

D.A.R.E.S Method

Providing Evidence of Scholarly Teaching through Assessment of Student Learning

Components	No evidence	Emerging Evidence	Clear Documentation	Insightful and Skilled Documentation
Direct Learning Outcome	No learning outcome was stated.	Learning outcome was stated, but is unclear, indirect, or does not appear to be measurable; may or may not be aligned with an objective/goal.	A direct learning outcome is clearly stated, appears to be appropriate to the course and appears measurable.	The direct learning outcome is clearly stated, appropriate to the course and course level, measurable, and is clearly aligned with a learning objective/goal.
Appropriate Assignment	No assignment is identified, or assignment has no alignment with the learning outcome.	Assignment appears to be somewhat aligned with the learning outcome, but alignment is unclear or questionable.	Assignment is clearly aligned with the learning outcome and will likely provide evidence of achievement/non-achievement of the learning objective.	Assignment is carefully and completely aligned with the learning outcome as evidenced by consistent language, and specifically addresses content aimed at answering questions of achievement identified in the learning outcome.
Rubric	No rubric is identified, or rubric is not aligned with the learning outcome or the assignment.	Rubric is present, but content is overly vague, unclear, or often unrelated to the learning outcome and/or assignment.	Rubric has a clear connection to the learning outcome and assignment; scores on the rubric will likely reflect level of learning on the desired outcome and performance on the assignment.	Rubric is highly aligned with the learning outcome, is written in a way that is accessible to students, and provides valuable information to the student about expectations and discrepancies in levels of performance.
Evaluation & Aggregation of Data	There is no evidence that student products have been evaluated.	There is some indication student products were evaluated, but evaluation appears inconsistent or questionable; no aggregated student performance data is presented, or data presented is unclear or overly generalized.	Evaluation of student products appears to be consistent and complete; clear data on aggregated student performance is provided.	Evaluation of student products is consistent and complete; method of evaluation is explained; clear and specific data on various aggregated student performance indicators is provided.
Summary & Reflection	No summarization or reflection of student performance or teaching practice is provided.	Summarization of and/or reflection on student performance is provided, or reflection on teaching is provided, or summarization/reflections appear inadequate, superficial, or unrelated to data.	Summarization and reflection of student performance <i>and</i> teaching is provided; is clearly tied to the data; and clearly indicates commitment by the instructor to better understand student learning.	Summarization and reflection of the assessment, student performance and teaching is provided, is clearly tied to data, is insightful and creative; citations of scholarly literature concerning the content area and/or student learning are included; there is a clear commitment by the instructor to understand and improve student learning and a plan of action is included.