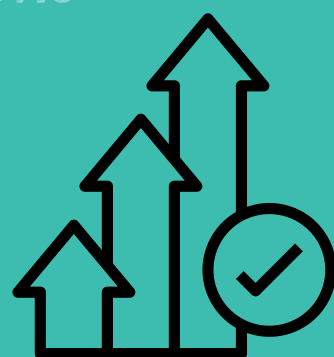


# PERFORMANCE EXPECTATIONS

## WHAT THEY ARE AND HOW TO HELP STUDENTS MEET THEM IN GENERAL EDUCATION

### INSTRUCTOR PERFORMANCE EXPECTATIONS ARE...

- ✓ The assumptions that instructors make about students' levels of behavior and learning ([Peña et al., 2021](#))
- ✓ Influenced by instructors' past teaching/learning experience, self-efficacy, and their views of students' prior academic achievement, motivation, study skills, and academic discipline ([Li & Rubie-Davies, 2018](#)).



### SETTING HIGH EXPECTATIONS IS IMPACTFUL FOR STUDENT LEARNING BECAUSE...

- ✓ High expectations give students something to strive for. **Expectancy-value theory** tells us that when students know that their professors value completion of a task at a high level, they are likely to be more motivated to achieve that level of learning ([Geogan et al., 2021](#); [Wigfield & Eccles, 2000](#)).

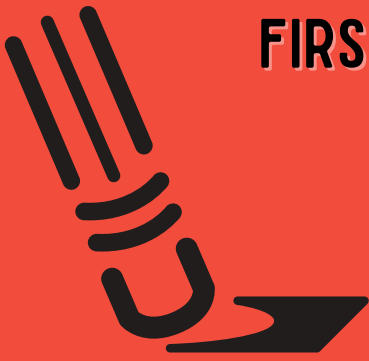


### EXAMPLES OF EXPECTATIONS

- ✓ Requirements for class attendance
- ✓ Criteria for class participation credit
- ✓ Timeliness of assignment submissions
- ✓ Standards for course deliverables (e.g., fulfilling all components of a learning task, incorporating instructor feedback into a revised draft, or using a specific course technology to complete an assignment).

# “HIP” TIPS FOR HELPING STUDENTS MEET YOUR EXPECTATIONS

## DISCUSS EXPECTATIONS DURING THE FIRST CLASS



- ✓ Co-create a list of classroom expectations with your students on the first day of class.
- ✓ Ask students to determine what they expect of you as the instructor when it comes to grading timeliness, feedback depth and format, and preparedness for class.
- ✓ Ask students what they think is expected of them (e.g., turning assignments in on time, participating in class, reaching out for support).

## TRY OUT SPECIFICATIONS GRADING

- ✓ Specifications grading involves grading all student work on a pass/fail basis and bundling assessments into groups that students can choose to complete based on the grade they want in the class ([Nilson, 2014](#)).
- ✓ Using a pass/fail grading system that requires students to meet specific requirements raises the stakes and expectations for student work ([Nilson, 2014](#)).
- ✓ Tip: Be explicit about the quality of work students need to produce. This includes clearly defining learning outcomes and expectations for what A-level work is for each assignment and bundle ([Nilson, 2014](#)).



## CREATE GUIDELINES FOR ALL GRADED COMPONENTS OF YOUR GEN ED COURSE

- ✓ Using rubrics is one method of conveying expectations and establishing guidelines for assignments. [This resource](#) explains what a rubric is and why it's essential to setting expectations for student learning.
- ✓ Rubrics and guidelines are not just for major assignments. Class participation, discussion boards, online quizzes, etc., all deserve specific guidelines so students know what you are expecting!
- ✓ Guidelines can include examples of exemplary student work (if appropriate permissions have been obtained)!