Course Evaluation Template Scoring Guide

| CRITERIA | NON-PERFORMANCE | BASIC | PROFICIENT | DISTINGUISHED |
| --- | --- | --- | --- | --- |
| Create a standardized course evaluation template that can be used to evaluate the achievement of learning outcomes in a program offering. | Does not create a standardized course evaluation template that can be used to evaluate the achievement of learning outcomes in a program offering. | Creates a standardized course evaluation template that can be used to evaluate the achievement of learning outcomes in a program offering, but the template is unclear or incomplete. | Creates a standardized course evaluation template that can be used to evaluate the achievement of learning outcomes in a program offering. | Creates a standardized course evaluation template that can be used to evaluate the achievement of learning outcomes in a program offering, and presents relevant evidence to support assessment strategies used to create the template. |
| Ensure that the appropriate cognitive, psychomotor, and affective domains have been addressed in a course evaluation. | Does not ensure that the appropriate cognitive, psychomotor, and affective domains have been assessed in a course evaluation. | Includes some cognitive, psychomotor, and affective domains in a course evaluation, but the assessments may be inappropriate, unclear, or incomplete. | Ensures that the appropriate cognitive, psychomotor, and affective domains have been assessed in a course evaluation. | Ensures that the appropriate cognitive, psychomotor, and affective domains have been assessed in a course evaluation, and identifies assumptions on which the assessments are based. |
| Select an evaluation format that adequately assesses learning and program outcomes. | Does not select an evaluation format that adequately assesses learning and program outcomes. | Selects an evaluation format that partially assesses learning and program outcomes. | Selects an evaluation format that adequately assesses learning and program outcomes. | Selects an evaluation format that adequately assesses learning and program outcomes, and identifies criteria that could be used to evaluate the format selected. |
| Support the validity and reliability of evaluation methods used in a course evaluation form. | Does not support the validity and reliability of evaluation methods used in a course evaluation form. | Attempts to support the validity and reliability of evaluation methods used in a course evaluation form, but the support is either unclear or inappropriate. | Supports the validity and reliability of evaluation methods used in a course evaluation form. | Supports the validity and reliability of evaluation methods used in a course evaluation form, and impartially assesses the strengths and weaknesses of the evaluation methods. |
| Write clearly and logically, with correct use of spelling, grammar, punctuation, and mechanics. | Does not write clearly, logically, or with correct use of spelling, grammar, punctuation, and mechanics. | Writes with errors in clarity, logic, spelling, grammar, punctuation, or mechanics. | Writes clearly and logically, with correct use of spelling, grammar, punctuation, and mechanics. | Writes clearly and logically, with correct use of spelling, grammar, punctuation, and mechanics; and uses relevant evidence to support a central idea. |
| Correctly format the assessment, citations, and references using APA style. | Does not format the assessment, citations, and references using APA style. | Formats the assessment, citations, and references using APA style, but with errors and inconsistencies. | Correctly formats the assessment, citations, and references using APA style. Citations and references contain a few errors. | Correctly formats the assessment, citations, and references using APA style. Citations and references are free from all errors. |