

# Review of instructor assessment practices: template

Use of this specific tool is not required by USC administration; it is intended as an example of best practices. Schools and departments may choose to create their own tool, edit this tool in any way that makes it a better fit, or use this tool as it is.

## WHAT IS THIS RESOURCE?

This template can be used by faculty who are preparing to be reviewed on their assessment practices. The items indicated on this template correspond to those that will be evaluated by a reviewer using the CET resource Review of Instructor Assessment Practice Guide.

## HOW DO I USE IT?

Review the template and replace items indicated in brackets with your own relevant information. Add any additional information requested by your school. Submit the final version to your reviewer. For assistance with this resource, contact CET. For assistance with the review process specific to your school, consult your dean.

Overview: In this review, your reviewer is looking for the following:

* Your chosen assignment was effective at measuring mastery of course learning objectives.
* The assignment description and grading criteria provided students sufficient guidance to demonstrate their level of mastery.
* The feedback you provided each student was accurate, constructive, and appropriate for their demonstrated level of performance.

### Template

Faculty Name: [Your full name]

School: [Your school]

Department: [Your department]

Course: [Identify the course in which the chosen assignment was assigned, including academic semester and section number, if relevant]

#### Submitted Assessment Documents

List the documents you have submitted along with this review. Provide the documents as appendices, numbered so that you can easily reference them in the following sections.

* Three actual student work samples; on the same assignment; demonstrating high-, medium-, and low-performing student work. In order to successfully demonstrate best practices in assessment, the student work samples should be accompanied by your feedback, including the assignment grade, any completed grading rubrics, and all other forms of feedback you provided to each of the students.
* The assignment description provided to students.
* Grading criteria provided to students, such as a grading rubric.
* If your assignment description does not include the course learning objective(s) measured by the assignment, provide the relevant course learning objective(s) separately.

NOTE: The goal is not to demonstrate that all students performed well on the assignment. Rather, this review demonstrates how you support students at all performance levels.

#### Introduction to the assignment

In this section, summarize all the submitted assessment documents for the reviewer. Discuss the chosen assignment. Include:

* a general explanation of the assignment that will give your peer evaluator a solid basis for understanding the subsequent sections of your review.
* an explanation of what the assignment was intended to teach students.
* an explanation of which course learning objective(s) the assignment was intended to measure.

#### Grading criteria

In this section, focus on the assignment description and grading criteria provided to the students. Do not refer to the individual examples of student work.

* Explain how the grading criteria evaluated each part of the assignment. The goal is to demonstrate that the assignment description (what students were asked to do) corresponds with what they were assessed on.
* Explain how the grading criteria were able to differentiate between the levels of student performance (high, medium, low), and that students were made aware of the level criteria before the assignment was due.

#### Analysis of student work samples

In this section, separately discuss each student work sample. For each work sample:

* Explain why each sample was classified as high-, medium-, or low-performing, based on the grading criteria and course learning objectives discussed above.
* Discuss the feedback you provided to each student. Ideally, feedback to the high-performing student would be encouraging, motivate them to continue high-level work, and provide suggestions for improvement. Feedback for the medium- and low-performing students should be encouraging and constructive, guiding them toward increased levels of mastery.