# **Sample: Aggregated Rubric for Peer Review**

*The review committee should collect individual reviews, total and average scores in each category from the individual rubrics, and enter totals in this form.*

Reviewer Names (or numbers if anonymous review)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Purpose of Review \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date Reviewed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Academic Year and Semester(s) Addressed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Review Process Addressed by This Reflection (Merit, Promotion/Tenure/Reappointment) \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Sources of Evidence: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **Scale: 0 = Not Evident; 4 = High** | **0** | **1** | **2** | **3** | **4** | **Total** |
| --- | --- | --- | --- | --- | --- | --- |
| **Scholarly** |  |  |  |  |  |  |
| *Quality of Outcomes (Based on Evidence)* |  |  |  |  |  |  |
| *Alignment with Teaching Practices in Discipline* |  |  |  |  |  |  |
| **Goal Oriented** |  |  |  |  |  |  |
| *Demonstrated Commitment to Professional Growth as a Teacher* |  |  |  |  |  |  |
| *Alignment with Unit Goals/Priorities for Teaching and Learning* |  |  |  |  |  |  |
| *Alignment with College QTI Goals/Priorities* |  |  |  |  |  |  |
| *Alignment with University Goals/Priorities for Teaching and Learning* |  |  |  |  |  |  |
| **Inclusive** |  |  |  |  |  |  |
| *Demonstrated understanding of deltas in discipline that negatively impact non-dominant populations**Demonstrated commitment to using evidence to improve learning outcomes for minoritized students* |  |  |  |  |  |  |
| *Reflection on role as a faculty member to becoming a more inclusive teacher* |  |  |  |  |  |  |