Waypoint=
A grading and feedback tool
that can be used to generate and analyze assessment data

**Grading:** Faculty can grade and comment on subjective student work using customizable, interactive *rubrics* of the faculty’s choice and design. Faculty can:

- Create or select a rubric to evaluate an assignment.
  - Rubrics can be chosen from a library and easily shared/modified.
  - Learning outcomes can be specified as part of the assignment and form the basis for the rubric.
- Evaluate student work (paper, exam, project) on-line.
  - Rubric scores inform the grade.
  - Grades can be transmitted electronically to a Blackboard or UVaCollab grade book.
  - Student peer or self reviews can be incorporated into the evaluation process.
- Generate detailed feedback for students.
  - Comments can be generated automatically and/or elaborated upon.
  - Electronic documents can be annotated.
  - Feedback can be printed or emailed to one or more students automatically.
  - Feedback for multi-student team projects is easily replicated.
- Jointly evaluate student work as part of a team.
  - Support team teaching and evaluation.
  - More than one faculty member can evaluate a student’s work (e.g. comp. exams).
  - Improve consistency in evaluation of student work.
- Oversee grading among GTAs
  - Train GTAs in use of rubric
  - Test for consistency in grading among GTAs

**Assessment:** Using Waypoint interactive rubrics produces direct assessment data that can be analyzed to reveal student strengths and weaknesses and areas for improvement. A surveys module allows faculty to generate indirect assessment data. Faculty can:

- Export data generated by rubrics to WPOutcomes for further tabulation and analysis to provide direct assessment data about student learning.
  - Data can be analyzed by faculty to assess course objectives, outcomes or goals.
  - Data can be aggregated to assess program- or school-level learning objectives, outcomes or goals.
- Establish course, program, or school “team” to assess student work sampled across sections, courses or programs.
  - Student achievement of learning outcomes that are common across sections, courses or programs can be assessed.
  - Grading and assessment can be standardized across course sections or courses using the same rubric.
  - Subgroup or demographic analysis is possible
- Track accreditation goals, objectives and outcomes across students, courses, and programs.
- Create and analyze course, program or school level surveys to provide indirect assessment data about student learning.