

## HESA First-year Review Rating Sheet

Student:

Faculty rater:

Context for review: Course(s) taught

Self-assessment

<b>Dimension</b>	<b>Rating (refer to rubric)</b>			
	<b>Strong</b>	<b>Satisfactory</b>	<b>Weak/ Unsatisfactory</b>	<b>No basis to judge</b>
<i>Demonstrates command of concepts and/or literature</i>				
<i>Offers scholarly critique of literature</i>				
<i>Applies theories and concepts to higher education</i>				
<i>Written expression</i>				
<i>Oral expression</i>				
<i>Uses sources or evidence to justify claims</i>				
<i>Collaborates with and supports peers</i>				
<i>Responds to feedback</i>				
<i>Potential for program completion</i>				
<i>Comments</i>				

<b>Dimension</b>	<b>Strong</b>	<b>Satisfactory</b>	<b>Weak/Unsatisfactory</b>
<i>Demonstrates command of concepts and/or literature</i>	Class contributions and written work routinely reflect a thorough and nuanced understanding	Class contributions and written work usually reflect an adequate level of understanding, but with lapses	Class contributions and written work rarely reflect an adequate level of understanding
<i>Offers scholarly critique of literature</i>	Routinely and appropriately identifies limitations, gaps, and blind spots	Sometimes identifies limitations, gaps, and blind spots	Rarely or never questions or critiques literature, or engages in dubious or questionable critique
<i>Applies theories and concepts to higher education</i>	Routinely and appropriately applies theories and concepts	Sometimes applies theories and concepts to practice, or sometimes misapplies them	Rarely applies theories and concepts, or frequently misapplies them
<i>Written expression</i>	Writing is clear, well organized, and substantially error-free	Writing is generally clear but occasionally hard to follow or poorly organized; may contain errors that should have been caught in proofing	Writing is routinely hard to follow, lacks organization, or contains an unacceptable amount of errors; or is unresponsive to the assignment
<i>Oral expression</i>	Expresses ideas in class discussions or individual meetings with clarity and confidence; responds well to questioning or critique	Oral expression is generally clear and on point, but not always; or may be reluctant to express ideas	Rarely expresses ideas in class or individual meetings; or is difficult to follow or understand (comments may be off topic); or unable to respond to questioning or critique
<i>Uses sources or evidence to justify claims</i>	Routinely justifies claims with relevant literature and supporting evidence	Usually justifies claims but also makes unsupported assertions	Rarely justifies claims
<i>Collaborates with and supports peers</i>	Regularly engages with peers in discussion, encourages and supports peers, and provides constructive peer review or feedback; does not dominate discussion	Usually engages with peers in discussion, encourages and supports peers, and provides constructive peer review or feedback, but with lapses; may occasionally dominate discussion	Rarely engages with peers in discussion, encourages and supports peers, or provides constructive peer review or feedback; inattentive to peers; or frequently dominates discussion
<i>Responds to feedback</i>	Reliably attends to and responds to feedback about performance	Generally attends to and responds to feedback about performance	Little evidence of attention or response to feedback about performance
<i>Potential for program completion</i>	High confidence that student has the skills and commitment required to write a defense-worthy dissertation	Moderate confidence that student has the skills and commitment to write a defense-worthy dissertation	Reservations about the student's likelihood of successful completion