

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Purpose

This manual explains the Analyze & Report area in plain language. It is written for Provider and Institution Administrator users who need to understand what each reporting workspace is for, what information it uses, how to run it, and what to check before using the results.

IMPORTANT Analyze & Report does not change assessment scores. It reads the institution's stored RubricPort data and turns it into summaries, comparisons, evidence, and report files. It is Administrator-only: Assessors, Staff Assessors, and Students do not see it.

1. Understand the Analyze & Report Area

Workspace	What it is for	Use it when you need to...
RubricPort Reports	Assessment and Program reporting from RubricPort system data.	Review assessment results, criterion and competency performance, Program outcomes, terms, Assessors, courses, or scales, and generate report packages.
Survey Analysis	Demographic, Initial Program Completer, and Advanced Program Completer surveys.	Review respondent counts, question results, subgroup results, narratives, and completer feedback.
Validity, Reliability & Fairness	Quality-review tools for assessment evidence.	Document content validity, review reliability, and compare demographic outcomes using minimum-N suppression.
AAQEP / Accreditation	Educator-preparation accreditation workspace.	Build the Program Specification, QAR Evidence Measures, Instrument Rationales, Evidence Summary, and AAQEP package.
Praxis Analysis	Imported ETS Praxis results.	Review records, passes, fails, pass rates, and mean scores by exam and Program.
CACREP Reporting	Professional Counseling accreditation workspace for the CACREP 2024 Standards.	Map standards evidence, maintain the Program Evaluation Plan, review student and partner evidence, close the loop, and generate the annual report and evidence package.
Student Work Evidence	Faculty review of the evidence inside assessed student work.	See where the work shows each rubric row, record faculty judgments, and summarize what the Program should teach differently.
Institutional Effectiveness / MSCHE	Institution-wide academic assessment workspace.	Organize SLOs, assessment measures, results, improvement actions, and MSCHE evidence.
Interrater Reliability	Independent double-scoring consistency.	Review agreement and kappa statistics between Assessors.
Historical Data Migration	Tools for bringing prior assessment evidence into reporting.	Include historical results, such as Anthology exports, without changing current assessment workflows.
Saved Reports & Files	A central location for generated files.	Open or download previously generated reports and packages.

Who can open each workspace

Workspace	Administrator area required
AAQEP / Accreditation, Praxis Analysis	Teacher Education
CACREP Reporting	Professional Counseling
Institutional Effectiveness / MSCHE	Institutional Effectiveness
All other workspaces	Any Administrator

Provider Administrators bypass area limits. Institution Administrators see only the workspaces within the areas assigned to their account.

2. Before You Run Any Report

- 1 Confirm the correct institution is displayed. Provider users should also confirm which institution they are working in before running reports.
- 2 Confirm that Programs, students, Assessors, assessment definitions, and reporting periods are set up correctly.
- 3 Choose the workspace that matches the question you are trying to answer. Do not use one report simply because it is available.
- 4 Set filters carefully. A filter limits which records are included; it does not change the underlying records.
- 5 Always review the record count or N before interpreting a percentage or average. A result based on a small number of records should be read cautiously.

3. RubricPort Reports

RubricPort Reports is the main assessment-results workspace. It answers questions such as: How did a Program perform? Which criteria were strongest or weakest? How did results change by term? What evidence should be included in a Program review?

- 1 Open Analyze & Report and select **RubricPort Reports**.
- 2 Choose the reporting semester and From / To dates.
- 3 Select the Program. Add Assessment, Student, Program Display, threshold, or demographic options only when they are needed for the question.
- 4 Select **Preview Assessment / Program Matches** and check the number of records included.
- 5 Review overall results first, then criterion- or competency-level results.
- 6 Generate the needed output: Assessment Results Report, Excel analysis, narrative report, or Program Report Package.

- 7 Save or publish the generated report when it will be used for Program review, accreditation evidence, or follow-up.

TIP A criterion-level result tells you which specific part of a rubric drove the overall result. An overall score can look acceptable while one criterion still needs attention.

4. Survey Analysis

Survey Analysis keeps different survey purposes separate. Demographic Survey Analysis describes who responded. Program Completer analyses summarize what completers reported about their preparation and experience.

Survey area	What the numbers mean	Important interpretation rule
Demographic Survey Analysis	Respondent count and question-specific N show how many people answered each item. Optional unanswered items are not counted in that item's N.	Do not assume every question has the same N.
Initial Program Completer	Summarizes responses from completers in Initial Programs.	Use Program and date filters to keep the population correct.
Advanced Program Completer	Summarizes responses from completers in Advanced Programs.	Use only for Programs classified as Advanced for this purpose.

5. Validity / Reliability / Fairness

Content validity asks whether an assessment covers the knowledge or skills it is supposed to measure; Lawshe review groups collect independent expert ratings. **Reliability** asks whether the measurement is reasonably consistent. **Fairness** compares descriptive outcomes across demographic groups; it is a review screen, not an automatic finding of bias or discrimination.

- 1 Select the Demographic Field, such as Age Range.
- 2 Set the Minimum Group N. Groups smaller than the minimum are suppressed.
- 3 Select the Program and Assessment, then **Preview Fairness Review**.
- 4 Review each displayed group's N, mean, and difference from the overall mean.
- 5 Treat differences as prompts for institutional review. Investigate context before drawing conclusions.

IMPORTANT Minimum-N suppression. If a subgroup is smaller than the minimum you set, RubricPort hides that subgroup result. This protects against over-interpreting very small groups and supports responsible review.

6. AAQEP / Accreditation Reporting

The AAQEP workspace uses the same institution-isolated RubricPort data used by Crosswalk, submissions, assessment, and Analyze & Report. It organizes that information into accreditation-ready components without changing the original assessment calculations.

Section	What it does
Accreditation Profile	Accreditation status, term dates, public Part I URL, AAQEP contact, and dean/lead administrator.
AAQEP Program Profiles	Programs in scope, AAQEP category, reporting name, credential, location, and modality.
Student Program Membership Dates	Authoritative enrollment and completion dates used for historical candidate and completer counts.
Reporting Period & Program Specification	The reporting period and calculated Program, candidate, and completer information.
QAR Evidence Measures	Evidence measures, Programs, AAQEP aspects, evidence perspectives, and source type.
Instrument Rationale	Blank instrument reference, review dates, rationale for use, criteria for success, and rationale for the criteria.
Generate AAQEP Package	A ZIP with the Program Specification, Evidence Summary, selected Instrument Rationales, and the RubricPort AAQEP Validation Report.

7. Praxis Analysis

Praxis Analysis summarizes ETS Praxis results that an Administrator imported in Field Experiences → Praxis Scores. Results are shown by Praxis exam and by Program: records, passes, fails, pass rate, and mean score. Praxis results stay separate from RubricPort assessment-result reports.

- 1 Confirm the latest ETS workbook has been imported and that unmatched rows were resolved (Student ID first; otherwise name and email must both match).
- 2 Open **Praxis Analysis**, choose the Program and Praxis exam filters, and select **Refresh Praxis Analysis**.
- 3 Read the record counts before the pass rates.

8. CACREP Reporting

CACREP Reporting is limited to Counseling Programs and is built around the CACREP 2024 Standards. It is separate from AAQEP but uses the same institution-isolated RubricPort assessments, surveys, Field Experiences, and reporting evidence.

Section	What it does
1. Accreditation Profile	Status, cycle dates, standards version, reporting period, public annual report URL, primary contact, Counseling Programs, and specialty areas.
2. 2024 Standards Evidence Matrix	Every CACREP 2024 standard with evidence count and status; Map Evidence connects existing Assessment Definitions.
3. Program Evaluation Plan	Plan items and Assessment of Quality Indicators (AQIs) with their measures and thresholds.
4. Student Assessment Evidence	Program-level results and evidence sources; a read-only Historical CACREP Sample uses approved historical datasets.
5. Community Partner Feedback	Partner feedback and its sources.
6. Program Improvement / Closing the Loop	Findings, actions, and follow-up evidence.
7. Annual Program Evaluation Report	Preview and generate the annual report (Word).
8. Evidence Package / Validation	Run validation, then generate the Validation PDF, Evidence Workbook, and Evidence Package ZIP.

TIP Run **CACREP Validation** early and often. It lists every area that still Needs Action, so the final package is complete the first time.

9. Institutional Effectiveness / MSCHE

This workspace supports institution-wide academic assessment and improvement work beyond a single accreditation process. It connects outcomes, assessment measures, evidence, findings, improvement actions, and supporting files for Institutional Effectiveness and MSCHE-related review.

- 1 Choose the assessment cycle and Program filters.
- 2 Confirm each SLO and its competencies in SLO Setup.
- 3 In Assessment Plan, review connected measures and add any new Assessment Measure the plan requires.
- 4 Review results in Results & Analysis, and document the finding in plain language: what the evidence shows, not what you assume caused it.
- 5 Record the improvement action, responsibility, and follow-up in Improvement Actions.
- 6 Check the evidence chain in MSCHE Evidence, then generate the Institutional Effectiveness Package and keep it in Saved Reports & Files.

TIP Separate the evidence from the interpretation. First state what the data show. Then document the institution's review and planned action.

10. Student Work Evidence & Instructional Improvement

Student Work Evidence lets faculty and Administrators look inside the assessed student work behind a rubric — not only the scores — to find where the work shows each rubric row, record a faculty judgment about that evidence, and turn the pattern across several samples into instructional improvement for the Program.

- **Provider Administrators and Institution Administrators** use Student Work Evidence. Assessors, Staff Assessors, and Students do not see it.
- It works from **assessed submissions that already exist** in RubricPort and the files students uploaded with them. Nothing has to be re-uploaded.
- Rubric rows appear with their **actual criterion language** and the standards, competencies, and indicators already mapped to them.
- **Grades never change.** Faculty reviews are saved separately, scoped to your institution, and record who reviewed and when.
- All evidence suggestions are **optional, off by default, and drafts only**. Faculty make every decision.

- 1 Open **Analyze & Report** and select **Student Work Evidence**.
- 2 Choose the **Program**.
- 3 Choose the **System rubric / assignment**. Only rubrics with assessed submissions are listed, each showing how many have work attached and how many were assessed (for example, "1 with work / 1 assessed").
- 4 Choose **Representative work samples** — 3 or 4.
- 5 Select **Find Student Work**.

Student Work Evidence & Instructional Improvement

Stage 1 — Select an institution Program and an assessed rubric to locate existing student work. Rubric criteria and actual mapped standards appear below. Later stages will add excerpts, highlights, missing-evidence findings, instructional recommendations and downloadable packages.

Program Northstar Elementary Education
System rubric / assignment Instructional Planning Case Study (1 with work / 1 assessed)

Representative work samples 4 samples

Find Student Work

1 eligible work submissions across 1 students; 1 representative sample(s) selected.

Actual rubric rows and mapped language

Row	Criterion language	Mapped indicators / standards
1. C1	Planning for Learners Plans instruction using learner needs, prior knowledge, and appropriate learning goals.	InTASC 7
2. C2	Assessment and Evidence Uses assessment evidence to monitor learning and guide instructional decisions.	InTASC 6

Student work found, with the actual rubric rows and mapped language.

- The selected rubric, with work and assessed counts.
- Find Student Work.
- Actual rubric rows and mapped language.

Control	What it does
File name link	Opens the student's original uploaded work in a new tab.
Preview text	Extracts the readable text of the file, page by page, so you can read it beside the rubric. Reading only — no AI, no storage, no finding.
Analyze with AI	Optional. Drafts evidence suggestions for each rubric row when your institution has an approved AI provider (see below).
View Saved Faculty Review	Opens the Faculty Evidence Review with any decisions already saved for this file. It never sends anything to AI.

Sample 1 · Ava Morales
EDU 4100 · SUB-0002 · Assessed score: 3.5

[submission_NS1002_3_1_Instructional_Planning_Case_Study.pdf](#)
Preview text
Analyze with AI
View Saved Faculty Review

A recommended work sample.

- Original file.
- Preview text.
- Analyze with AI.
- View Saved Faculty Review.

Analyze with AI sends the selected file and its rubric rows to an institution-approved external AI provider. For each rubric row it drafts a finding, the passage that may serve as evidence, where that passage is, a rationale, an instructional follow-up, and its limitations. Until your Provider Administrator turns it on for your institution, the button shows: "AI analysis is disabled until this institution and an approved provider are configured."

- You confirm before any student work is sent. The confirmation asks you to verify that institutional authorization and student-data protections permit the transfer.
- Nothing is saved or graded by the AI step. Suggestions appear as **AI Evidence Suggestions — Faculty Review Required**.
- **Review findings by rubric row** opens the Faculty Evidence Review with the suggestions filled in. **Accept suggested classification** copies a suggestion into your draft — it is still not saved until you save it.
- Check every suggested passage against the original file before approving it.

IMPORTANT Turn on AI analysis only after your institution has approved the provider and confirmed that sending student work meets its privacy obligations, such as FERPA. Preview text and the faculty review work fully without AI.

The **Faculty Evidence Review** opens from **View Saved Faculty Review** or from **Review findings by rubric row**. Each rubric row has the fields below.

Field	What to enter
Faculty decision	Approve evidence, Needs revision, or Reject evidence.
Faculty evidence classification	Demonstrated, Partial, or Not identified in work.
Evidence finding	A short headline for the judgment.
Supporting evidence	The exact passage from the student's work.
Source location	Where the passage is, such as the page and section.
Review narrative	Why the passage does or does not meet the rubric row.
Instructional follow-up	What the Program could teach or change in response.
Limitations	Anything that limits the judgment, such as one sample or missing attachments.

Faculty Evidence Review

Real submission: faculty decisions only. All findings are drafts; original student work and grades remain unchanged. A rejected or unverified passage cannot be presented as approved evidence.

Row 1 • C1— Planning for Learners

Plans instruction using learner needs, prior knowledge, and appropriate learning goals.

Mapped standards: InTASC 7

Faculty decision
Approve evidence

1
Faculty evidence classification
Demonstrated

2
Evidence finding

Demonstrated — learner needs drive the plan

Supporting evidence

Learners were grouped flexibly by decoding and comprehension needs. Each group received a differentiated text set and a shared anchor chart so all students could access the same grade-level standard.

Source location

Page 1 – Planning for Learners

Review narrative

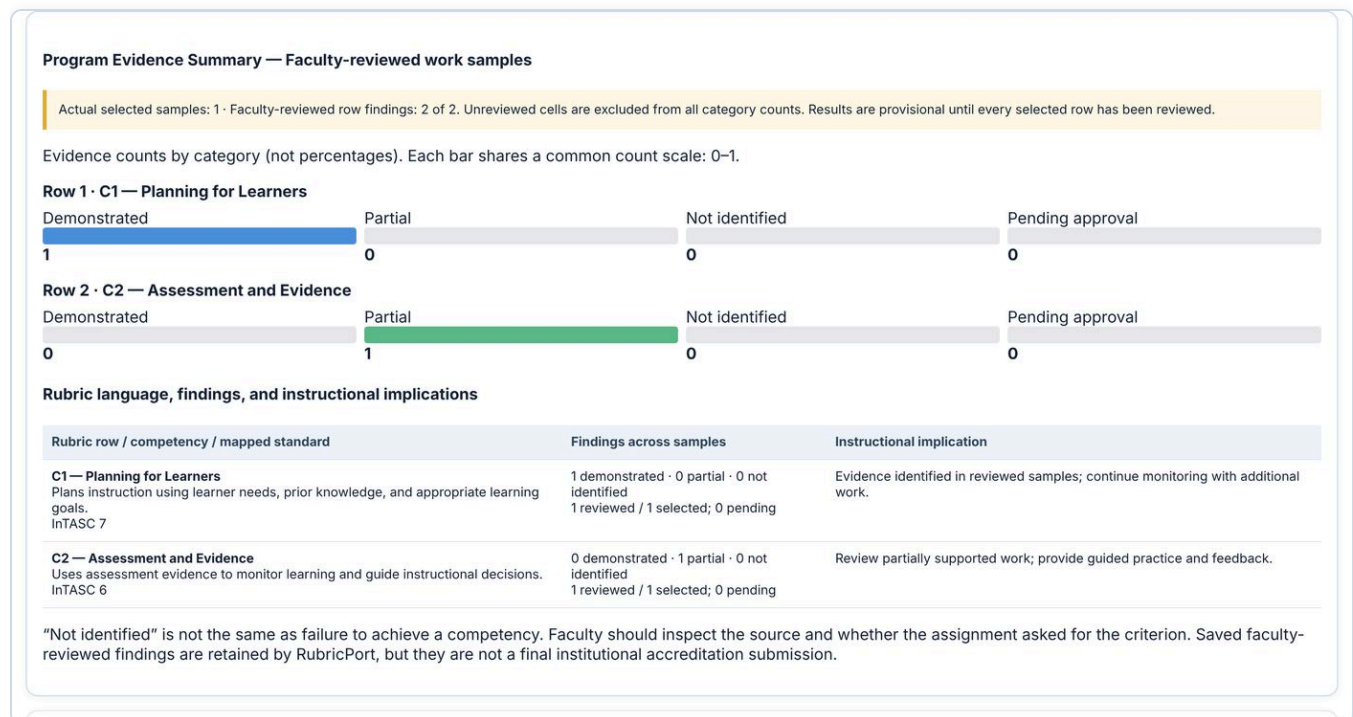
The plan uses pre-assessment data (running record and vocabulary probe) and names learner groups, including multilingual learners and IEP reading

Faculty Evidence Review for one rubric row.

- 1 Faculty decision.
 - 2 Faculty evidence classification.
 - 3 Evidence finding.
 - 4 Supporting evidence.
- 1 Open the original file and read the work.
 - 2 For each rubric row, choose a **Faculty decision** and a **Faculty evidence classification**.
 - 3 Enter the exact supporting passage and its location, then the narrative, instructional follow-up, and limitations.
 - 4 Select **Save faculty decisions**. The confirmation shows the save time and “Grades unchanged”.
 - An approved row must have a classification, and it needs a supporting passage unless it is classified **Not identified in work**.
 - Reopening a saved review restores the saved fields. New AI text only fills fields that were left empty, and it still has to be saved by faculty.
 - Saved reviews are kept separately from grades and submissions and are visible only within your institution.

Program Evidence Summary — Faculty-reviewed work samples counts, for each rubric row, how many samples are Demonstrated, Partial, Not identified, or Pending approval. The bars show counts on a

common scale, not percentages, and unreviewed rows are left out of every category. The table beneath pairs each row's language and mapped standard with the findings across samples and an instructional implication.



Program Evidence Summary after faculty review.

WHY THIS MATTERS "Not identified" is not the same as failing a competency. It means the reviewed work did not show that evidence — check the source and whether the assignment asked for it. Saved faculty findings are kept by RubricPort but are not a final accreditation submission.

Print / Save PDF — draft reviewed evidence opens the **Faculty Review Report**. It counts only saved faculty approvals — AI suggestions, unsaved selections, and official rubric scores are never counted as approvals. The report includes the visual summary, the evidence summary table with instructional review, the approval status of each sample, and every saved review record with its passage, location, rationale, instructional improvement, limitations, and a source-verification reminder.

RubricPort — Student Work Evidence & Instructional Improvement

FACULTY REVIEW REPORT — approval status shown for each finding

Program: Northstar Elementary Education · Assessment: A1

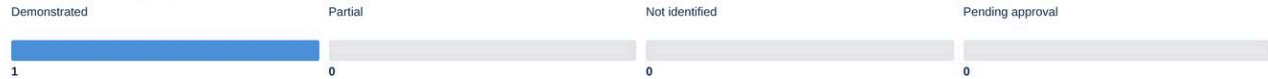
Selected samples: 1 · Saved faculty-approved classifications: 2 of 2 · Draft or pending: 0 · Printed: 10/15/2026, 3:34:59 PM

Approved counts use only saved faculty approvals. AI suggestions, unsaved dropdown selections, and official rubric scores are not counted as approvals.

Saved faculty-approved evidence — visual summary

Faculty-approved evidence counts by category · Common scale: 0–1

C1 — Planning for Learners



C2 — Assessment and Evidence



Saved faculty-approved evidence summary

Rubric row / full description / mapped indicators	Demonstrated	Partial	Not identified	Pending approval	Instructional review
C1 — Planning for Learners Plans instruction using learner needs, prior knowledge, and appropriate learning goals. InTASC 7	1	0	0	0	Potentially supported in reviewed work; continue monitoring.
C2 — Assessment and Evidence Uses assessment evidence to monitor learning and guide instructional decisions. InTASC 6	0	1	0	0	Review partial support and provide targeted practice and feedback.

Selected work samples — approval status

Sample 1 · SUB-0002

The Faculty Review Report (first page).

11. Historical Data Migration

Use historical migration when older assessment results need to be available for longitudinal or accreditation reporting. Historical imports never overwrite current live assessment records.

- 1 Choose the Historical Source (Anthology, Other External Assessment System, or Generic CSV / Excel) and a clear Dataset Label. Anthology Criterion By Student CSV exports are read directly, including their reporting dates.
- 2 Select **Preview & Validate**.
- 3 In Assessment Mapping Review, filter by status, confidence, or Program, and map each assessment to its canonical RubricPort Program — one at a time or with **Apply Program to Selected**. Mappings are saved; use **Resume Mapping** to continue later.
- 4 Resolve unmatched or invalid records, then select **Approve Historical Import**.
- 5 Verify that historical results appear in the intended reporting period, and run a small comparison report before relying on them for a major report.

12. Saved Reports & Files

- 1 Open **Saved Reports & Files**.
- 2 Locate the report by name, Program, reporting period, or type.
- 3 Open or download the file.
- 4 Confirm the reporting period and filters shown in the report before sharing it.
- 5 Keep final accreditation or institutional-review files separate from working drafts according to institution policy.

13. How to Read Common Reporting Terms

Term	Plain-language meaning
N	The number of records or people included in that specific result.
Mean	The average score.
Overall Mean	The average across all included records before subgroup comparison.
Difference from Overall	How far a subgroup average is above or below the overall average.
Threshold / Proficiency	The performance point the institution uses to decide whether expected performance was met.
Suppressed	The result is intentionally hidden because the group is smaller than the minimum allowed for display.
Unduplicated	A person is counted once even if more than one record could otherwise include that person.
Candidate / Completer	A person in the applicable reporting population, or one who completed the Program according to the reporting rules and dates.
Evidence Measure	A defined source of evidence used to support accreditation review.
Instrument Rationale	The explanation of why an assessment is used and why its success criterion is appropriate.
AQI	Assessment of Quality Indicator — a CACREP Program Evaluation Plan measure.
Pass Rate	For Praxis, the share of included records that passed.

14. Final Review Checklist

- ☐ Correct institution
- ☐ Correct reporting period
- ☐ Correct Program(s)

- ☐ Correct assessment / measure
- ☐ Record count / N reviewed
- ☐ Small groups handled appropriately
- ☐ Generated file opened and checked
- ☐ Final file saved in the correct institutional location