

# Formative Assessment Rubric for Peer Evaluation of Teaching (FARPET)

Version 6/7/22

## Introduction

You will find enclosed a tool for peer reviewing online veterinary teaching. We have developed this instrument in response to the sweeping changes brought on Veterinary Colleges by the 2020 COVID-19 pandemic. Educators were (and are being) thrust into new teaching and learning environments without a clear sense of best online practices or how to evaluate the quality of their work. We developed and published the FARPET, and the accompanying self-guided training materials, to allow educators with a variety of experience and training in peer evaluation of teaching to feel more comfortable and confident in their ability to evaluate their peers. The tool can be used to evaluate synchronous and asynchronous teaching events and was developed with remote and online teaching in mind, though it is suitable for in-person instruction as well.

The tool is formative in nature and works under the expectation that each observation is seen as a learning and growth opportunity for the observed educator. The domains and subdomains described within this instrument reflect the best online educational practices through a carefully crafted set of items using practical and observable rubric descriptors. By design, observers need not be content experts and experience should be a non-factor for completing core items.

We have worked through multiple iterations of the instrument to develop what you find here. The tool included in this packet will continue undergoing adjustments over time, primarily in the form of appearance and fine-tuning language. Your feedback and experience using the tool will drive many such changes and are invaluable at this stage.

Cheers,  
The UFL/ NCSU/Virginia Tech/OSU Peer Eval Tool Team

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## Instructions for Evaluators

This document contains instructions on how to use this peer evaluation rubric; a Master Key, which provides information on each of the categories assessed by the tool; links to three training videos to watch and score; and Training Scores (authors' consensus scores for the training videos). An optional notes worksheet to use while watching lectures is included at the end of this document. All materials can be found here as well (link: [Evaluator Packet](#)).

This instrument was designed so that peer evaluators of any experience level may provide meaningful formative feedback to educators. Best practices for peer evaluation of teaching involves a pre-observation meeting, the evaluation (for which you'll use the FARPET and this training), and a post-observation debrief.

This instrument was designed so that peer evaluators of any experience level may provide meaningful formative feedback to educators. Training videos provide a frame of reference for evaluators using this instrument and help provide a working familiarity of the educational concepts being assessed.

**Prior to using the instrument for evaluation of peer lecture, please complete the following training steps.** This process is expected to take 2.5-4 hours depending on the evaluator's individual speed and familiarity with the concepts addressed by the instrument.

- 1) To begin, please read through these instructions and familiarize yourself with the tool rubric.
- 2) Read the Master Key (below).
- 3) Watch the first training video (link: [Video 1](#)). You may find it helpful to take notes while watching the lectures on the optional notes sheet. You may pause the video, rewind, and re-watch
- 4) After watching the lecture, use the evaluation rubric to mark the descriptors for each item (row) that best describes what you observed. As Video 1 is synchronous, you will use the six core items and the four synchronous items, as indicated on the rubric score sheet. Empty spaces between descriptors are for lessons that fall between. The first time you ever code an item, and afterwards any time you are struggling with an item, please refer to the Master Key for additional information.
- 5) Once you have completed marking all ten items and are satisfied with your answers, please check the Training Scores to compare your scores with ours and see comments on how we reached these scores.
- 6) Repeat steps 2 - 5 for the other two training videos (links: [Video 2](#) and [Video 3](#) plus accompanying [Video 3 Chat Transcript](#))
- 7) Please save your scores for the training videos and any feedback you have. We may followup and request this information soon. If you are willing to be contacted regarding updates to the instrument, or to share your scores and feedback, please indicate that [here](#).

## **Coding Guidelines**

- Give marks based only on what you observe in the provided segment. Do not assume or impute anything.
- Do not mark N/A, skip appropriate items, or mark two levels of the same item. You must choose one of the five levels. If the item does not fit, then consider if you are using the correct item set (asynchronous or synchronous).

## Using the Tool

The tool makes use of a rubric for marking quality on seven or ten sub-domains, depending on whether the observed lesson is asynchronous (7) or synchronous (10). The rubric for each item contains five levels with descriptors at the low, middle, and high marks. When making your observations, please mark which descriptor best describes what you observed for each item. If what you observed falls somewhere between two descriptors, mark the “empty” level between those two descriptors. Please reference the Master Key for each item regularly while learning the instrument and when uncertain of what to mark.

### Pre-Observation, Observation, Post-Observation

This tool is designed with the recommendation that observer(s) and the observed educator(s) engage in a three-part process. Pre-observation consists of meeting briefly to discuss the lesson, its methods, and objectives, and establish the appropriate subdomains for marking (typically Core + Asynchronous OR Synchronous). This is a great opportunity to share what the instructor is looking to get out of the observation experience. Post-Observation, the observer will rejoin the instructor to share their observations and discuss strengths, weaknesses, and how to grow.

## **Asynchronous & Synchronous**

It is important to determine whether the observed lesson is pre-recorded for watching when the learner chooses (asynchronous), or if learners are present during the lesson and capable of communicating (synchronous). This aspect determines the appropriate best practices for marking on the rubric.

## **Instructors**

This instrument puts participants into two categories: instructors and learners. “Instructors” includes<sup>4</sup> the lead presenter, moderators, co-instructors, and other content delivery facilitators. “Learners” includes the target audience for, or receivers of the lesson. Note that instructor and learner do not rely on participant social status (professor, student, resident, etc.), but on the interpersonal dynamics within the lesson.

## **Within One**

For establishing your reliability in using this instrument compared to the Training Scores, you will compare your markings to the Training Scores. For training purposes, any item where your marking and the compared marking are two or more levels apart (e.g. 3 to 5) is considered a “miss”. Any item where your marking and the compared marking are the same or only one level removed is considered a “match”. **Prior to using this instrument to evaluate peer lectures, the minimum acceptable match rate for an asynchronous lesson observation is six out of seven. The minimum acceptable match rate for a synchronous lesson observation is eight out of ten.** If you do not achieve this after completing the three training videos, please contact us for assistance.

## The Master Key

### Core Items

<b>Lesson Structure</b>	
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*Consider the explicit statements of objective and plan, as they are used to ground the lesson and set audience expectations. Consider also how well the observed segment follows that plan.*

#### **Definitions:**

**Learning Outcomes / Objectives:** Testable statements of what the learner should be capable of doing by the end of the lesson. (e.g. "You will be able to differentiate between A and B"). Learning outcomes should be clear, measurable, and realistic.

**Agenda:** The order of events and activities within the lesson. Should indicate time frame as well (e.g. "We'll have a 20-minute PowerPoint followed by Q&A for ten minutes or so").

Degree	Quantity Aspect	Quality Aspect
LOW	Lesson begins with no explanation of Learning Outcomes and Agenda, and so there is no plan for the learner to follow.	Lesson seems unplanned and learners will not be explicitly informed where instruction is going.
MID		Lesson provides learning outcomes that are clear, measurable, and realistic OR it includes an explanation of the sequence of events and/or breakdown of the activities to come. Both may be supplied but be deficient in some way, (e.g. incomplete, inaccurate, difficult to comprehend, presented too rapidly, etc.).
HIGH	Instructor outlines the Learning Outcomes and Agenda of the lesson at the beginning. These make a plan with outcomes for the learner to follow and predict what comes next.	Lesson provides learning outcomes that are clear, measurable, and realistic. Furthermore, it includes an explanation of the sequence of events and/or breakdown of the activities to come. Agenda time frames may be somewhat inexact in a natural lesson, so place more emphasis on the learner's ability to know what comes next, based on the agenda provided. Finally, these outcomes and agendas must be followed throughout the observed segment. In short, present a plan and stick to it.

#### **Notes**

- Agenda should be adhered to in a general sense - it is not critical that an agenda be accurate at the "minute to minute" level. However, the best lessons will have accurate time frame expectations.
- Assessment of learning outcome achievement belongs in Check for Understanding.

Formative Assessment Rubric for Peer Evaluation of Teaching (FARPET)

<b>Content Organization</b>	
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*Consider the presentation order of, and transition between, the key content of the lesson. Is there any information missing from the lesson that is critical to understanding the presentation or activity?*

<b>Degree</b>	<b>Quantity Aspect</b>	<b>Quality Aspect</b>
LOW	Multiple key components of the lesson cannot be understood because needed contextual or background information has not been presented.	Lesson seems disjointed, has rough or no transition steps between concepts, or lacks critical pieces of information for understanding.
MID		
HIGH	The entire lesson clearly builds key content up step by step so that there is no missing information.	Lesson has an ordered narrative flow such that each new piece of information is contextualized and supported by previous points within the same lesson.

**Notes**

- Understand that most lessons exist in a curriculum such that content required for understanding will have been taught in previous courses and lessons. The observer should look for the early parts of the lesson to prepare learners for understanding later parts.
- Key ideas from previous lessons should be explicitly identified for recall.

Formative Assessment Rubric for Peer Evaluation of Teaching (FARPET)

<b>Audiovisual Facilitation</b>	
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*Consider the tools and methods for communication and how effective they are at meeting the needs of a diverse audience (e.g. auditory, visual, linguistic, or learning disabilities).*

<b>Degree</b>	<b>Quantity Aspect</b>	<b>Quality Aspect</b>
LOW	Lesson has large segments that are difficult to understand what is being communicated and/or rely on only one method for communicating ideas (e.g. all text, audio with no visuals).	The majority of learners cannot understand due to technological problems (e.g. audio track cuts out and there is no transcript) or communication problems (e.g. talking too fast, font distracting or hard to read, too quiet) for large portions of the lesson.
MID	Lesson includes a couple methods for effectively communicating ideas and interacting with the content, to support individual differences among learners and better communication overall. (e.g. Lecture with text and pictures)	
HIGH	Lesson includes a good variety (3-5) of modalities with at minimum both an audio track and a transcript or extensive notes for the instructor's presentation. (e.g. verbal discussion with text and a video). Transcript or detailed written notes of instructor presentation is critical for achieving the highest marks.	All learners can understand throughout the lesson and a rich diversity of modalities are effectively applied to communicate ideas in multiple ways (i.e. verbal discussion, text discussion, text presentation, audio recording, video recording, graphic, animation, picture)

Formative Assessment Rubric for Peer Evaluation of Teaching (FARPET)

<b>Concept Development</b>	
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*Consider how key content and instructions are communicated to the audience or participants.*

<b>Degree</b>	<b>Quantity Aspect</b>	<b>Quality Aspect</b>
LOW	All information is relayed in the same format, once, and without expansion (e.g. Just giving a list of terms and their definitions).	Lesson is defined by brief direct statements of fact (e.g. "Something is...").
MID		
HIGH	New information is repeated in different ways, with examples, research evidence, analogies, demonstrations, models, graphics, or expansions to facilitate concept development / framing (e.g. naming a process and how it works with a picture on the screen, then demonstrating with a model).	Lesson expands on facts by pushing for deeper understanding of why and how something came to be (e.g. "Something is....because..."), make connections with related topics (e.g. "Something is...which matters for..."), identify common misconceptions, or consider past and future implications (e.g. "Because something is...we might expect....").



Formative Assessment Rubric for Peer Evaluation of Teaching (FARPET)

<b>Enthusiasm</b>	
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Consider the instructor's verbal and non-verbal expressions as indicators of their interest in the subject and, more generally, teaching.

Degree	Quantity Aspect	Quality Aspect
LOW	Instructor has no affect or expression the majority of the time (i.e. "Talks like a robot").	Consider a composite of the following traits from LOW to HIGH quality.  <b>Facial Expressions:</b> Deadpan or Displeased ↔ Smiling  <b>Energy:</b> Static/Lethargic ↔ Large/Quick Movements  <b>Word Choice:</b> Nouns with few descriptors ↔ Highly descriptive variety
MID		<b>Voice:</b> Monotone ↔ "Pleasant variations of pitch and speed"  <b>Gestures:</b> Minimal indications ↔ Demonstrative movements  <b>Negativity / Positivity:</b> Majority negative comments ↔ Majority positive comments
HIGH	Instructor is highly and consistently expressive.	

**Notes**

- Keep in mind that the camera may naturally limit movements.
- **Humor & Personal Sharing:** Use of humor and sharing of personal connections for bonding with the learners are indicators of high-quality enthusiasm *when positive and on-topic*. However, the absence of either of these is NOT indicative of low quality enthusiasm, as this kind of communication is an option that not all instructors may be comfortable choosing, may not be allowed to choose, or may not be situationally appropriate. Humor and sharing that is distracting or offensive may be considered for giving low marks.

Formative Assessment Rubric for Peer Evaluation of Teaching (FARPET)

<b>Relevance</b>	
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*Consider how the instructor connects the lesson content with other content in the curriculum and/or with professional practice.*

Degree	Quantity Aspect	Quality Aspect
LOW	There are no connections made between the current content and related content in other lessons or professional / academic applications.	
MID		Lesson notes that there are connections with either other content or applications, but not go into depth as to the nature or importance of the relationship (e.g. "You'll need to know this for the board exam", or "Remember that this was mentioned in...")
HIGH	The connection between this content and previous or parallel learning tracks is made clear and there are frequent references to professional / academic applications.	Lesson gives explicit connections between the current content and other content and/or applications. It also expands on what role this content will play in understanding and performing in other contexts (e.g. "As the second step in...this sets up...", or "See how this takes what you learned in ... and ...to give a holistic perspective on....").

**Notes**

- A stand-alone lesson may not connect with an existing curriculum. In these cases, focus on connections to practice.
- Relevant research evidence may be cited as well. In these cases, carefully observe the quality of connections built between the research and the learning activity.

*Asynchronous Item*

**Cognitive Engagement**

*Consider the learner activity structure and how they interact with and process the content.*

**Definitions:**

**Cognitive Engagement:** The degree or extent to which learners are putting in effort to comprehend and absorb content. Observable learner activities are indicators of engagement (e.g. "checking social media during a lecture" = not engaged vs "taking notes and asking questions" = engaged). As such, this item looks at the activity structure of the lesson in facilitating cognitive engagement.

**Bloom's Taxonomy:** A framework for classifying types of cognitive processes for learning. It is scaled from lower cognitive processing to higher. Higher quality levels of cognitive processing are associated with greater cognitive engagement.



Degree	Quantity Aspect	Quality Aspect
LOW	Learners are inactive "receivers" of information (i.e. only watching).	Lesson involves minimal processing as learners are expected only to absorb information presented as-is. At the lowest level, the learner will not be asked to answer any prompts or questions.
MID		Lesson includes some amount of prompting or challenge for learners to answer or problem solve as part of viewing the lesson. This can take the form of mid-lesson writing prompts or questions embedded within a PowerPoint using H5P, for example. A homework style prompt for turning in to the instructor may also be used. Mid-quality questions and activity will focus on recall with some analysis
HIGH	Learners are prompted to engage with the content through embedded activities many times.	Lesson engages the learner as an active learner through completion of a complex task, answering higher order questions (e.g. evaluation, synthesis), or as a participant in group discussion / assignment completion. In the best lessons, the learner will be receiving peer or instructor feedback even if it is somewhat delayed.

**Notes**

- For this sub-domain, you may take into account work to be completed outside the lesson as long as it is explicitly incorporated as part of completing the lesson.

## Synchronous Items

### Discourse Quality

Consider the quantity, quality, interaction method, and source of questioning and information sharing as indicators of discourse quality.

#### Definitions:

**Bi-directional Communication:** Both instructor and learners express ideas and ask questions, typically in a back and forth fashion that encourages a dialogue beyond question and answer.

**Closed-ended Questions** (Typically: *What is, Which, Who, Where, When*): Questions that have only one answer at the yes/no or factual recall level.

**Open-ended Questions** (Typically: *How, Why, Explain*): Questions that have multiple acceptable answers, require explanation as a part of answering, or involve complex reasoning to provide a correct answer.

**Interaction Method:** The method by which participants (instructor, learner, facilitator) communicate their questions, answers, ideas, and explanations. In the Discourse Quality sub-domain, we focus on procedure (i.e. Raise hand, interrupt, type into message board, wait until the instructor asks for questions, etc.). See the Audiovisual Facilitation sub-domain for technological aspects.

Degree	Quantity Aspect	Quality Aspect
LOW	All information sharing comes from one source - typically the instructor - with no questioning or exchange.	Lesson is purely didactic (instructor exposition to passive audience).
MID		Lesson includes question and answer using a mix of closed- and open-ended questions shared through interaction methods that may or may not be facilitated. The instructor will typically ask and answer questions, but not encourage follow up or expansion on ideas. There are expectations for how to ask and answer questions (e.g. via chat, moderator, interrupt presentation or wait), but they may be unclear or unevenly applied.
HIGH	Lesson is guided by many voices sharing questions and answers between participants using clearly established and supported methods of interaction (e.g. verbal, chat text with or without a facilitator).	Lesson is driven by back and forth exchanges between participants where questions, answers, and expressions come from all directions using well selected and supported interaction methods. Expectations for how to ask and answer questions are clear.

**Collaborative Learning**

*Consider who dictates the pace and flow of the lesson, learner autonomy, and the role of the learners and the instructor.*

**Definitions:**

**Collaborative Learning:** This learning philosophy and strategy emphasizes the role of the learner as a member of a learning community and a proactive contributor to their own learning. Successful collaborative learning engages the learner as a leader in making choices in their own learning, typically within a group of peers. The instructor moves from the role of "sage on the stage" to "guide on the side". Often used synonymously with "Cooperative Learning", though the latter refers more specifically to the structures of group work.

Degree	Quantity Aspect	Quality Aspect
LOW	Lesson is entirely directed and controlled by the instructor. <i>Instructor-Driven</i>	Instructor presents information as an expert who dictates the pace and flow with no interruptions from the learners, who are to follow instructions exactly with no independent input.
MID		Learners ask questions of the instructor that guide the conversation and activity of the lesson - going beyond confirmation of understanding to seeking new understanding. Learners may also have some degree of choice for small portions of the lesson.
HIGH	Learners control the majority of lesson flow through their questioning and idea sharing with instructor facilitation and support. <i>Learner-Driven</i>	Learners take leadership in their own learning through explorative activity (e.g. asking and answering their own and other learner-generated questions or problems), with the instructor acting as a facilitator of learning. Learners will have a high degree of choice.

**Cognitive Engagement**

*Consider the learners' activity type and the ways they interact with and process the content. Where the types of challenges, questions, or problems put to learners falls on Bloom's Taxonomy?*

**Definitions:**

**Cognitive Engagement:** The degree or extent to which learners are putting in effort to comprehend and absorb content. Observable learner activities are indicators of engagement (e.g. "checking social media during a lecture" = not engaged vs "taking notes and asking questions" = engaged). As such, this item looks at the activity structure of the lesson in facilitating cognitive engagement.

**Bloom's Taxonomy:** A framework for classifying types of cognitive processes for learning. It is scaled from lower cognitive processing to higher. Higher quality levels of cognitive processing are associated with greater cognitive engagement.



Degree	Quantity Aspect	Quality Aspect
LOW	Learners are minimally active observers of the lesson, or "receivers".	Learners are expected to absorb the information as given, for the purpose of recalling it in the same form (i.e. memorization; recall).
MID		Learners' understanding of the content is developed by engaging them in explanation (understanding) or - better - application.
HIGH	Learners spend most of the lesson engaged in complex thinking applications of the content.	Lesson involves the learners analyzing, evaluating, or synthesizing the information. A lesson may get a high rating on cognitive engagement even if up to half the lesson is spent on low-quality activity as explicit preparation for high quality activity in the other half (i.e. ramping up).

**Check for Understanding**

*Consider the tools and techniques employed by the instructor to assess learner understanding and completion of learning outcomes during and at the end of the lesson. Does the instructor give feedback during the lesson?*

**Definitions:**

**Feedback:** We define feedback here as communication from the instructor to the learner that establishes the quality of the learner's response to a prompt or question. It is a critical element in high quality checking for understanding that the instructor not only gains a sense of the learners' comprehension level, but that the learner also gains an understanding of how well they "get it". The best forms of feedback will encourage greater thought and set directions for growth. correction, or expansion.

Degree	Quantity Aspect	Quality Aspect
LOW	There is no check for learner understanding at any point.	Lesson has little to no opportunity for learners to demonstrate their understanding and receive feedback from the instructor. Alternatively, the instructor may accept non-response as an indicator of understanding (e.g. "Are there any questions? No? Great.")
MID		Lesson has opportunities to demonstrate understanding, but feedback may be limited to minimally supportive responses such as "yes/no" or acceptance that an answer was given. Furthermore, the connection between checks for understanding and learning outcomes may be unclear.
HIGH	Lesson includes multiple interactions, as well as a concluding activity or interaction, for checking learner understanding and providing feedback.	Lesson has frequent checks with in-depth feedback that not only provides learners with evaluation of their own understanding level, but direction for correction, expansion, and/or connecting to other ideas. e.g. "That's a pretty good solution, though we might need to consider what that could do to the patient's blood pressure." In the best lessons, learning outcomes will be clearly and explicitly assessed for completion.

**Notes**

- If observing only a segment of a lesson that does not include the end of the lesson, ask the instructor if there is a plan to assess, or skip the end of the lesson assessment aspect.

Lesson Information

Instructor Name: \_\_\_\_\_ Intended Audience (description): \_\_\_\_\_ List accompanying materials, if any: \_\_\_\_\_ Title/Subject of Lesson: \_\_\_\_\_  
 Course Name/number (if applicable): \_\_\_\_\_ Lesson Type (indicate): Synchronous Asynchronous Reviewer Name: \_\_\_\_\_ Date of Review: \_\_\_\_\_

**Code based only what you observe - Do not assume or speculate**  
 Code the Core 6 (red items) and the appropriate Asynchronous (1 yellow item OR Synchronous (4 blue) items. \_\_\_\_\_  
 Code by choosing the box in each row that best describes what you observed. "Empty" boxes indicate an observed lesson that falls between two descriptors.

		1	2	3	4	5	Reviewer Comments for Instructor (optional)
CORE - ALL LECTURES	Lesson Structure	Neither learning outcomes nor agenda are provided. Learners are not explicitly informed of where instruction is going.		Either learning outcomes or agenda are presented clearly. Alternatively, both may be present to a limited degree (incomplete, inaccurate, difficult to understand, presented too rapidly).		Both learning outcomes and agenda are clearly presented and executed. Learning outcomes are measurable. Agenda includes a sequence of events and ideally a timeframe.	
	Content Organization	Content is disorganized with no clear connecting structure. Key components of the lecture may be difficult to understand due to lack of context or background information.		Content organized into logical chunks, but overall flow of lesson is disjointed. Transitions to help connect content may not be present.		Content organized into logical, narrative flow that supports learners' connection-making through good use of content building, order of events, and transitions.	
	Audiovisual Facilitation	Audiovisual components ineffective and/or difficult to understand (i.e. technological problems or communication problems are present for majority of lesson). One method employed for communicating ideas (e.g. only voice, or only text, with no visuals).		Audiovisual components meet diverse learner needs most of the time. Lesson includes variety of methods for communicating ideas (e.g. spoken, graphics, video, text). Minor disruptive elements (e.g. sudden loud noise, background disruption, prolonged/frequent screen freeze, too fast) may be present.		Audiovisual components meet diverse learner needs throughout lesson. Both audio and visual versions (i.e. recording and transcript/closed captioning or extensive notes) of lecture are available. Technical difficulties are minor to absent and non-disruptive.	
	Concept Development	The majority of key concepts and skills are not explained or demonstrated. Information may be relayed primarily as statements of fact, without expansion of ideas.		Most key concepts and skills are explained and/or demonstrated. Explanations/demonstrations are at times vague, ineffective, or incomplete (i.e. leave out needed information).		All key concepts and skills are explained and/or demonstrated clearly and effectively. A variety of methods are used to introduce new information (e.g. examples, evidence, analogies, models, graphics). Content is expanded upon for deeper understanding and connections are made to related content or future implications.	
	Enthusiasm	No perceived enthusiasm for topic or learning (e.g. monotone, uniform facial expression, simple word choice, materials quality, affect, etc).		Instructor shows enthusiasm for the topic or learner learning. Negativity for either may be interspersed (e.g. disparaging comments, complaint).		Instructor shows consistent enthusiasm for the topic and learning. High quality traits might include smiling, energetic movements, highly descriptive and positive word choices, and pleasant variations in pitch and tone.	
	Relevance	Explicit connections between this content and other learning, prior courses, or professional practice are not made.		Explicit connections between this content and other learning, prior courses, or professional practice are uncommon or made without explanation of the nature/importance of the relationship.		Explicit connections between this content and other learning, prior courses, or professional practice are frequent. Nature and importance of relationship between this content and other content, contexts, or professional practice is clearly discussed.	
SYNCHRONOUS	Cognitive Engagement	Lesson includes no activities through which the audience actively engages with content. Learners are inactive and expected only to absorb information as it is presented.		The lesson may include checkpoints through pausing, specialized software (e.g. HP5), or other means. Alternatively, lesson includes follow up individual assignment for submission to an instructor for review.		Lesson includes follow up assignment for completion via collaboration with instructor or other learners. Alternatively, lesson provides set of instructions for an activity or extensively employs specialized software to create an interactive experience. Engagement is through completing complex tasks, answering higher order questions, and/or group discussion.	
	Discourse Quality	Lesson is purely didactic. Content is presented for learners to absorb as a passive audience. Expectations or interaction methods for learner communication are not established.		Lesson includes bi-directional communication. Typical questions are closed ended (e.g. yes/no or short recall answer). Expectations and interaction methods for learner communication may be unclear or of mixed efficacy.		Lesson includes frequent bi-directional communication. Questions are primarily open-ended (e.g. multiple acceptable answers, requires explanation of reasoning). Expectations and interaction methods for learner communication are clear and effective.	
	Collaborative Learning	Lesson is entirely instructor-driven. Learner input is limited to answering instructor questions.		Lesson has some learner-driven activity (i.e. learners ask questions that guide lesson activities beyond confirmation of understanding). Alternatively, learner questions and idea sharing are emphasized.		Lesson defined by learner input and learner-driven exploration of content. Learners have some degree of choice in content or activity structure through explorative activity and learner-generated questions. Learner to learner communication or group learning may be included.	
	Cognitive Engagement	Learner activity consists entirely of content memorization or absorption for later recall.		Learner activity includes some higher-order thinking tasks such as synthesis, evaluation, or analytical processing (e.g. problem-based learning, complex application, argumentation).		Learner activity in lesson is designed around performing or preparing for higher-order thinking tasks. Learners communicate ideas, processes, and conclusions to the instructor or other learners.	
	Check for Understanding	There is no check for learner understanding or the meeting of learning outcomes.		Understanding and learning outcomes are checked infrequently. Feedback for learners may be limited to yes/no responses or not integrated within the lesson or connected to learning outcomes.		Understanding and learning outcomes are checked frequently (e.g. questioning, discourse, activities, polls). Learners receive constructive, in-depth feedback and instruction is adapted where needed.	



# Formative Assessment Rubric for Peer Evaluation of Teaching (FARPET)

**Optional Notes Worksheet** –This is an aid for use during the lecture to assist with filling out the rubric once the lecture is complete

<b>Lesson Structure</b> – Explicit statement of lesson objectives and plan and follow-through		
Lesson Agenda/Schedule	Learning Outcomes: Measurable and Realistic	Adherence to Plan
<b>Content Organization</b> – Presentation order, transition, and flow through lesson content		
Ease of flow between concepts (smooth or disjointed transitions)	Concepts build on each other and new topics are supported by previous	Hinderance of new concept understanding due to missing information
<b>Audiovisual Facilitation</b> - Assessing tools/technology for communication		
Audio, visual and video clarity, and/or problems	Quantity, quality and diversity of audio/visual stimuli	Accommodation for disabilities
<b>Concept Development</b> - How content and instructions are communicated to learners		
Ideas explained with multiple modalities (models, graphics, examples)	Expansion of ideas and connections with related topics to facilitate understanding	
<b>Enthusiasm</b> - Instructor’s verbal and non-verbal expressions indicating interest in content and teaching		
Modulation of voice in tone, cadence and energy	Expressive word choice and positive language	Gestures/body language (may not be assessable if view of instructor is limited)
<b>Relevance</b> - Connection between lesson content and other aspects of curriculum or professional practice		
References to other aspects of curriculum or utility in practice	Expansion/building on connections between content and external applications or big picture	

# Formative Assessment Rubric for Peer Evaluation of Teaching (FARPET)

<b>Cognitive Engagement</b> - Learner activity structure and processing of content/interaction with content		
<b>Asynchronous</b>	Prompting or challenge of learners requiring assimilation/expansion of content (writing prompts, imbedded questions)	Method of instructor follow-up. Eg. learner feedback, learning activity, post-discussion
<b>Synchronous</b>	Prompting or challenge of learners requiring assimilation/expansion of content (learner recall, explanation or application of concepts during lecture)	
<b>Discourse Quality (Synchronous)</b> – Interaction method and information sharing between educator/learners		
Established guidelines for participation		Quantity/quality of back and forth exchange between educator and learners
<b>Collaborative Learning (Synchronous)</b> – Role of learners in dictating flow and pace of lecture		
Degree of learner influence on course of lecture	Instructor facilitation of learner-directed learning	Learner-driven exploration of content
<b>Check for Understanding (Synchronous)</b> – Tools and techniques employed by instructor to assess learner understanding		
Opportunities for learners to demonstrate understanding and receive feedback	Frequency and extent of instructor check in	Assessment of degree of learning outcome completion

## Training Scores

### Video 1

Do not review the Training Score for Video 1 until you have watched and scored the lecture on your own.

Proceed to watch and score Video 2 once you have compared your scores and read the comments for Video 1.

# Formative Assessment Rubric for Peer Evaluation of Teaching (FARPET)

## Lesson Information

Instructor Name: \_\_\_\_\_ Intended Audience (description): \_\_\_\_\_ List accompanying materials, if any: \_\_\_\_\_ Title/Subject of Lesson: \_\_\_\_\_

Course Name/number (if applicable): \_\_\_\_\_ Lesson Type (indicate): Synchronous Asynchronous Reviewer Name: \_\_\_\_\_ Date of Review: \_\_\_\_\_

**Code based only what you observe - Do not assume or speculate**  
 Code the Core 6 (red items) and the appropriate Asynchronous (1 yellow item OR Synchronous (4 blue) items. \_\_\_\_\_  
 Code by choosing the box in each row that best describes what you observed. "Empty" boxes indicate an observed lesson that falls between two descriptors.

		1	2	3	4	5	Reviewer Comments for Instructor (optional)
<b>CORE - ALL LECTURES</b>	<b>Lesson Structure</b>	Neither learning outcomes nor agenda are provided. Learners are not explicitly informed of where instruction is going.		Either learning outcomes or agenda are presented clearly. Alternatively, both may be present to a limited degree (incomplete, inaccurate, difficult to understand, presented too rapidly).		Both learning outcomes and agenda are clearly presented and executed. Learning outcomes are measurable. Agenda includes a sequence of events and ideally a timeframe.	
	<b>Content Organization</b>	Content is disorganized with no clear connecting structure. Key components of the lecture may be difficult to understand due to lack of context or background information.		Content organized into logical chunks, but overall flow of lesson is disjointed. Transitions to help connect content may not be present.		Content organized into logical, narrative flow that supports learners' connection-making through good use of content building, order of events, and transitions.	
	<b>Audiovisual Facilitation</b>	Audiovisual components ineffective and/or difficult to understand (i.e. technological problems or communication problems are present for majority of lesson). One method employed for communicating ideas (e.g. only voice, or only text, with no visuals).		Audiovisual components meet diverse learner needs most of the time. Lesson includes variety of methods for communicating ideas (e.g. spoken, graphics, video, text). Minor disruptive elements (e.g. sudden loud noise, background disruption, prolonged/frequent screen freeze, too fast) may be present.		Audiovisual components meet diverse learner needs throughout lesson. Both audio and visual versions (i.e. recording and transcript/closed captioning or extensive notes) of lecture are available. Technical difficulties are minor to absent and non-disruptive.	
	<b>Concept Development</b>	The majority of key concepts and skills are not explained or demonstrated. Information may be relayed primarily as statements of fact, without expansion of ideas.		Most key concepts and skills are explained and/or demonstrated. Explanations/demonstrations are at times vague, ineffective, or incomplete (i.e. leave out needed information).		All key concepts and skills are explained and/or demonstrated clearly and effectively. A variety of methods are used to introduce new information (e.g. examples, evidence, analogies, models, graphics). Content is expanded upon for deeper understanding and connections are made to related content or future implications.	
	<b>Enthusiasm</b>	No perceived enthusiasm for topic or learning (e.g. monotone, uniform facial expression, simple word choice, materials quality, affect, etc).		Instructor shows enthusiasm for the topic or learner learning. Negativity for either may be interspersed (e.g. disparaging comments, complaint).		Instructor shows consistent enthusiasm for the topic and learning. High quality traits might include smiling, energetic movements, highly descriptive and positive word choices, and pleasant variations in pitch and tone.	
	<b>Relevance</b>	Explicit connections between this content and other learning, prior courses, or professional practice are not made.		Explicit connections between this content and other learning, prior courses, or professional practice are uncommon or made without explanation of the nature/importance of the relationship.		Explicit connections between this content and other learning, prior courses, or professional practice are frequent. Nature and importance of relationship between this content and other content, contexts, or professional practice is clearly discussed.	
<b>ASYNCHRONOUS</b>	<b>Cognitive Engagement</b>	Lesson includes no activities through which the audience actively engages with content. Learners are inactive and expected only to absorb information as it is presented.		The lesson may include checkpoints through pausing, specialized software (e.g. HP5), or other means. Alternatively, lesson includes follow up individual assignment for submission to an instructor for review.		Lesson includes follow up assignment for completion via collaboration with instructor or other learners. Alternatively, lesson provides set of instructions for an activity or extensively employs specialized software to create an interactive experience. Engagement is through completing complex tasks, answering higher order questions, and/or group discussion.	
	<b>Discourse Quality</b>	Lesson is purely didactic. Content is presented for learners to absorb as a passive audience. Expectations or interaction methods for learner communication are not established.		Lesson includes bi-directional communication. Typical questions are closed ended (e.g. yes/no or short recall answer). Expectations and interaction methods for learner communication may be unclear or of mixed efficacy.		Lesson includes frequent bi-directional communication. Questions are primarily open-ended (e.g. multiple acceptable answers, requires explanation of reasoning). Expectations and interaction methods for learner communication are clear and effective.	
	<b>Collaborative Learning</b>	Lesson is entirely instructor-driven. Learner input is limited to answering instructor questions.		Lesson has some learner-driven activity (i.e. learners ask questions that guide lesson activities beyond confirmation of understanding). Alternatively, learner questions and idea sharing are emphasized.		Lesson defined by learner input and learner-driven exploration of content. Learners have some degree of choice in content or activity structure through explorative activity and learner-generated questions. Learner to learner communication or group learning may be included.	
	<b>Cognitive Engagement</b>	Learner activity consists entirely of content memorization or absorption for later recall.		Learner activity includes some higher-order thinking tasks such as synthesis, evaluation, or analytical processing (e.g. problem-based learning, complex application, argumentation).		Learner activity in lesson is designed around performing or preparing for higher-order thinking tasks. Learners communicate ideas, processes, and conclusions to the instructor or other learners.	
	<b>Check for Understanding</b>	There is no check for learner understanding or the meeting of learning outcomes.		Understanding and learning outcomes are checked infrequently. Feedback for learners may be limited to yes/no responses or not integrated within the lesson or connected to learning outcomes.		Understanding and learning outcomes are checked frequently (e.g. questioning, discourse, activities, polls). Learners receive constructive, in-depth feedback and instruction is adapted where needed.	
<b>SYNCHRONOUS</b>							

## Training Scores

### Video 2

Do not review the Training Score for Video 2 until you have watched and scored the lecture on your own.

Proceed to watch and score Video 3 once you have compared your scores and read the comments for Video 2.

# Formative Assessment Rubric for Peer Evaluation of Teaching (FARPET)

## Lesson Information

Instructor Name: \_\_\_\_\_ Intended Audience (description): \_\_\_\_\_ List accompanying materials, if any: \_\_\_\_\_ Title/Subject of Lesson: \_\_\_\_\_  
 Course Name/number (if applicable): \_\_\_\_\_ Lesson Type (indicate): Synchronous Asynchronous Reviewer Name: \_\_\_\_\_ Date of Review: \_\_\_\_\_

**Code based only what you observe - Do not assume or speculate**  
 Code the Core 6 (red items) and the appropriate Asynchronous (1 yellow item OR Synchronous (4 blue) items. \_\_\_\_\_  
 Code by choosing the box in each row that best describes what you observed. "Empty" boxes indicate an observed lesson that falls between two descriptors.

		1	2	3	4	5	Reviewer Comments for Instructor (optional)
CORE - ALL LECTURES	Lesson Structure	Neither learning outcomes nor agenda are provided. Learners are not explicitly informed of where instruction is going.		Either learning outcomes or agenda are presented clearly. Alternatively, both may be present to a limited degree (incomplete, inaccurate, difficult to understand, presented too rapidly).		Both learning outcomes and agenda are clearly presented and executed. Learning outcomes are measurable. Agenda includes a sequence of events and ideally a timeframe.	
	Content Organization	Content is disorganized with no clear connecting structure. Key components of the lecture may be difficult to understand due to lack of context or background information.		Content organized into logical chunks, but overall flow of lesson is disjointed. Transitions to help connect content may not be present.		Content organized into logical, narrative flow that supports learners' connection-making through good use of content building, order of events, and transitions.	
	Audiovisual Facilitation	Audiovisual components ineffective and/or difficult to understand (i.e. technological problems or communication problems are present for majority of lesson). One method employed for communicating ideas (e.g. only voice, or only text, with no visuals).		Audiovisual components meet diverse learner needs most of the time. Lesson includes variety of methods for communicating ideas (e.g. spoken, graphics, video, text). Minor disruptive elements (e.g. sudden loud noise, background disruption, prolonged/frequent screen freeze, too fast) may be present.		Audiovisual components meet diverse learner needs throughout lesson. Both audio and visual versions (i.e. recording and transcript/closed captioning or extensive notes) of lecture are available. Technical difficulties are minor to absent and non-disruptive.	
	Concept Development	The majority of key concepts and skills are not explained or demonstrated. Information may be relayed primarily as statements of fact, without expansion of ideas.		Most key concepts and skills are explained and/or demonstrated. Explanations/demonstrations are at times vague, ineffective, or incomplete (i.e. leave out needed information).		All key concepts and skills are explained and/or demonstrated clearly and effectively. A variety of methods are used to introduce new information (e.g. examples, evidence, analogies, models, graphics). Content is expanded upon for deeper understanding and connections are made to related content or future implications.	
	Enthusiasm	No perceived enthusiasm for topic or learning (e.g. monotone, uniform facial expression, simple word choice, materials quality, affect, etc).		Instructor shows enthusiasm for the topic or learner learning. Negativity for either may be interspersed (e.g. disparaging comments, complaint).		Instructor shows consistent enthusiasm for the topic and learning. High quality traits might include smiling, energetic movements, highly descriptive and positive word choices, and pleasant variations in pitch and tone.	
	Relevance	Explicit connections between this content and other learning, prior courses, or professional practice are not made.		Explicit connections between this content and other learning, prior courses, or professional practice are uncommon or made without explanation of the nature/importance of the relationship.		Explicit connections between this content and other learning, prior courses, or professional practice are frequent. Nature and importance of relationship between this content and other content, contexts, or professional practice is clearly discussed.	
ASYNCHRONOUS	Cognitive Engagement	Lesson includes no activities through which the audience actively engages with content. Learners are inactive and expected only to absorb information as it is presented.		The lesson may include checkpoints through pausing, specialized software (e.g. HP5), or other means. Alternatively, lesson includes follow up individual assignment for submission to an instructor for review.		Lesson includes follow up assignment for completion via collaboration with instructor or other learners. Alternatively, lesson provides set of instructions for an activity or extensively employs specialized software to create an interactive experience. Engagement is through completing complex tasks, answering higher order questions, and/or group discussion.	
	Discourse Quality	Lesson is purely didactic. Content is presented for learners to absorb as a passive audience. Expectations or interaction methods for learner communication are not established.		Lesson includes bi-directional communication. Typical questions are closed ended (e.g. yes/no or short recall answer). Expectations and interaction methods for learner communication may be unclear or of mixed efficacy.		Lesson includes frequent bi-directional communication. Questions are primarily open-ended (e.g. multiple acceptable answers, requires explanation of reasoning). Expectations and interaction methods for learner communication are clear and effective.	
	Collaborative Learning	Lesson is entirely instructor-driven. Learner input is limited to answering instructor questions.		Lesson has some learner-driven activity (i.e. learners ask questions that guide lesson activities beyond confirmation of understanding). Alternatively, learner questions and idea sharing are emphasized.		Lesson defined by learner input and learner-driven exploration of content. Learners have some degree of choice in content or activity structure through explorative activity and learner-generated questions. Learner to learner communication or group learning may be included.	
	Cognitive Engagement	Learner activity consists entirely of content memorization or absorption for later recall.		Learner activity includes some higher-order thinking tasks such as synthesis, evaluation, or analytical processing (e.g. problem-based learning, complex application, argumentation).		Learner activity in lesson is designed around performing or preparing for higher-order thinking tasks. Learners communicate ideas, processes, and conclusions to the instructor or other learners.	
	Check for Understanding	There is no check for learner understanding or the meeting of learning outcomes.		Understanding and learning outcomes are checked infrequently. Feedback for learners may be limited to yes/no responses or not integrated within the lesson or connected to learning outcomes.		Understanding and learning outcomes are checked frequently (e.g. questioning, discourse, activities, polls). Learners receive constructive, in-depth feedback and instruction is adapted where needed.	
SYNCHRONOUS							

## Training Scores

### Video 3

Do not review the Training Score for Video 3 until you have watched and scored the lecture and the accompanying chat transcript on your own.

# Formative Assessment Rubric for Peer Evaluation of Teaching (FARPET)

## Lesson Information

Instructor Name: \_\_\_\_\_ Intended Audience (description): \_\_\_\_\_ List accompanying materials, if any: \_\_\_\_\_ Title/Subject of Lesson: \_\_\_\_\_

Course Name/number (if applicable): \_\_\_\_\_ Lesson Type (indicate): Synchronous Asynchronous Reviewer Name: \_\_\_\_\_ Date of Review: \_\_\_\_\_

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		1	2	3	4	5	Reviewer Comments for Instructor (optional)
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	<b>Content Organization</b>	Content is disorganized with no clear connecting structure. Key components of the lecture may be difficult to understand due to lack of context or background information.		Content organized into logical chunks, but overall flow of lesson is disjointed. Transitions to help connect content may not be present.		Content organized into logical, narrative flow that supports learners' connection-making through good use of content building, order of events, and transitions.	
	<b>Audiovisual Facilitation</b>	Audiovisual components ineffective and/or difficult to understand (i.e. technological problems or communication problems are present for majority of lesson). One method employed for communicating ideas (e.g. only voice, or only text, with no visuals).		Audiovisual components meet diverse learner needs most of the time. Lesson includes variety of methods for communicating ideas (e.g. spoken, graphics, video, text). Minor disruptive elements (e.g. sudden loud noise, background disruption, prolonged/frequent screen freeze, too fast) may be present.		Audiovisual components meet diverse learner needs throughout lesson. Both audio and visual versions (i.e. recording and transcript/closed captioning or extensive notes) of lecture are available. Technical difficulties are minor to absent and non-disruptive.	
	<b>Concept Development</b>	The majority of key concepts and skills are not explained or demonstrated. Information may be relayed primarily as statements of fact, without expansion of ideas.		Most key concepts and skills are explained and/or demonstrated. Explanations/demonstrations are at times vague, ineffective, or incomplete (i.e. leave out needed information).		All key concepts and skills are explained and/or demonstrated clearly and effectively. A variety of methods are used to introduce new information (e.g. examples, evidence, analogies, models, graphics). Content is expanded upon for deeper understanding and connections are made to related content or future implications.	
	<b>Enthusiasm</b>	No perceived enthusiasm for topic or learning (e.g. monotone, uniform facial expression, simple word choice, materials quality, affect, etc).		Instructor shows enthusiasm for the topic or learner learning. Negativity for either may be interspersed (e.g. disparaging comments, complaint).		Instructor shows consistent enthusiasm for the topic and learning. High quality traits might include smiling, energetic movements, highly descriptive and positive word choices, and pleasant variations in pitch and tone.	
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	<b>Discourse Quality</b>	Lesson is purely didactic. Content is presented for learners to absorb as a passive audience. Expectations or interaction methods for learner communication are not established.		Lesson includes bi-directional communication. Typical questions are closed ended (e.g. yes/no or short recall answer). Expectations and interaction methods for learner communication may be unclear or of mixed efficacy.		Lesson includes frequent bi-directional communication. Questions are primarily open-ended (e.g. multiple acceptable answers, requires explanation of reasoning). Expectations and interaction methods for learner communication are clear and effective.	
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<b>SYNCHRONOUS</b>							