

### D. Assignments, Exams, and Grading

An important aspect of this scale is the quality of feedback students receive from instructors on their assignments, exams and grades. Instructors choose assignments and textbooks that are helpful in understanding course material.



	Very 5 Effective	4 Effective	Moderately 3 Effective	Somewhat 2 Ineffective	1 Ineffective	Omitted	N/A	Mean
16. The information given to students about how they would be graded	43	29	29	---	---	---	---	4.14
17. The clarity of exam questions	57	43	---	---	---	---	---	4.57
18. The exams' coverage of important aspects of the course	57	43	---	---	---	---	---	4.57
19. The instructor's comments on assignments and exams	86	14	---	---	---	---	---	4.86
20. The overall quality of the textbook(s)	43	14	14	---	14	---	14	3.83
21. The helpfulness of assignments in understanding course material	86	14	---	---	---	---	---	4.86

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### E. Supplementary Instructional Methods \*\*\*

	Very 5 Effective	4 Effective	Moderately 3 Effective	Somewhat 2 Ineffective	1 Ineffective	Omitted	N/A	Mean
22. Problems or questions presented by the instructor for small group discussions	43	43	---	---	---	---	14	***
23. Term paper(s) or project(s)	43	57	---	---	---	---	---	***
24. Laboratory exercises for understanding important course concepts	43	43	---	---	---	---	14	***
25. Assigned projects in which students worked together	29	43	---	---	---	---	29	***
26. Case studies, simulations, or role playing	29	43	---	---	---	---	29	***
27. Course journals or logs required of students	29	43	---	---	---	---	29	***
28. Instructor's use of computers as aids in instruction	57	43	---	---	---	---	---	***

\*\*\* Means are not reported for these statements

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### F. Course Outcomes

The goal of any course is to increase student learning. Making progress toward course objectives and increasing student interest in the subject area are important corollaries to this outcome. This scale measures students' perceptions of their learning in the course, as well as to what extent the course helped them think independently.



	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
29. My learning increased in this course	71	29	---	---	---	---	---	4.71+
30. I made progress toward achieving course objectives	71	29	---	---	---	---	---	4.71+
31. My interest in the subject area has increased	71	29	---	---	---	---	---	4.71+
32. This course helped me to think independently about the subject matter	71	29	---	---	---	---	---	4.71+
33. This course actively involved me in what I was learning	71	29	---	---	---	---	---	4.71

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### G. Student Effort and Involvement

Student learning is also determined by how much effort is put into the course. How much time students spend studying and completing assignments, how well prepared they are for each class, and their attitudes toward the content itself are only partially under the teacher's control.



	5 Much More Than Most Courses	4 More Than Most Courses	3 About the Same as Others	2 Less Than Most Courses	1 Much Less Than Most Courses	Omitted	N/A	Mean
34. I studied and put effort into this course	86	14	---	---	---	---	---	4.86+
35. I was prepared for each class (writing and reading assignments)	86	14	---	---	---	---	---	4.86+
36. I was challenged by this course	71	29	---	---	---	---	---	4.71+

+ This mean is reliably at or above the 90th percentile. See page 4.  
- This mean is reliably at or below the 10th percentile. See page 4.

For explanation of flagging (\*), see "Number of Students Responding," page 4.  
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