

**Table 8. Draft evaluation matrix for assignments that engage students to think critically**

The descriptors below indicate what the assignment does for/to students

<b>Criteria</b>	<b>Needs Work</b>	<b>Meets Standard</b>	<b>Exceeds Standard</b>
Level of student engagement	Engages students for standard homework assignments; asks students to be involved in gathering and understanding basic knowledge/facts.	Engages students in and out of class at instructor direction; cultivates one-on-one relationships between student and faculty.	Engages students in and out of class at their own direction; requires students to work independently of instructor to gather and analyze information; provides for active teaching/learning strategies; provides for service-learning opportunities tied to course content.
Reflective practice	Does not cause students to consider their own assumptions, thought processes and practice;	Causes students to reflect and comment on their own work, acknowledge assumptions and biases; causes students to investigate and act on curiosity.	Requires students to reflect on their thought processes, and make changes to their habits based on this reflection; encourages students to analyze personal and professional development ideas.
Cognitive ability level	Requires students to recall and describe; provides questions that require students to recall and describe.	Requires students to analyze and critique.	Requires students to evaluate and synthesize; stretches students' abilities.
Affective level	Requires students to observe and discriminate; allows students to be inactive learners.	Requires students to respond and value; requires in-class discussion or hands-on experiments.	Requires students to organize and characterize; requires students to internalize the content and process; causes students to be excited about coming to class.
Level of student-directedness	Expects students to follow instructor's guidelines.	Permits some student input into assignment requirements.	Encourages and expects student interaction between instructor and students; encourages student-to-student interaction and/or peer teaching.