Exhibit 9.3. Sample Reading Rating Sheet from Philosophy of the Person.

Title of the supplementary reading: ________________________________

1. How well did you read this assignment? (Circle only one response.)
   A. Completely and carefully
   B. Completely, but not carefully
   C. Only partially, but carefully
   D. Not completely or carefully

2. How useful was this reading assignment in helping you understand the topic?
   A. Very useful
   B. Useful
   C. Not very useful
   D. Useless

3. How clear and understandable was the reading?
   A. Very
   B. Adequately
   C. Not very
   D. Not at all

4. Having read this assignment, do you think I should assign it again next term?
   Yes   No

5. Please explain your answer to question 4 in a sentence or two below.

From Academic Reading Skills (English as a Second Language/Developmental Education)

The instructor in this course for ESL students used Reading Rating Sheets both as a way to gather information on the usefulness of the various essays, articles, and short stories he assigned and as a way to build common ground for class discussions of the readings. His Reading Rating Sheet contained the following prompts:

1. Title of the reading
2. How useful was it to you in improving your vocabulary and reading skill?
3. How interesting was the reading to you?
4. Would you recommend it to a friend? Why or why not?
5. What did you learn from it that you want to make sure to remember?

STEP-BY-STEP PROCEDURE

1. Determine why you want students to rate the course readings. To make decisions about which readings to include in future syllabi? To focus student attention on specific aspects of the texts? Your reason for using the technique should inform your choice of questions.

2. Write a few questions, no more than four or five. Provide most of them with "yes/no" or multiple-choice responses, followed up with one or two short-answer questions to prompt reasons and explanations.

3. Make sure to include a question that assesses how thoroughly students have read the material being rated.

4. Try answering these questions yourself after reviewing the assigned reading, and then revise as necessary.

5. Create the simplest Reading Response Sheet form possible. Ask students to complete it out of class, as soon as they finish a reading, or at the beginning of the next class.
EXAMPLES  Exhibit 9.1 is a sample feedback form that one of the authors has developed and adapted for use in several undergraduate and graduate courses.

Exhibit 9.1. Sample Teacher-Designed Feedback Form.

Directions: Please respond honestly and constructively to the questions below by circling the responses you most agree with and writing brief comments.

1. On the scale below, please rate the clarity of today's session.

   1  2  3  4  5
   totally unclear  somewhat unclear  mostly clear  very clear  extremely clear

2. Overall, how interesting did you find today's session?

   1  2  3  4  5
   totally boring  mostly boring  somewhat interesting  very interesting  extremely interesting

3. Overall, how useful was today's session in helping you learn the material?

   1  2  3  4  5
   useless  not very useful  somewhat useful  very useful  extremely useful

4. What did you find most helpful about today's class?
   (Please list one or two specific examples.)

5. How could the class have been improved? (Please give one or two specific suggestions.)

STEP-BY-STEP PROCEDURE

1. Write three to five specific questions about your teaching that you would like students to respond to. Make sure that those questions relate directly to your instructional goals for the class.

2. Develop appropriate coded responses, either multiple-choice or scaled, for those questions.

3. Make up a one-page, carefully worded form to collect focused, constructive responses.

4. To protect anonymity, ask students to turn in forms to a teaching fellow or secretary, or to leave them in an envelope pinned to your office door.

5. After you have analyzed the feedback forms, summarize the results to the class and outline the specific action(s) you intend to take in response to student reactions.
Exhibit 8.3. A Sample Interest/Knowledge/Skills Checklist.

Please respond to this checklist honestly and accurately. Do not write your name on it.

Part I: Interest in Possible Course Topics

Directions: Please circle the number after each item below that best represents your level of interest in that topic. The numbers stand for the following responses:

0 = No interest in the topic
1 = Interested in an overview of the topic
2 = Interested in reading about and discussing this topic
3 = Interested in learning how to apply ideas about this topic this semester

Possible Course Topics

1. Theories/research on college learning
   0 1 2 3
2. Theories/research on college teaching
   0 1 2 3
3. Teaching practices that promote effective learning
   0 1 2 3
4. Clarifying teaching goals/creating better syllabi
   0 1 2 3
5. Structuring more effective assignments
   0 1 2 3
6. Understanding/responding to learning styles
   0 1 2 3
7. Constructing better tests and quizzes
   0 1 2 3
8. Helping students improve study and learning skills
   0 1 2 3
9. Getting and giving feedback for improvement
   0 1 2 3
10. Responding to diversity in student preparation
    0 1 2 3

Part II: Self-Assessment of Related Skills and Knowledge

Directions: Please circle the letter after each item below that best represents your level of skill or knowledge in relation to that topic. The letters stand for the following responses:

N = No skills, no knowledge
B = Basic skills and knowledge
F = Functionally adequate skills and knowledge
A = Advanced level of skills and knowledge

Areas of Skill and/or Knowledge
(numbers in parentheses refer to course topics listed in Part I)

Current psychological and cognitive science theories and research on
college student and adult learning (1)
N B F A
Research on effective college teaching (2 & 3)
N B F A
Syllabus construction (4)
N B F A
Research/practice on skill development (5 & 8)
N B F A
Analyzing learning styles (6)
N B F A
Classroom test construction (7)
N B F A
Research on learning/study strategies and skills (8 & 5)
N B F A
Writing teaching and learning goals and objectives (9 & 4)
N B F A
Classroom Assessment Techniques (10 & 9)
N B F A
EXAMPLES

From Fitness and Strength Training (Physical Education)  
