




FEEDBACK & ASSESSMENT DOMAIN

Feedback and Assessment are used to continuously monitor performance and communicate progress and levels of mastery to students. Instructors who incorporate frequent and ongoing assessments are able to use these data to adjust teaching strategies and provide feedback to students about their learning- motivating students to be more self-directed.

Choose from these evidence-based assessment practices to give students frequent and valuable feedback on their learning.






First Four Weeks

- Use low-stakes assessments during the [First Four Weeks](#) of class
- Administer a [mini-exam](#) at the same difficulty level as larger exams
- Structure time for students to engage in [self/peer assessment](#)
- Provide structure and guidelines for student [group work and group assignments](#); guide and reteach [skills](#) for productive, [inclusive group work](#) 




Summative Assessment

- [Align assessments](#) with objectives; share this alignment with students
- Create [rubrics](#) for assignments, papers, and presentations; share rubrics with students when presenting the assignment 
- Use rubrics as a [teaching and learning tool](#)
- Vary assessments: quizzes, exams, [assignments](#), papers, projects, simulations, and presentations 
- Create real-world, [authentic assessment opportunities](#)
- Scaffold large [assignments](#): divide large assignments into small segments, allow for rough drafts, revisions, and [peer feedback](#)
- Give students opportunities to engage in [self/peer](#) assessment drafts of their assignment using the rubric
- Consider [group quizzes or tests](#) in addition to individual testing
- Provide transparent [assignment directions](#): start with this [template](#) 
- Engage students in [project "exemplar" analysis](#) before an assignment is due




Formative Assessment

- Use [Classroom Assessment Techniques](#) to check for understanding and to promote mental retrieval and [deep learning](#) in [residential, hybrid, and online courses](#) 
- Use technology tools to engage students and check for understanding: [iClickers](#), [Kahoot](#), [Jamboard](#), Google
- Use "on the fly" in-class [checks for understanding](#): fist to five, think-pair-share, think-ink-pair-share, thumb-o-meter, etc.
- Be willing to [diverge from your teaching plan](#) if checks for understanding reveal student confusion or knowledge gaps



Feedback

- Give [timely feedback](#)
- Give [specific feedback](#); ask questions or use [sentences like](#), "The best part of this is _____ because" or "I don't have a clear picture of _____"
- Provide guidelines, practice, and support for students to [engage in problem solving](#) or [give feedback](#) to each other
- Make sure students know that formative assessment is a [form of supportive feedback](#)—not all formative assessment needs to be graded
- Encourage students to develop test-preparation and test-taking skills by conducting a [post-test analysis](#)

 This icon indicates inclusive teaching practices that are fundamental to being an inclusive instructor. See [TILT's Recommended Process for Annual Review of Teaching](#) to learn more about how to utilize this resource
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Use this rubric to reflect on your current instructional practices, set a teaching goal, and monitor growth. TILT recommends revisiting this throughout the year to continue to reflect and adjust as you work towards your goal. TILT does not recommend using this as an observation tool or for direct evaluation. See [TILT's Recommended Process for Annual Review of Teaching](#) to learn more about how to utilize this resource.

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Evidence	Advanced	Proficient	Developing	Emerging
Summative Assessment <ul style="list-style-type: none"> Variety and frequency Alignment with course objectives Scaffolding Assignment examples Assessment criteria 	Assessments are varied, frequent, and aligned with course objectives. At least one real-world authentic assessment is given. All students find assignment directions clear. Large assignments are broken into several parts with instructor or peer feedback. Students engage in analyzing/discussing examples of assignments. Rubrics are co-created with students.	Assessments are mostly varied, frequent, and aligned with course objectives. Most students find assignment directions clear. Large assignments are broken into several parts with instructor or peer feedback. Students engage in analyzing/discussing examples of some assignments. Rubrics are shared with students when an assignment is introduced.	Assessments could be more varied, more frequent, and better aligned with course objectives. Some students may be confused by assignment directions. Large assignments may require a rough draft, but little feedback is given. Students may be provided assignment examples. Assessment criteria is in list form or rubrics shared with students when grade is given.	Assessment variety, frequency, and alignment with course objectives is inconsistent. Many students are confused by assignment directions. Large assignments are turned in for a final grade with little or no opportunity for feedback or improvement. Assessment criteria are simply listed or not shared with students.
Formative Assessment and Feedback <ul style="list-style-type: none"> Class activities Low-stakes assignments/quizzes Formative assessments 	The instructor regularly uses formative assessment strategies and low-stakes activities, assignments, and/or quizzes to gauge student understanding, modify future lessons, make in-the-moment instructional adjustments, and give feedback to students.	The instructor uses several formative assessment strategies and low-stakes activities, assignments, and/or quizzes to gauge student understanding, modify future lessons, make in-the-moment instructional adjustments, and give feedback to students.	The instructor uses one or two formative assessment strategies and low-stakes assignments to give students feedback.	The instructor does not yet use formative assessment strategies or low-stakes assignments to give students feedback.
First Four Weeks <ul style="list-style-type: none"> Early low-stakes assignments and feedback 	The instructor provides an ample number of low-stakes assessments and feedback to students during the first four weeks of class.	The instructor provides some low-stakes assessments and feedback to students during the first four weeks of class.	The instructor provides little feedback to students during the first four weeks of class.	The instructor does not provide feedback to students during the first four weeks of class.
Feedback <ul style="list-style-type: none"> Timely, supportive, constructive, and specific feedback Peer feedback 	Instructor feedback is prompt, supportive, constructive, and specific. Students are taught how to give quality feedback to each other, and peer feedback is a regular component of the course. Students use feedback to improve work before it is assessed.	Instructor feedback is timely, constructive, and specific. Peer feedback is occasionally incorporated into an assignment or activity. Students are encouraged to use feedback to improve work before it is assessed.	Instructor feedback is timely but may have limited detail. Students are encouraged to use instructor feedback to improve future work. Students may engage in peer feedback for one assignment.	Instructor feedback is limited and is not returned to students in time to use it to inform subsequent work. Students do not engage in peer feedback.

Feedback and Assessment

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