

Template 3- •• ••u vš •]Pv d u%o š W μšZ vŸ v (μ]š o À oμ Ÿ}v•

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| 1    | Assessment Objective              | <ul style="list-style-type: none"> <li>x Connect each assessment to specific course learning objectives and ensure that they are aligned with the overall goals of the course.</li> <li>x Clearly communicate this connection to students so they understand the purpose and value of each assessment.</li> </ul> | <ul style="list-style-type: none"> <li>x - Explicit alignment between assessments and learning outcomes provides a clear roadmap for success. It helps students focus their efforts and see the direct impact on their academic goals, mitigating the disengagement and confusion that can lead to DFWI.</li> </ul> | <ul style="list-style-type: none"> <li>x Break down the learning outcome into specific, measurable criteria</li> </ul> |



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|          |                               | <ul style="list-style-type: none"> <li>x Consult with disability services and barriers.</li> </ul>   | <p>Design for Learning (DfL) It creates an equitable environment in which all students can demonstrate their knowledge and skills—a critical factor in reducing systemic inequities in DFWI.</p> | <ul style="list-style-type: none"> <li>x Work with campus accessibility services to provide necessary accommodations and support for students with specific needs.</li> </ul> |
| <p>8</p> | <p>Technology Integration</p> | <ul style="list-style-type: none"> <li>x Use technology, including GenAI, to streamline assessment processes, provide prompt feedback, and support individualized learning.</li> <li>x While AI can enhance personalization, it should complement, not replace, human feedback and interaction.</li> <li>x Ensure that AI-generated feedback is accurate, appropriate, and aligns with learning objectives. Monitor</li> </ul> |  | <p>submissions, for students with learning disabilities.</p>  |