

FIRST-YEAR PRECEPTORIAL INDIVIDUAL ASSESSMENT REPORT FORM

INSTRUCTIONS: Please complete one form for each student in the assessment sample in your First-Year Preceptorial or Honors FYP. Place an X in the box corresponding to that student's level of achievement in each of the seven learning outcomes. Use the comment column if you feel the need to explain or clarify any of the responses. Use the blank row at the bottom if you have any additional learning outcomes that you considered important in your course.

Please remember that this form is intended to evaluate whether FYP is meeting its goal (to make students more effective at reading, analyzing, and writing). Outcomes 1, 2, and 4 pertain to the student's work during the entire term, while one paper from later than **Week 6** of the term should be used for Outcome 3.

Please include only the information requested below. DO make sure to complete one form for each student in the assessment sample. **Save a completed copy of the form to your hard drive (File>Save As), then email the saved form as an attachment to education@union.edu.** Please return these forms by the time you submit your grades. Thank you for your cooperation.

STUDENT ASSESSMENT NUMBER _____ TERM _____ YEAR _____ FIRST-YEAR PRECEPTORIAL (FYP-100) _____ HONORS FYP (FYP-100H)

WORK BEING EVALUATED IS FROM WEEK _____ OF TERM _____ FIRST DRAFT _____ FINAL VERSION

LEARNING OUTCOME	LEVEL OF PROFICIENCY					Comments
	Poor	Fair	Satisfactory	Good	Excellent	
1. Discusses ideas: critically and respectfully engages in dialogue with others about ideas in texts as well as those expressed in class.						
2. Reads texts critically: shows an understanding of/ability to evaluate complex and sophisticated ideas from multiple and diverse perspectives.						
3. Develops effective arguments:						
(a) <u>Supports a focused thesis</u> , including analysis of evidence to support conclusions						
(b) <u>Organizes information logically</u> and clearly in essays that guide readers through the text						
(c) <u>Expresses ideas clearly</u> and appropriately, with few, if any, grammar, usage, and spelling errors						
(d) <u>Integrates evidence</u> into one's own argument (e.g., uses quotations appropriately, correct citation, etc.).						
4. Incorporates revision into the writing process as a means of improving critical thinking and the expression of ideas.						

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