



FEEDBACK AND ASSESSMENT

Frequent formative assessments and low-stakes assignments inform instructors and students of how much, and the extent to which, content or skills are mastered. Teaching strategies can then be adjusted to meet students' needs. Integrating a variety of assessment strategies provides all students with multiple opportunities to succeed.

FACULTY PERFORMANCE LEVEL	OVERALL %'s OF COURSE(S)*	UNDERGRADUATE [Avg. of 8 courses /year]	GRADUATE [Avg. of 6 courses/year]
Emerging	20% - 39%	1-2	1
Developing	40% - 59%	3-4	2-3
Proficient	60% - 79%	5-6	4
Advanced	80% - 100%	7-8	5-6

*Courses refer to the number of sections or number of courses

EVIDENCE	ADVANCED	PROFICIENT	DEVELOPING	EMERGING
ASSESSMENT PHILOSOPHY	The faculty member articulates a philosophy of assessment based on current research, and provides a rationale for the types of assessments he/she uses, and links assessment to lesson activities, course objectives, and course outcomes in 80-100% of his/her courses.	The faculty member articulates a philosophy of assessment that provides a rationale for the types of assessments he/she uses, and links assessment to <i>learning</i> activities and course outcomes in 60- 79% of his/her courses.	The faculty member articulates a philosophy of assessment that provides a rationale for the types of assessments he/she uses, and links assessment to learning outcomes in 40-59% of his/her courses.	The faculty member articulates a philosophy of assessment that provides a rationale for the types of assessments he/she uses in 20 -39% of his/her courses.
ALIGNMENT AND COMMUNICATION OF ASSESSMENT CRITERIA	The faculty member administers tests, quizzes, projects and assignments throughout the semester that are aligned to course objectives in 80-100% of his/her courses. The faculty member communicates assessment criteria to students beforehand, and reiterates them in assignment feedback.	The faculty member administers tests, quizzes, projects and assignments throughout the semester that are aligned to course objectives in 60- 79% of his/her courses The faculty member communicates assessment criteria to students beforehand, and reiterates them in assignment feedback.	The faculty member administers tests, quizzes, projects and assignments throughout the semester that are aligned to course objectives in 40-59% of his/her courses. The faculty member communicates assessment criteria to students beforehand, and reiterates them in assignment feedback.	The faculty member administers tests, quizzes, projects and assignments throughout the semester that are aligned to course objectives in 20 -39% of his/her courses.




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	The faculty member allows students to choose and submit the assignment they prefer faculty to use to judge their learning from a pre-selected list of options.	The faculty member encourages students to use assessment feedback to improve future performance.		
FORMATIVE ASSESSMENT AND LOW-STAKES ASSIGNMENTS	The faculty member regularly uses formative assessments and low-stakes assignments/ quizzes throughout the semester to gauge students' understanding, modify future lessons, make immediate instructional adjustments, and give timely feedback in 80 to 100% of his/her courses.	The faculty member uses several formative assessments and low-stakes assignments/quizzes throughout the semester to gauge students' understanding, to modify future lessons, make immediate instructional adjustments, and give timely feedback in 60 to 79% of his/her courses.	The faculty member uses four or five formative assessments and low-stakes grades to give students feedback throughout the semester in 40 to 59% of his/her courses.	The faculty member uses two or three formative assessments and low-stakes grades to give students feedback throughout the semester in 20 to 39% of his/her courses.
EARLY PERFORMANCE FEEDBACK (EPF)	The faculty member administers a substantial amount of low-stakes assessments and feedback to students, especially during the first four weeks of class in 80 to 100% of his/her courses.	The faculty member administers low-stakes assessments and provides feedback to students, especially during the first four weeks of class in 60 to 79% of his/her courses.	The faculty member administers 3 or 4 low-stakes assessments and provides feedback to students within the first four weeks in 40 to 59% of his/her courses.	The faculty member administers 1 or 2 low-stakes assessments and provides feedback to students within the first four weeks in 20 to 39% of his/her courses.
FACULTY SELF-ASSESSMENT	The faculty member uses both formative and summative feedback from assessment results and qualitative data and implements changes to improve his/her teaching in 80 to 100% of his/her courses.	The faculty member uses both formative and summative feedback from assessment results and qualitative data and implements changes to improve his/her teaching in 60 to 79% of his/her courses.	The faculty member gathers formative feedback from assessment results and qualitative data and participates in relevant professional development activities to improve his/her teaching in 40 to 59% of his/her courses.	The faculty member gathers formative feedback from student assessment results and participates in relevant professional development activities to improve his/her teaching in 20 to 39% of his/her courses.



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UNIVERSITY AND PROGRAM OUTCOMES ASSESSMENTS	The faculty member assesses assignments related to University and/or program outcomes in a timely manner in 80 to 100% of his/her courses.	The faculty member assesses assignments related to University and/or program outcomes in a timely manner in 60 to 79% of his/her courses.	The faculty member assesses assignments related to University and/or program outcomes in a timely manner in 40 to 59% of his/her courses.	The faculty member assesses assignments related to University and/or program outcomes in a timely manner in 20 to 39% of his/her courses.
ASSESSMENT OF ETHICAL USE OF TECHNOLOGY	The faculty member implements systematic assessment practices to evaluate students' ability to apply ethical principles and demonstrate spiritual discernment in the use of technology and uses assessment results to inform continuous improvement of instructional strategies.	The faculty member implements systematic assessment practices to evaluate students' ability to apply ethical principles and demonstrate spiritual discernment in the use of technology.	The faculty member collaborates with colleagues to develop assessments to evaluate students' ability to apply ethical principles and demonstrate spiritual discernment in the use of technology.	The faculty member conducts research on evaluating students' ability to apply ethical principles and to demonstrate spiritual discernment in the use of technology. Or The faculty member engages in scholarly inquiry to examine methods for assessing students' ability to apply ethical principles and to demonstrate spiritual discernment when using technology.
 <p>HOLY SPIRIT EMPOWERED TEACHING & LEARNING</p>	Assessments address understanding of how a biblical worldview applies to the subject area in 80 to 100% of his/her courses. Formative assessments are redemptive, i.e. instructional rather than punitive.	Assessments address understanding of how a biblical worldview applies to the subject area in 60 to 79% of his/her courses. Formative assessments are redemptive, i.e. instructional rather than punitive.	Assessments address understanding of how a biblical worldview applies to the subject area in 40 to 59% of his/her courses. Formative assessments are redemptive, i.e. instructional rather than punitive.	Assessments address understanding of how a biblical worldview applies to the subject area in 20 to 39% of his/her courses.