National Institute for Learning Outcomes Assessment
Making Learning Outcomes Usable & Transparent

Assignment-Design Charrette Feedback Sheet

with Transparent Assignment Design Notes (from Mary-Ann Winkelmes, TILT Higher Ed) in red italics

Assignment _____

Comments from _____

1. What outcomes do you think students will be able to demonstrate with this assignment? *How will the knowledge and/or skills learned from doing this assignment benefit the students' long-term learning? How will students recognize this while doing the assignment?*

2. What are the main strengths of this assignment for assessing the identified outcomes? *Do students understand what the criteria look like in multiple examples of real-world practice? Have you confirmed students' understanding by inviting them to evaluate the success of various real-world examples that demonstrate those criteria?(You may need several examples to illustrate all of the criteria targeted in the assignment.) Have you listened to tstudents' assessments of those examples you provided and clarified or confirmed their understanding?*

3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have? *Do students understand:*
   a. *the purpose (how the knowledge gained and skills practiced on this assignment will benefit their long-term learning)?*
   b. *how to approach the tasks involved in this assignment? or if you intend for them to invent their own approach?*
   c. *how to apply the criteria for success to their own progress while they are working on the assignment, based on their experience evaluating the success of various examples with your guidance?*

4. Other suggestions and possibilities – especially in response to the author's questions about the assignment. *Do the author's purposes, tasks and criteria for this assignment inform all parts of the assignment in a way that is equitably accessible to students?*

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