

Name: _____**Date:** _____**Score:** _____

Rubric: UWSP FLC Feedback Rubric for GEP Assessment (20 points)	0% Not Meeting GEP Expectations <i>The course/ program portfolios need re-submission.</i>	70% Partially Meeting GEP Expectations <i>Some elements will need re- submission.</i>	100% Meeting GEP Expectations <i>The course/ program portfolios meet the requirements.</i>
<p style="text-align: right;">3pts</p> <hr/> Course Syllabus & Schedule <i>Course syllabus and a calendar/schedule of course activities and assignments show when and to what degree the GEP Category Learning Outcomes (LOs) are addressed in the course.</i>	<p style="text-align: right;">0pts</p> <p>Course syllabus & calendar/schedule of course activities and assignments are not included.</p>	<p style="text-align: right;">2pts</p> <p>Only the course syllabus is included. The lack of, or a minimal schedule of course activities and assignments, makes it unclear to what degree the GEP Category LOs are addressed in the course.</p>	<p style="text-align: right;">3pts</p> <p>Both the course syllabus and a calendar/schedule of course activities and assignments are included. From these materials, it is clear to what degree the GEP Category LOs are addressed in the course.</p>
<p style="text-align: right;">3pts</p> <hr/> Explanation of Alignment <i>Explanation of alignment is expected to detail the relationship between the specific course learning outcomes and the GEP Category LOs. "Alignment" here means the relationship between each of the GEP Category LOs and what students learn in the course.</i>	<p style="text-align: right;">0pts</p> <p>There is no alignment between the course learning outcomes and ALL of the GEP Category LOs.</p>	<p style="text-align: right;">2pts</p> <p>The alignment between the course learning outcomes and ALL of the GEP Category LOs is partially present or imprecise.</p>	<p style="text-align: right;">3pts</p> <p>The alignment between the course learning outcomes and ALL of the GEP Category LOs is clear from the syllabus and/or the provided explanation.</p>
<p style="text-align: right;">3pts</p> <hr/> Description of Assignment used for the GEP Assessment <i>The discipline-appropriate evaluation used to assess student attainment of the targeted GEP Category LOs. Typical assessments include papers, projects, performances, presentations, or exams.</i>	<p style="text-align: right;">0pts</p> <p>No description is provided for the discipline-appropriate evaluation/activity or little connection is made to the targeted GEP Category LOs.</p>	<p style="text-align: right;">2pts</p> <p>Some description is provided of the discipline-appropriate evaluation/activity used to assess the targeted GEP Category LOs, but more detail is needed to explain the assessment and/or the connection to the GEP Category LOs.</p>	<p style="text-align: right;">3pts</p> <p>Clear description is provided of the discipline appropriate evaluation/activity used to assess the targeted GEP Category LOs.</p>
<p style="text-align: right;">2pts</p> <hr/> Course Learning Activities Targeting the GEP Category <i>A detailed description of specific course activities, assignments, and/or experiences, preparing students to successfully complete the discipline-appropriate evaluation and meet expectations for achievement of the GEP LOs.</i>	<p style="text-align: right;">0pts</p> <p>Some learning activities may be listed, but no evidence is provided of how the course activities scaffold learning and provide preparation to meet the GEP Category LOs.</p>	<p style="text-align: right;">1pts</p> <p>Partial explanation is provided of the course learning activities, designed to scaffold learning and support achievement of the targeted GEP Category LOs, or the activities provide insufficient preparation to meet the GEP Category LOs.</p>	<p style="text-align: right;">2pts</p> <p>Clear explanation is provided of the course learning activities, designed to scaffold learning and support achievement of the targeted GEP Category LOs and the activities provide sufficient preparation to meet the GEP Category LOs.</p>

<p style="text-align: right;">2pts</p> <p>Assessment Instrument (Criteria/Rubric)</p> <p><i>Specific criteria, with a clear connection to the targeted GEP Category LOs, are used to assess student work and provide them with feedback.</i></p>	<p style="text-align: right;">0pts</p> <p>No criteria are included, or the criteria used for assessing student work have little to no connection to the targeted GEP Category LOs.</p>	<p style="text-align: right;">1pts</p> <p>The criteria, used for assessing student work, have some connection to the targeted GEP Category LOs, but the connection needs to be strengthened to make clear how student achievement of the targeted GEP Category LOs is being assessed.</p>	<p style="text-align: right;">2pts</p> <p>The criteria used for assessing student work are clearly connected to the targeted GEP Category LOs.</p>
<p style="text-align: right;">3pts</p> <p>Assessment Results & Interpretation</p> <p><i>To report the results, include both raw numbers and the percentage of students scoring at each level of attainment on each criterion assessed, as well as the interpretation of these results.</i></p>	<p style="text-align: right;">0pts</p> <p>Little to no summary or interpretation is included, or little to no connection is made between results and the achievement of GEP Category LOs.</p>	<p style="text-align: right;">2pts</p> <p>A summary of assessment results is provided, and some interpretation is included, but more detail and/or clarity is needed to explain what the results tell the instructor about student achievement of the targeted GEP Category LOs.</p>	<p style="text-align: right;">3pts</p> <p>A complete summary of assessment results is provided in a clear form (table, graph, etc.). It is accompanied by an explicit statement of what the results tell the instructor about student achievement of the targeted GEP Category LOs.</p>
<p style="text-align: right;">3pts</p> <p>Future Plans/Plans for Improvement</p> <p><i>Reflection on success of your course(s) in helping students meet expectations for the targeted GEP Category LOs and discussion of plans to maintain and/or improve performance related to these outcomes.</i></p>	<p style="text-align: right;">0pts</p> <p>No explanation is included, or explanation makes little to no connection between future plans to support and/or improve student learning of the targeted GEP Category LOs, including students not meeting expectations.</p>	<p style="text-align: right;">2pts</p> <p>Some explanation shows how assessment results are driving plans to support and/ or improve student learning of the targeted GEP Category LOs, but further explanation is needed to make clear how the plans will support student learning of the targeted GEP Category LOs, including students not meeting expectations.</p>	<p style="text-align: right;">3pts</p> <p>Clear explanation shows how assessment results are driving plans to support and/ or improve student learning of the targeted GEP Category LOs, including students not meeting expectations. Action plans could affect instruction, assessment, or curricular changes.</p>
<p style="text-align: right;">1pts</p> <p>Samples of student work</p> <p><i>Samples of student work representing at least two levels of achievement (meeting and not meeting GEP expectations) with clear indication of evaluation process.</i></p>	<p style="text-align: right;">0pts</p> <p>No samples of student work is included, or the student work included does not represent achievement of the targeted GEP Category LOs.</p>	<p style="text-align: right;">0.5pts</p> <p>Student work provided represents one level of achievement of the targeted GEP Category LOs.</p>	<p style="text-align: right;">1pts</p> <p>Student work provided represents at least two levels of achievement of the targeted GEP Category LOs, i.e. meeting and not meeting expectations.</p>

General Comments: