

# Review of instructor assessment and grading practices

## WHAT IS THIS RESOURCE?

The Review of Instructor Assessment Practices is a packet of materials showing how an instructor has evaluated student learning through a course assignment. This is a guide for both the instructor submitting student work samples, and the reviewer evaluating the instructor’s graded student work samples. The guide can be adjusted to accommodate school-specific requirements. When appropriate, links to CET resources are provided to give reviewers more information about the course design elements listed in this document.

## HOW DO I USE IT?

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.

### For the instructor

Please submit three examples of student work on the same assignment: high-, medium-, and low-performing, and provide the following.

#### Information students received

* The assignment description that was provided to students.
* Grading criteria that were provided to students (i. e., rubrics).
* The learning objective(s) the assignment intended to measure.
* Feedback returned to students to aid in their achieving mastery of the learning objective(s).

#### Reflection on information students received

* An explanation of what the assignment was intended to:
  + Teach (i.e., what were students to learn as they completed the assignment).
  + Measure (i.e., how did it map onto the course learning objective(s)).
* An explanation of how the grading criteria:
  + Evaluated each part of the assignment.
  + Determined varying levels of mastery of the course learning objectives for each part of the assignment.
* A discussion of why each student work sample (high-, medium-, and low-performing) did, or did not, demonstrate mastery of each of the relevant learning objective(s).

### For the reviewer

Please provide the following feedback on the instructor’s submission of student work samples and written reflection.

* How well was the assignment explained? (i.e., did it follow the CET Assignment Description Template?).
* Was the assignment, itself, a good learning experience (i.e., Did the nature of the assignment provide opportunities for students to learn as they completed it?).
* How well did the assignment map on to the listed learning objective(s)? (i.e., was the learning objective specific and measurable, and was the assignment type an appropriate measure of it?).
* Did the evaluation criteria align with the assignment description and learning objective(s)?
* Did the evaluation criteria meet the level of rigor appropriate for the course (not too hard or too easy)?
* Was the instructor's evaluation of mastery accurate and complete?
* Was the provided feedback accurate, constructive, thorough, and conducive to promoting mastery? Did instructor feedback on the medium- and low-graded student work samples serve as a means of teaching to increase student mastery of the objective(s)?
* Did learning take place? (i.e., did submitted student work products demonstrate that they achieved the objective(s)?)
  + If so, to what degree:
    - Did the highest graded student work sample demonstrate outstanding mastery?
    - Was the mid-performing student work sample at a passable level of mastery?
    - Was the lowest-graded student work sample at an unacceptably low level of mastery?

Overall, how well is this professor doing in helping their students achieve mastery?