

SCHOLARLY TEACHING – Assessment of Student Learning

	No Evidence	Emerging	Competent	Advanced
Develops an appropriate assessment tool and plan	There is no evidence of a plan to assess SL, or the plan only includes indirect evidence of learning	There is a plan for directly assessing SL, but it is not clearly presented; the learning outcome is not clearly stated; or the assessment tool, the assignment and the outcome are not clearly aligned	There is a clear plan for directly assessing SL, and the assessment tool, the assignment and the outcome are clearly aligned.	There is a sophisticated plan for directly assessing SL, including multiple measures (one of which may be indirect,) and the assessment tool, the assignment and the outcome are clearly aligned.
Implements an effective assessment of student learning in the classroom	There is no evidence that a direct assessment of SL has taken place	An assessment of SL has taken place, but the evidence may be indirect or not provide adequate information about the learning outcome	A direct assessment of SL has taken place, and the evidence provides useful information about SL	A direct assessment of SL has taken place, and the evidence provides useful and insightful information about SL
Documents assessment findings	There is no documentation of an assessment of SL	There is some documentation of an assessment of SL, but it is incomplete, unclear or superficial	There is clear and complete documentation of an assessment of SL	In addition to being clear and complete, the documentation of the assessment of SL is highly reflective
Uses evidence of student learning to guide instruction	There is no evidence that data gathered from a direct assessment of SL has been used to guide instruction	Instructional decisions have been identified in relation to SL, but it is unclear how the assessment guided those decisions (decisions appear unrelated to the assessment)	Instructional decisions have been made and are clearly related to findings of the learning assessment	Instructional decisions have been made and are clearly related to findings of the learning assessment; citations from the literature that have contributed to the decision making process are included
Re-assesses to determine effectiveness of instructional strategies	There is no evidence that a re-assessment of the learning outcome has taken place, or is planned	There is a specific plan, including a time-table, to re-assess the outcome, or a re-assessment has taken place but it was not clearly reported	Re-assessment has taken place, and data clearly provides adequate information about the effectiveness of the instructional strategies	A sophisticated re-assessment has taken place, and data clearly provides adequate information about the effectiveness of the instructional strategies

SL = Student Learning