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) 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 now and after college?*

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?*

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 outcomes from this assignment will benefit their long-term learning)?*

  b. *how to approach the tasks involved in this assignment?*

  c. *how to apply the criteria for success to their own progress while they are working on the assignment?*

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?*

TILT Higher Ed
Transparency in Learning and Teaching

Assignment-Design Charrette Process
with Transparent Assignment Design Notes
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In groups of 5, each person/team will have an opportunity to share their assignment and receive suggestions and feedback from the group. In order for everyone to have an opportunity to give and receive feedback, we will use a timed carousel process. There will be five rounds. You will be a "presenter" for one round and a "participant" for the other four rounds.

Each round is 25 minutes.

Introduce assignment (5 min):
Presenters will introduce the assignment and provide background information such as: in what course the assignment is used, at what point in the course, pertinent information about the students in the course (majors vs. non-majors), what they find most challenging about the assignment, how it builds on earlier work and/or prepares students for more advanced work in later courses (or success beyond graduation), your experience with the assignment to date, how you hope to strengthen it, and what kinds of feedback and suggestions you would like from others.

> *Listeners:* jot down thoughts and questions but please do not interrupt the presenter, let them have their full five minutes. ***Consider what the presenter says or implies about the purposes (knowledge to be gained, skills to be practiced), tasks and criteria for this assignment.***

Discussion (15 min):
Listeners will respond to what they have heard, taking turns asking questions, sharing thoughts, feedback, etc. The purpose of the discussion is to help your colleague strengthen their assignment so please be constructive and collegial. Also, please mind the time and allow each participant the opportunity to contribute to the discussion.
Discussion should address the four questions on the feedback sheet.

> *Presenters:* listen carefully and respond to the inquiries. Think about alignment, but also think creatively about possible solutions. ***Would the assignment benefit from additional clarity about its purposes, tasks and criteria? Is this information equitably accessible so that all students begin the assignment from the same starting line?***

Feedback (5 min):
Everyone: Based on the discussion, use the feedback form to give the presenter written feedback and suggestions. The presenter can use this time to write down notes about the assignment, based on what they just heard, ***to consider how accessibly the assignment communicates an intentional rationale about the purposes, tasks and criteria for students' learning so that students can monitor their success while they are working on the assignment*** and to outline next steps for revision or additional feedback.