**Teaching Peer Assessment**

Instructor: Peer evaluator:

Course Number and Name: Date of Observation:

**Class Description**

Describe the class you observed. Include the student population served, the size and setting of the class, and where this class fits in the students' program of study.

**BEFORE CLASS OBSERVATION:** Request access to the syllabus, class first-day handouts, current or previous year exams. This can usually be done by having the instructor add you as an observer to the Canvas site. Comment on the items in the “Course Materials” section.

**Course Materials**

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| **1.1 Syllabus**. The syllabus included information on course goals and learning objectives, grading, exam policies, schedule of topics, and other essential information.  |
| Evidence:  |
| **1.2 Course objective.** The course objectives and learning goals are clear and consistent with students’ background and preparation.  |
| Evidence:  |
| **1.3 Formal Assessment.** Formal assessments in the class are consistent with instructional objectives (homework, lab sheets, tests, quizzes, etc.). Questions assessed depth of knowledge and critical thinking, rather than memorization. |
| Evidence:  |

**CLASS OBSERVATION:** During the class observation, comment on the items in the following sections. This may also be completed after the observation based on observational notes taken during the class.

**Environment, Structure, and Implementation**

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| **2.1 Organized**. The instructor’s activities were well organized, were structured, and made good use of time.  |
| Evidence:  |
| **2.2 Engagement.** The instructor employed active learning strategies appropriate for the size and structure of the class. Students were on task throughout the class and engaged in learning. |
| Evidence:  |
| **2.3 Informal Assessment.** The instructor took advantage of opportunities to gauge student understanding (asking questions, classroom response system, quizzes, etc.).  |
| Evidence:  |
| **2.4 Inclusivity**. The instructor demonstrated awareness of diversity and awareness of the range of student experiences (e.g. instructor asked for student feedback/participation in a variety of ways, content was free of materials that are insensitive to gender and racial diversity). |
| Evidence:  |
| **2.5 Resources**. Resources selected for the class (e.g. demos, PowerPoints) enhanced the instruction.  |
| Evidence:  |

**Content, Significance, and Connections**

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| **3.1** **Content**. The instructor chose content that was appropriate and in alignment with stated learning objectives.  |
| Evidence:  |
| **3.2 Accuracy**. Instructor written content information was accurate.  |
| Evidence:  |
| **3.3** **Depth**. The instructor delivered content and answered questions in a way that was consistent with deep knowledge of the subject. |
| Evidence:  |
| **3.4** **Significance and Connections**. The instructor made the significance of the material explicit by drawing appropriate connections to other areas of learning or to other disciplines, or by bringing up the topic’s role in history, current events, or applications. |
| Evidence:  |

Summary and other comments:

Comments after meeting with the instructor following the observation and discussing the class that was observed:

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Signature (Observer) Signature (Instructor)