

<b>Course Assessments</b>	<b>Advanced</b>	<b>Proficient</b>	<b>Developing</b>	<b>Evaluator Notes</b>
<p><b>Communication Channels</b></p> <p>Making communication choices visible</p>	<ul style="list-style-type: none"> <li>• short written discussion associating available communication channels with course competencies</li> <li>• examples of expectations from prior student work</li> <li>• expectations and examples of student group work</li> </ul>	<ul style="list-style-type: none"> <li>• clear criteria outlining communication expectations</li> <li>• opportunity for peer interactions as process of knowledge acquisition</li> <li>• examples of successful student work</li> </ul>	<ul style="list-style-type: none"> <li>• no communication expectations or philosophy provided</li> </ul>	
<p><b>Multiple Assessments</b></p> <p>Recognizing multiple intelligences</p>	<ul style="list-style-type: none"> <li>• variety of tools to demonstrate the skills, knowledge, and /or understanding of concepts</li> <li>• examples of successful projects/essays modeled</li> </ul>	<ul style="list-style-type: none"> <li>• scoring guides provided for course work</li> <li>• both quantitative and qualitative assessments</li> </ul>	<ul style="list-style-type: none"> <li>• grades rely on a very limited number of assessments; e.g. one or two tests.</li> </ul>	
<p><b>Formative Assessments</b></p> <p>Channels for mid-course progress communication</p>	<ul style="list-style-type: none"> <li>• experts provide feedback on projects using scoring guides</li> <li>• student self-evaluation</li> <li>• peer evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• regular feedback on course progress and performance</li> <li>• criteria for grading: e.g. class projects; papers; online forums; participation; surveys; communication to instructor; quizzes/exams</li> </ul>	<ul style="list-style-type: none"> <li>• no grading guide for students</li> <li>• no timely, routine communication of student progress</li> </ul>	
<p><b>Summative Assessments</b></p> <p>Final assessment communication to students</p>	<ul style="list-style-type: none"> <li>• grades scored relative to multiple learning modalities routinely visible to students</li> </ul>	<ul style="list-style-type: none"> <li>• grades communicated to students with referenced to syllabus course objectives</li> </ul>	<ul style="list-style-type: none"> <li>• no final grade evaluation communication to student</li> </ul>	
<p>Comments/Recommendations:</p>				
<p>Evaluator:</p>		<p>Date Evaluated:</p>		