LEARNING-FOCUSED OBSERVATION RUBRIC

The following form is designed to provide feedback to instructors, course directors, and DF leadership about the extent to which learning-focused practices are being used in USAFA courses. Data gathered using this form will be summarized by course, rather than by individual instructor.

COURSE BEING OBSERVED: ____________________________

DATE: ________________

LEARNING GOALS

1. Are there learning goals specific to today’s class? YES NO

2. Have learning goals been clearly articulated in terms of what cadets will know and/or be able to do? YES NO

If “YES,” what are the learning goals for this class session?

Follow-on feedback areas:

<table>
<thead>
<tr>
<th>CRITERION</th>
<th>FACILITATES LEARNING BEST</th>
<th>IN CONTRAST TO …</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Challenging, yet achievable</td>
<td>LGs are appropriate for cadets’ developmental level (challenging, yet achievable) (5, 9, 12, 20)</td>
<td>LGs too lofty or too simplistic for cadets’ developmental level</td>
</tr>
<tr>
<td>- More than knowledge</td>
<td>LGs reflect combination of knowledge, skills, &amp; responsibilities (5, 4, 5, 8, 10, 11, 12, 21)</td>
<td>LGs reflect only knowledge acquisition</td>
</tr>
</tbody>
</table>
LEARNING EXPERIENCES

1. Are cadets engaged with course material, above and beyond merely being passive recipients of information?  
   \(12, 13, 15, 16, 17\)  
   \(\text{YES} \quad \text{NO}\)

2. Are learning experiences well-aligned with learning goals?  
   \(7, 11\)  
   \(\text{YES} \quad \text{NO}\)

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| - The role of the instructor | Facilitate cadet learning / accomplishment of learning goals (i.e., help cadets learn, using an appropriate combination and sequence of learning activities.)  
   \(5, 6, 11, 20\) | “Cover” course content |
| - Best practices for creating deep learning | Cadets are motivated to learn (e.g., because they see the relevance of the topic)  
   \(5, 7, 10, 18, 19\) | Cadets are not motivated to learn (e.g., because they don’t see the relevance of the topic) |
| | Cadets are given good sources of information and ideas  
   \(9, 11\) | Cadets are not given good sources of information and ideas |
| | Cadets’ learning is within a conceptual framework  
   \(10, 13\) | Cadets’ learning is disorganized, disjointed |
| | Cadets have opportunities to confront their misconceptions  
   \(5, 10\) | Cadets do not have opportunities to confront their misconceptions |
| | Cadets’ tasks are challenging  
   \(5, 10\) | Cadets’ tasks are too easy / hard |
| | Cadets spend plentiful time on task  
   \(10, 15\) | Cadets spend little time on task |
| | Cadets interact with instructor  
   \(2, 7, 12, 16\) | Cadets do not interact with instructor |
| | Cadets interact with each other  
   \(2, 7, 15, 16, 17\) | Cadets do not interact with each other |
| | Cadets have opportunity to reflect on what and how they are learning  
   \(9, 11, 21\) | Cadets do not have opportunity to reflect on learning |

Follow-on feedback areas:

Learning Focused Observation Rubric (one-time tiered observation with text) – version 10.3
ASSESSMENT

1. At some point during class, are cadets required to display what they have learned? (5, 12, 21)  
   YES  NO

2. Was assessment well-aligned with the learning goal(s) (4, 7, 11, 19, 21)  
   YES  NO

If “YES,” what did cadets do to display their learning?

Follow-on feedback areas:

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<tbody>
<tr>
<td>Inclusiveness of Display</td>
<td>All cadets display their learning (5, 12, 21)</td>
<td>No cadets display their learning</td>
</tr>
<tr>
<td>Goal / Purpose</td>
<td>Used to facilitate cadet learning (i.e., educative) (1, 5, 11, 20, 21)</td>
<td>Used exclusively to give cadets a grade (i.e., auditive)</td>
</tr>
<tr>
<td>Authenticity</td>
<td>Assessment requires cadets to use their learning to complete a realistic task (11, 21)</td>
<td>Assessment asks cadets to simply recite their knowledge or follow an established procedure.</td>
</tr>
<tr>
<td>Criteria and Standards</td>
<td>Cadets are clear on the criteria and standards used to evaluate their work (11, 21)</td>
<td>Cadets are not clear on the criteria and standards used to evaluate their work.</td>
</tr>
</tbody>
</table>

Learning Focused Observation Rubric (one-time tiered observation with text) – version 10.3
## FEEDBACK

1. Do cadets receive feedback (from instructor and/or other cadets) about what they’ve learned? \(^{(11, 16, 18, 21)}\)  
   - YES  
   - NO

2. Does feedback provide information that will help cadets improve their learning? \(^{(1, 5, 19, 21)}\)  
   - YES  
   - NO

### If “YES,” how did cadets receive feedback?

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<tr>
<td>- Inclusiveness of feedback</td>
<td>All cadets receive feedback on their learning (^{(11, 16, 18, 21)})</td>
<td>No cadets receive feedback on their learning</td>
</tr>
<tr>
<td>- Promptness of feedback</td>
<td>Feedback is provided quickly, so that it can be used to improve (^{(11, 12, 19)})</td>
<td>Feedback is provided slowly, making it difficult to use for improvement</td>
</tr>
<tr>
<td>- Improvement / Use of Feedback</td>
<td>Instructor and cadets use feedback to improve learning (^{(1, 5, 11, 21)})</td>
<td>Instructor and cadets do not use feedback to improve learning</td>
</tr>
</tbody>
</table>
References: