


Student Led Individually Created Course (SLICC) Assessment Resource Pack



In this resource pack, you will find detailed information on assessment approaches, course resources, and additional materials to help tailor assessment in your SLICC course.

SVENT 325

Leading a Social Venture

Assessment

- Learning Outcome Proposal
- Twice-Weekly Reflections
- Interim Reflective Report
- Final Report
- **Credit:** pass (CR)/Fail (NCR)

Requirements

- Attend two introductory workshops
- Provide peer and self-evaluation

This course is reserved for students with a demonstrated commitment to social innovation and experiential learning. SVENT 325 is a Student-Led Individually Created Course (SLICC), which is unlike most other courses at the University of Waterloo. The course instructor defines the learning outcomes. Then, each student proposes a custom plan for how they will achieve those outcomes through a set of entrepreneurial experiences and reflections. Instead of lecturing, the instructor provides mentorship and coaching as each student works through the course they have created for themselves. The nature of the course allows students to create and define their own learning experiences and to engage in learning for learning's sake. The experiences students engage in are directly related to entrepreneurship and social innovation.

SVENT 325

Assessment Scale

Assessment details: As a student in SVENT 325, you will be assessed on your ability to critically reflect upon your learning experiences in the course. In other words, the design and content of the PebblePad portfolio you're going to build will not be assessed. Rather, you will be assessed on the quality of your reflections as demonstrated through the evidence and reflections contained within your Final Reflective Report.

In addition, your PebblePad based e-portfolio will support and provide evidence for your learning and development of skills throughout your course. Your portfolio should be constructed and maintained throughout the course, demonstrating evolution, iteration and progress over-time. It must include a regular reflective blog diary. It should contain other evidence, which may take many forms including photographs, documents, reports, feedback, video, podcasts, etc.

0-49%	<ul style="list-style-type: none">• Complete the learning proposal• Attend 50% or few meetings• Complete 50% or few blog posts/reflections• Receive an average of 'insufficient' on the final report
50-59%	<ul style="list-style-type: none">• Complete the learning proposal• Attend 50% or few meetings• Complete 50% or few blog posts/reflections• Receive an average of 'sufficient' on the final report
60-69%	<ul style="list-style-type: none">• Complete the learning proposal• Attend 60-69% of meetings• Complete 60-69% of blog posts/reflections• Receive an average of 'sufficient' on the final report
70-79%	<ul style="list-style-type: none">• Complete the learning proposal• Attend 70-79% of meetings• Complete 70-79% of blog posts/reflections• Receive an average of 'sufficient' on the final report
80-89%	<ul style="list-style-type: none">• Complete the learning proposal• Attend 80-89% of meetings• Complete 80-89% of blog posts• Receive an average of 'good' on the final report

BET 300

Foundations of Venture Creation

SLICC Assessment

- Proposal
- Reflections
- Interim Reflective Presentation
- Final Report and Presentation

Credit: Numeric Grade

Additional Requirements

- Course is split between content delivery and SLICC

This course provides students with an introduction to the processes involved in moving an idea for a new venture from concept through to launch. The theoretical knowledge and practical skills needed to create a successful small entrepreneurial enterprise are developed. Topics include definition and evaluation of entrepreneurial opportunities, business planning, funding strategies and early-stage revenue models, legal issues and intellectual property protection. BET 300 accepts a limited number of students who are actively engaged in the earliest stages of launching a business venture. This 'hands-on' course prepares students to get the most out of Enterprise Co-op, Velocity or other programs that provide an opportunity to experience entrepreneurship.

BET 300

Assessment Breakdown

Course Components

Item	Weight
Item 1 How to research your Problem Space on your venture or not-for-profit idea Problem Pitch Competition Simulation – application form only Experiential Learning (EL) component -application form submission online and pdf copy submitted for grading	15%
Item 2 How to concisely describe your current solution Value Proposition to the Velocity \$5,000 Pitch Competition: application form only Experiential Learning (EL) component -application form submission online and pdf copy submitted for grading	5%
Item 3 How to create your Business Model for testing your assumptions Business Model Canvas – presentation slides & 8min audio recording Experiential Learning (EL) component	10%
Item 4 Weekly groups workshop sessions (sync) and 1-1 Advisors sessions (async) Experiential Learning (EL) component with external entrepreneurship ecosystem network at UW and Waterloo Region -advisors and coaches sessions 1-1's as summary takeaway notes	20%

SLICC Component

Item 5 Final Assignment Student Independent Term Project using SLICC framework (Student-Led Individually Created Course) -student selects from specialty topics list from Items 1-3 -SLICC proposal approval of topic based upon context of current stage development of venture or not-for-profit idea components -mid-project Reflection presentation 5min -Final SLICC workbook presentation and Final Reflection 10min	50%	Week-05 to 12
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HLTH 472/474

Health Entrepreneurship Independent Study using SLICC Framework

Assessment

- Proposal (15%)
- Interim Reflective Report (25%)
- Final Reflective Report (40%)
- Self-assessment

Course size: 1 -2

Credit: Numeric Grade

Additional Evaluation

- Ongoing course engagement (20%)

This course provides the student with a practical framework to analyze and understand their role in an independent study project, related to Health Entrepreneurship. The student will develop learning outcomes related to 1) analysis, 2) application, 3) recognizing and developing skills, 4) recognizing and developing mindsets, and 5) evaluation, that are specific to their project. The course is structured to both develop and encourage the student to reflect on their learning experiences regularly, using the SLICC (Student-Led, Individually- Created Course model).

GENE 415

Practical Analysis of Student Leadership Experience

Assessment

- Weekly Reflections (24%)
- Proposal (10%)
 - Peer review (3%)
 - presentation (10%)
- Interim report (5%)
- Peer review (8%)
- Final SLICC report (30%)
 - presentation (10%)

Course size: 10

Credit: Numeric Grade

This course provides student leaders with a practical framework to analyze and understand their role in their service organization, either in Waterloo Engineering or outside. The course is structured to both develop and encourage students to reflect on their leadership experiences to become better leaders in the future using the SLICC (Student-Led, Individually-Created Course) model. Classroom time is used for workshops, guest presenters, and peer-to-peer learning experiences from discussions of the week's topic to formal presentations. Topics include positionality and power, conflict and inter-personal relationships, emotional intelligence, leadership and management, communication, teamwork, sponsorship, and succession planning.

GENE 415

Connection between Graduate Attributes and Assessment

Engineering Graduate Attribute	Intended Learning Outcomes	Assessment
Knowledge Base for Engineering	1	Weekly Reflections
Problem Analysis	2	Weekly Reflections
Investigation	4,5	SLICC Project
Design		
Use of Engineering Tools		
Individual and Teamwork		
Communication	4,5	SLICC Project
Professionalism (Engineering)		
Impact of Engineering on Society and the Environment		
Ethics & Equity	1,2	Weekly Reflections
Economics & Project Management		
Life-Long Learning	3,6,7	Weekly Reflections, SLICC Project

GENE 415 - Full Assessment breakdown

Proposed Grading Scheme (resulting in a NUM course grade).

Grading scheme and weights to be finalized with class participants at the end of Week 1.

Course deliverables	Grade
Reflections: <ul style="list-style-type: none">A minimum of a weekly reflection on the prompts from workshops or in-class discussions, and/or part of SLICC project process.Graded 0 (not done), 1 (something submitted), 2 (quality reflection)	24% (12 x 2%)
Individual SLICC project based on student's leadership experiences: <ul style="list-style-type: none">Project ProposalPeer review of 2 other participants' proposalsGraded 0 (not done), 1 (something submitted), 2 (quality feedback)Micro-presentation about your SLICC proposalFirst draft of final deliverableGraded 0 (not done), 1 (something submitted), 2 (quality progress)Peer review of 2 other participants' draft SLICC deliverableGraded 0 (not done), 1 (something submitted), 2 (quality feedback)Final SLICC project deliverableIncludes reflection reportFinal SLICC presentation	76% 10% 3% 10% 5% 8% 30% 10%

HLTH 602B

Capstone Integrative Seminar for Public Health

Assessment

- Group Contract, Project Overview, and Learning Outcomes (10%)
- Individual Workbook (30%)
 - Proposal
 - Reflections
 - Final Report (individual)
 - Peer review (10%)
- Presentation (15%)
- Report, Client Deliverable & E-portfolio (35%)

Course size: 68

Credit: Credit/Non-Credit

Additional requirements: Students must receive a 70% overall to pass

The culminating experience in the UW MPH program, the Capstone provides an opportunity for students to demonstrate two very important dimensions of readiness to practice in public health: the ability to work in a diverse and multidisciplinary team and the ability to integrate lessons learned from a variety of sources and bring them to bear on a concrete public health problem. In this project, students are divided into groups. Each group is required to complete a project that addresses a particular public health issue. It can take the form of a program proposal, evaluation plan, policy brief or an in-depth analysis of a public health problem

HLTH 602B – Assessment Breakdown

Before the start date of this course, you should have already formed a group and decided on a topic for your **Capstone Project**. The steps for completing your project are listed in the table below. Please check the course schedule on LEARN for specific due dates for each requirement.

Description
1. Group Contract, Project Overview, Individual & Team Learning Outcomes identified – no more than 2 pages for the overview to be submitted to PebblePad for peer feedback and advice (Group eportfolio)
2. Completion of individual project proposal and learning outcomes (Individual PebblePad workbook)
3. Peer feedback of overview/contract done in PebblePad. Groups will receive feedback and will use that to inform their oral presentation and written product. (PebblePad Template in Group eportfolios)
4. Reflect individually and as a team about the feedback received (Individual PebblePad workbook)
5. Oral Presentation (during in-person session and also submit to Group Project Oral Presentation Dropbox and add to eportfolio)
5. Peer feedback of each presentation done through PebblePad; What worked? What could be improved? (PebblePad Template in Group eportfolios)
6. Reflect individually and as a team about the feedback received (Individual PebblePad workbook)
7. Written Report (submit Dropbox and add to eportfolio)
8. Personal Reflection and Individual Capstone Report about project, course and program (Individual PebblePad workbook); peer feedback of group members (Method: TBD)

Instructor: Jennifer Yessis

HLTH 602B - Peer Review Feedback Template S2023

Rubric

Please fill out the following rubric as you see fit based on the descriptions provided and the presentation you attend.

	Desired	Acceptable	Unacceptable
Organization	Information presented in logical and interesting sequence which audience can follow easily.	Information presented in logical sequence without gaps.	Presentation difficult to understand because presentation was disorganized or disjointed.
Completeness	All sections of presentation thorough and well-developed.	Most sections of presentation thorough and well-developed. Some areas for improvement. Important pieces of information are included.	Important pieces of information omitted (e.g. no discussion of relevance of project).
Delivery	Clear, confident delivery with good use of pace and tone.	Audible and comprehensible with minimal distracting gestures.	Presenter(s) inaudible or incomprehensible or many filler words and distracting gestures.
Knowledge of material	Presenter(s) thoroughly familiar with all content of project, even probing questions answered with explanations and elaboration.	Presenter(s) generally comfortable answering questions but sometimes only at a basic level.	Presenter(s) unable to answer basic questions about the project.
Audiovisual support	Graphics explain and reinforce text and presentation. No errors in spelling or grammar.	Graphics used relate to text and presentation. 2 or 3 errors in spelling/grammar.	No graphics or graphics are badly done or superfluous. Multiple (4 or more) errors in spelling, grammar.

Relating to audience	Presenter(s) keeps the audience engaged throughout the presentation; modifies material on-the-fly based on audience questions and comments; keenly aware of audience reactions.	Presenter(s) maintain eye contact most of the time, sometimes referring to notes.	Presenter(s) reads rather than speaks to audience, seems unaware of audience.
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Aspects to celebrate

Please explain 1-2 things that the presenters did well and should continue to do in the future.

Opportunities for growth

Please explain 1-2 things that the presenters could do to improve for the future.

PSCI 496 – Civic Engagement in Political Science

Course Deliverables

- Weekly Reflections
- Proposal (20%)
- Interim report
- Final Project (50%)
- Self-assessment (30%)
- (including reflections, Interim Report and Final Reflective report)

Course size: 10

Credit: Numeric Grade

In PSCI 496 Civic Engagement students will learn how politics is integrated in our daily lives by engaging with our community through a 40-hour placement as a volunteer or a paid employee (you must be enrolled in this course in the same semester as your placement).

Civic engagement involves voluntary participation in a community activity that contributes to a public concern. For example, students may work at for a non-profit organization, or participate in an electoral campaign or intern at their local MPs office.

During the course of the semester, students will reflect on their civic engagement experience and demonstrate independent skills-based learning. In addition, students will share their experience by completing a final project that bridges their civic engagement experience and political science learning in the classroom. The final project can be, but is not limited to a standard written report. We encourage students to work on a creative final output such as a blog, website, video, podcast, poster board etc.

PSCI 496 – Assessment Scale

Grade	Descriptor
90-100% 27 to 30 points	Exceptional evidence of the Learning Outcome: Consistently exceptional, the work is essentially flawless. It shows: <ul style="list-style-type: none"> • Insight/Understanding that is: highly perceptive, thought-provoking, in-depth and/or creative • Thinking that is: highly critical, analytical, reflective and well considered • Structure that is: tightly focused and precise with a highly logical, well-reasoned and clearly balanced development of arguments
80-89% 24-26 points	Outstanding evidence of the Learning Outcome: Consistently outstanding, with very few weaknesses. It shows: <ul style="list-style-type: none"> • Insight/Understanding that is: highly perceptive, thought-provoking, in-depth and/or creative • Thinking that is: highly critical, analytical, reflective and well considered • Structure that is: tightly focused and precise with a highly logical, well-reasoned and clearly balanced development of arguments
70-79% 21-23 points	Excellent evidence of the Learning Outcome: Consistently excellent, with few weaknesses. It shows: <ul style="list-style-type: none"> • Insight/Understanding that is: perceptive, thought-provoking, in-depth and/or creative • Thinking that is: critical, analytical, reflective and well considered • Structure that is: focused and precise with a very logical, well-reasoned and clearly balanced development of arguments
60-69% 18-20 points	Very good evidence of the Learning Outcome: Very good in most respects, the work displays comprehensive achievement of the relevant learning outcome. It shows: <ul style="list-style-type: none"> • Insight/Understanding that is: complete and comprehensive • Thinking that is: a very good synthesis, critical analysis, reflection and evaluation • Structure that is: mostly clear, well-structured and logical, with reasoned arguments
50-59% 15-17 points	Good evidence of the Learning Outcome: The work is good and clearly meets requirements for demonstrating the relevant learning outcome. It shows: <ul style="list-style-type: none"> • Insight/Understanding that is: average or variable, in some areas complete and comprehensive and in others limited and basic. • Thinking that is: a limited / partial critical analysis, synthesis, reflection and evaluation

PSCI 496 – Assessment Scale

	<ul style="list-style-type: none"> • Structure that is: average or variable in its clarity and logic but provides a partially-reasoned argument
40-49% 12-14 points	<p>Some evidence of the Learning Outcome: The work meets minimum requirements for demonstrating the relevant learning outcome. It shows:</p> <ul style="list-style-type: none"> • Insight/Understanding that is: basic or limited, lacking detail, elaboration or explanation • Thinking that is: highly descriptive with no real / limited / superficial synthesis, critical analysis or reflection • Structure that is: not logical, is unclear, vague, imprecise, and ambiguous, providing a weak argument based on mostly unsubstantiated statements
30-39% 9-11 points	<p>Limited evidence of the Learning Outcome: work fails to meet minimum requirements for demonstrating the relevant learning outcome. It shows:</p> <ul style="list-style-type: none"> • Insight/Understanding that is: minimal, cursory or very limited • Thinking that is: almost entirely descriptive rather than analytical or reflective • Structure that is: poor, with poorly developed or incoherent argument, or no argument at all
20-29% 6-8 points	<p>Very limited evidence of the Learning Outcome: The work is very weak or shows a decided lack of effort. It shows:</p> <ul style="list-style-type: none"> • Insight/Understanding that is that is: negligible, illustrating no knowledge, understanding or coherent discussion of the area in question • Thinking that is: incomplete, muddled, and/or providing irrelevant material • Structure that is: negligible with incomplete or inadequately presented references, if any
10-19% 3-5 points	<p>No evidence of the Learning Outcome: Extremely weak. It does not address the area in question.</p>
0-9% 1-3 points	<p>0 = No submission to evidence the learning outcome. Up to 9 = The work is of very little consequence, if any, to the area in question. It is incomplete in every respect.</p>

PSCI 496 – Final Report Rubric

Evaluation Category	Attributes
Organization (30 points)	The pattern of organization is appropriate for the topic: <ul style="list-style-type: none"> • Chronological • Spatial • Topical • Causal • Pro/Con • Problem/cause/solution
	Information presented is logically coherent
	Presentation is well-researched and referenced appropriately
Content (45 points)	Content is creatively articulated and presented
	Integration of coursework with the experience of doing research
	Demonstrates critical thinking
	Material included is relevant to the overall message/purpose that is it should advance the reader's understanding of the topic
	Appropriate amount of material is prepared, and points made reflect well their relative importance
Presentation (25 points)	Properly formatted. Pay attention to the following: <ul style="list-style-type: none"> • Margins • Font size • Placement of graphics • Planning and attention to detail
	Properly edited, free of spelling, grammatical and punctuation errors.
	Visual aids are well prepared, informative, effective, and not distracting

PSCI 496 – Student Self Assessment

For Students: Having completed your Final Reflective Report you are now ready to complete your Self-Assessment. You should self-assess your course by grading each Learning Outcome separately against the assessment criteria provided in the course proposal and the self-assessment rubric.

In addition, you must provide an explanation, justifying why you gave yourself these particular grades, for each of the specific Learning Outcomes. You should also indicate where in your collection of evidence you believe you have demonstrated this level of achievement for each Learning Outcome.

1= range from 3-5 points (10- 19%)

2= range from 6-8 points (20-29%)

3= range from 9-11 points (30- 39%)

4= range from 12-14 points (40- 49%)

5= range from 15- 17 points (50- 59%)

6= range from 18-20 points (60-69%)

7= range from 21-23 points (70- 79%)

8= range from 24-26 points (80- 89%)

9= range from 27-30 points (90-100%)

No evidence of Learning Outcomes

1	2	3	4	5	6	7	8	9
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Exceptional Evidence of Learning Outcome

Justify your rating (100 words)

(Reference specific entries in your Reflective Blog that provide evidence to support your rating)

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REC 253

Practicum in Therapeutic Recreation

Assessment

- Proposal
- Weekly Reflective Journals
- Final Reflective Report

Course size: 10

Credit: Credit/Non-Credit

Additional requirements: 105 practicum hours

REC 253 is the first placement experience required for the Therapeutic Recreation degree. This course requires 105 hours of practical experience interspersed over one academic term (approximately 15 weeks). The course is offered on a credit/no credit basis.

The course uses the Student-Led Individually-Created Courses (SLICC) teaching model, which will allow you to co-create your learning experience. This will give you the opportunity to identify the learning that has occurred as a result of your placement. Along with completing your 105 hours, students will create a proposal for their practicum experience, write weekly reflective blogs (10 in total), and a final report.

Additional Assessment Resources

- [SLICC Proposal Feedback Guide](#) (a component of the [Instructor SLICC Resource Pack](#))
- [Proposal Examples](#) (a component of the Student SLICC Resource Pack)
- [Rubric for Self-Assessment](#) (DOC) template (created by the University of Edinburgh for use in the SLICC program)
- [Thoughts on Reflecting in Community](#) (1:51 min) (Centre for Teaching Excellence)
- [Example Blogs](#) (a component of the Instructor SLICC Resource Pack)
- [Assessing Reflection](#) (University of Edinburgh's Reflection Toolkit)
- [Examples of Interim Reflection Reports](#) (a component of the Student SLICC Resource Pack)
- [Interim Reflective Reports](#) (a component of the Instructor SLICC Resource Pack)
- [Instructors EAT \(Equity/Agency/Transparency\) Framework](#) (Carol Evans, Griffith University)
- [Receiving and Giving Effective Feedback](#) (Centre for Teaching Excellence, University of Waterloo)
- [Giving actionable feedback needs actionable words](#)
- [Student Performance Evaluation](#) (PDF) (UWaterloo|Co-operative Education)
- [Value Rubrics — Integrative and Applied Learning](#) (AACU)
- [Learning Outcomes and Assessment](#) (a component of the Student SLICC Resource Pack)