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

Step	}u‰}v vš ~/š Œ š]À •	• Œ]‰š]}v (D Ç Œ ‹µ]Œ]š]}v o š Zv}o}PÇU }Œ •µ‰‰	Œ ••]vP &t/ Œ š •}µŒ •U	Æ u‰o ~ ‰š š} Ç}µŒ •‰](]
1	Assessment Objective	x Connect each assessment to specific course learning objectives and ensure that they are aligned with the overall goals of the course. x Clearly communicate this connection to students so they understand the purpose and value of each assessment.	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.	x Break down the learning outcome into specific, measurable criteria

		x Consult with disability services an barriers.	Design for Learning (UDL). It creates an equitable environment in which all students can demonstrate their knowledge and skills—a critical factor in reducing systemic inequities in DFWI.	submissions, for students with learning disabilities. x Work with campus accessibility services to provide necessary accommodations and support for students with specific needs.
8	Technology Integration	x Use technology, including GenAI, to streamline assessment processes, provide prompt feedback, and support individualized learning. x µ š] } ‘ ‘ ‘ While AI can enhance personalization, it should complement, not replace, human feedback and interaction. x Ensure that AI-generated feedback is accurate, appropriate, and aligns with learning objectives. Monitor		