

Assessment Practices Review:

WHAT IS THIS RESOURCE?

The Assessment Practices Review is intended to evaluate how an instructor assesses 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.

FOR THE INSTRUCTOR

Please prepare and submit all materials described below, along with three examples of student work, related to a major course assignment. The examples should represent the work of high-, medium-, and low-performing students within a specific course/semester.

1. Information students received:
 - a. The assignment description that was provided to students (Resource: [CET Assignment Description Template](#))
 - b. Grading criteria that were provided to students (i. e., rubrics) (Resource: [CET Tips for Designing Grading Rubrics](#))
 - c. The learning objective(s) the assignment intended to measure
 - d. Feedback returned to students to aid in their achieving mastery of the learning objective(s)
2. Written reflection on the following:
 - a. How does the assignment provide opportunities for student learning?
 - b. How does the assignment description convey the purpose and relevance of the assignment to the students?
 - c. How does the assignment map onto the identified course learning objective(s)?
 - d. How do the grading criteria evaluate each part of the assignment?
 - e. How do the grading criteria determine varying levels of mastery for each part of the assignment?
 - f. In what ways do the grading criteria meet the level of rigor appropriate for the course (not too hard or too easy)? Explain.
 - g. How does each student work sample (high-, medium-, and low-performing) demonstrate/not demonstrate mastery of the relevant learning objective(s)?

FOR THE REVIEWER

Please provide the following feedback on the instructor's materials.

Criteria	Evaluation				Comments to Support Rating
	Agree Fully	Agree Mostly	Agree Somewhat	Disagree	
1. The assignment description is clear.					
2. The assignment description conveys the purpose and relevance of the assignment to the students.					
3. The assignment provides opportunities for student learning.					
4. The assignment maps onto the identified learning objective(s).					
5. The grading criteria map onto the assignment description.					
6. The grading criteria meet the level of rigor appropriate for the course (not too hard or too easy).					
7. The feedback provided is constructive, thorough, and conducive to promoting mastery.					
8. The grading and instructor feedback across the three samples differentiate levels of mastery across the work of low-, mid- and high-performing students.					
9. Overall, this assignment helped students achieve mastery of the stated learning objective(s).					