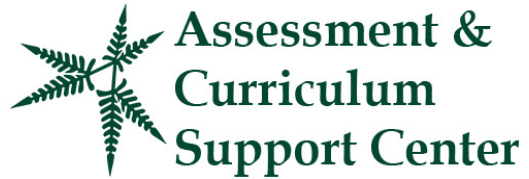


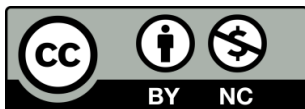


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manoa.hawaii.edu/assessment

Civic Engagement Assignment Design



Hill, Y. Z., Pascua, A., and Hasager, U. (2022, March 8). *Civic Engagement Assignment Design* [online workshop]. Assessment and Curriculum Support Center & Center for Teaching Excellence, University of Hawai'i at Mānoa, Honolulu, HI, United States.

Civic Engagement Assignment Design



Co-sponsored by Assessment and Curriculum Support Center and Center for Teaching Excellence



Yao Z. Hill
Associate Specialist

Assessment and
Curriculum Support
Center



Ulla Hasager
Director

Civic Engagement for
the College of Social
Sciences



Atina Pascua
Director

Office of Civic &
Community
Engagement

Introduction of facilitators



Introduce your civic engagement teaching

- **Name & program**
- **Courses that you are teaching**
- **Main civic engagement teaching activities**

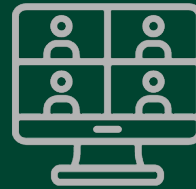
Agenda



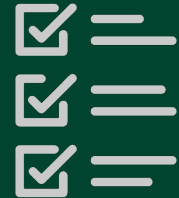
**Civic Learning &
Assessment**



**Assignment Design
Principles**



**Breakout Room
Peer Feedback on
Assignments**



**Group Share &
Workshop Eval**

Session Outcomes

A

Use transparent assignment design principles and resources to design civic engagement assignments to support our institutional project

B

Implement concrete strategies/feedback to enhance assignments



Civic Learning and Assessment at UHM



CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact valve@aacu.org



Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (all one) level performance.

	Capstone 4	Milestones 3 2		Benchmark 1
Diversity of Communities and Cultures	Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.	Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.	Has awareness that own attitudes and beliefs are different from those of other cultures and communities. Exhibits little curiosity about what can be learned from diversity of communities and cultures.	Expresses attitudes and beliefs as an individual, from a one-sided view. Is indifferent or resistant to what can be learned from diversity of communities and cultures.
Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Begins to connect knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Begins to identify knowledge (facts, theories, etc.) from one's own academic study/field/discipline that is relevant to civic engagement and to one's own participation in civic life, politics, and government.
Civic-Identity and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic-identity and continued commitment to public action.	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a growing sense of civic-identity and commitment.	Evidence suggests involvement in civic-engagement activities is generated from expectations or course requirements rather than from a sense of civic-identity.	Provides little evidence of her/his experience in civic-engagement activities and does not connect experiences to civic-identity.
Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action	Effectively communicates in civic context, showing ability to do all of the following: express, listen and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do more than one of the following: express, listen and adapt ideas and messages based on others' perspectives.	Communicates in civic context, showing ability to do one of the following: express, listen and adapt ideas and messages based on others' perspectives.
Civic Action and Reflection	Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions.	Has clearly participated in civically-focused actions and begins to reflect or describe how these actions may benefit individual(s) or communities.	Has experimented with some civic activities but shows little internalized understanding of its aims or effects and little commitment to future action.
Civic Contexts/Structures	Demonstrates ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.	Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim.	Demonstrates experience identifying intentional ways to participate in civic contexts and structures.	Experiments with civic contexts and structures, tries out a few to see what fits.

University of Hawai'i at Mānoa uses VALUE Civic Engagement Framework



UH Mānoa Civic Engagement Assessment Project (2022)

1. UHM participates in the AAC&U's [Advancing Evidence on Civic and Community-Based Engagement in Higher Education](#) project (2021-2022)
2. UHM needs to submit 100 students' completed assignments
3. The [AAC&U Civic Engagement VALUE rubric](#) serves as the criteria
4. Faculty can sign up to be scorers, get trained and paid for scoring (\$7.50 a paper)
5. UHM will receive the assessment results for our own students as well as the aggregated scores for all participating institutions



Benefits of participating in the project

1. Receive the results for your participating students.
2. Join networking & professional development events designed for you.
3. Receive free scoring training from AAC&U.



CIVIC ENGAGEMENT VALUE RUBRIC

for more information, please contact valve@auca.org



Definition

Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.) In addition, civic engagement encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

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University of Hawai'i at Mānoa uses VALUE Civic Engagement Framework



Criteria	Capstone (4)
A) Diversity of Communities and Cultures	Demonstrates evidence of adjustments in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.
B) Analysis of Knowledge	Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.
C) Civic-Identify and Commitment	Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a reinforced and clarified sense of civic-identify and continued commitments to public action
D) Civic Communication	Tailors communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.
E) Civic Action and Reflection	Demonstrates independent experience and <i>shows initiative in team leadership</i> of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions
F) Civic Contexts/Structures	Demonstrates ability and commitment to <i>collaboratively work across and within</i> community contexts and structures to <i>achieve</i> a civic aim

VALUE Civic Engagement Criteria and Highest Level of Performance Description



Criteria	Adapted Outcome Statements
A) Diversity of Communities and Cultures	A. adapt/adjust attitude and promote diversity of communities and cultures
B) Analysis of Knowledge	B. connect/apply academic knowledge to civic life/communities
C) Civic-Identify and Commitment	C. establish civic-identity and commitment
D) Civic Communication	D. effectively communicate to promote civic understanding and action
E) Civic Action and Reflection	E. participate and reflect in civic context
F) Civic Contexts/Structures	F. collaborate with communities to achieve civic aims

What types of assignment are most appropriate to address these criteria?



Literature review	Research paper	Poster
Case study report	Research presentation	Debate
Analysis report	Building prototype	Model construction (computational, engineering)

Performance Assignments for Assessing Analysis of Knowledge



Present a case analysis to client	Write an article for a journal	Produce a public service announcement
Construct a model	Write a letter	Make a poster
Write a guide	Construct a website	Propose a policy

Public Products for Civic Communication

Critical Reflection

As a Key Civic Engagement Assignment

- **Reveals thought processes**
- **Takes on a variety of forms**





Transparent Assignment Design Principles

Purpose & Learning Outcomes

Task

Criteria

Audience

Scaffolding Strategies



Sample Assignment Template Component

Assignment Overview

Purpose and Course Learning Outcomes Addressed

Audience

Content/Components to Include

Format and Due Date

Evaluation Criteria

Guidance and Supporting Material

Analysis Plan

Enhancement Plan



What reflection prompts would you use?

Go to your individual handout to review and add your thoughts.



Ulla's assignment & insights



Breakout Room (1 hour)
Assignment Peer Feedback through
Critical Friends Protocol

Each share 20 minutes



Critical Friends Protocol



Assignment Peer Feedback

1. Locate the instructor's assignment
2. The instructor explains assignment (3 min)
3. Audience asks clarification questions (2 min)
4. Peers write feedback in silence (3 minutes)
5. Peers share feedback: "I like..." "I wonder..." (7 minutes)
6. The instructor shares takeaways (2 minutes)
7. If have time, share "I have..."



Group sharing of assignment strategies

Civic Engagement Assignment Design Workshop Handout

A workshop co-sponsored by the Assessment and Curriculum Support Center and the Center for Teaching Excellence.

Date: 12:00pm -1:30pm on 3/8/2022 & 11:30am -1:00pm on 3/9/2022

Facilitators

Yao Z. Hill, yaozhang@hawaii.edu

Ulla Hasager, ulla@hawaii.edu

Atina Pascua, atina@hawaii.edu

Civic Engagement Assessment Project

1. UHM is participating in AAC&U's national [*Advancing Evidence on Civic and Community-Based Engagement in Higher Education*](#) project (2021-2022).
2. UHM needs to submit 100 students' completed assignments (or artifacts) to AAC&U.
3. The [AAC&U Civic Engagement VALUE rubric](#) serves as the criteria to evaluate the artifacts.
4. Faculty can sign up to be scorers, get trained and paid for scoring.
5. UHM will receive the assessment results for our own students as well as the aggregated scores for all participating institutions.
6. Benefits to participate

Transparent Assignment Design Principles

1. Purpose: Explicitly state the student learning outcomes (knowledge, skills, values), or SLOs, that the assignment tries to address.
2. Task: Give clear instructions (e.g., format, deadlines, contents to include, activities/steps involved).
3. Criteria: Set clear expectations for achievement through evaluation criteria (e.g., checklist, sample work, rubrics).
4. Scaffold: Provide resources and scaffolding support for successful completion of the assignment.

Set the SLOs: Target Skills and Values for Civic Engagement Assignments

Highlight the SLOs below that you substantially and explicitly teach and assess in your course:

- **A. adapt/adjust attitude and promote diversity of communities and cultures** (e.g., adapt one's own attitudes and beliefs through working with community partners; open to perspectives of members in the community from diverse backgrounds)
- **B. connect/apply academic knowledge to civic life/communities**
- **C. establish civic-identity and commitment** (e.g., students reflect on what they learned about themselves as it relates to a sense of civic identity; students exhibit a strong commitment to actions that improve the quality of life in a community)
- **D. effectively communicate to promote civic understanding and action** (e.g., students express, listen to, and adapt messages based on civic contexts and others' perspectives)
- **E. participate and reflect in civic context** (e.g., students participate in service-learning, demonstrate team leadership, produce reflective insights or analysis about the aims and accomplishments of one's actions)
- **F. collaborate with communities to achieve civic aims** (e.g., collaborate effectively with community partners to identify and propose solutions to community issues)

Assignment Format Choices

Performance Assignments

- Literature review
- Research paper
- Poster
- Case study report
- Research presentation
- Debate
- Analysis report
- Model construction (computational, engineering)
- Other: _____

Public Product for Civic Communication

- Present a case analysis to client
- Write an article for a journal
- Produce a public service announcement
- Construct a model for an organization
- Write a letter to the editor/board/legislature
- Make a poster for general public

- G. Write a guide
- H. Construct a website
- I. Propose a policy
- J. Other: _____

Reflection

- A. Reflection essay
- B. Journal
- C. Oral narrative/talk story
- D. Poems
- E. Screenplay
- F. Video
- G. Photo voice
- H. Other: _____

Civic Engagement Reflection Assignment Template

Assignment Overview

In this assignment, you will produce a reflection in a format of your choice to describe your civic engagement experience and learning process.

Purpose and Course Learning Outcomes Addressed

The purposes of this assignment are:

[To help you reflect on your personal journey and express your voice in civic engagement learning in a format and media that resonates most with you]

This assignment aims to solidify/enhance your civic understanding and disposition, especially related to the following: [Examples below]

- A. adapt/adjust attitude and promote diversity of communities and cultures** (e.g., adapt one's own attitudes and beliefs through working with community partners; open to perspectives of members in the community from diverse backgrounds)

- ❑ **B. connect/apply academic knowledge to civic life/communities**
- ❑ **C. establish civic-identity and commitment** (e.g., students reflect on what they learned about themselves as it relates to a sense of civic identity; students exhibit a strong commitment to actions that improve the quality of life in a community)
- ❑ **D. effectively communicate to promote civic understanding and action** (e.g., students express, listen to, and adapt messages based on civic contexts and others' perspectives)
- ❑ **E. participate and reflect in civic context** (e.g., students participate in service-learning, demonstrate team leadership, produce reflective insights or analysis about the aims and accomplishments of one's actions)
- ❑ **F. collaborate with communities to achieve civic aims** (e.g., collaborate effectively with community partners to identify and propose solutions to community issues)

Audience

The intended audiences of your work are:

1. [a close personal friend who you try to convince to take this class]
2. [a mentor who cares about your personal growth]
3. [yourself]
4. [public audience]

Content/Components to Include

Use the following guiding questions to plan the content to include in your reflection. The final reflection should form a coherent narrative or message.

Guiding Question Examples:

1. Describe the context of your civic engagement activities (e.g., place, people, background).
2. **Target outcome B: *connect/apply academic knowledge to civic life/communities***
Describe a community or civic issue that you are engaged in this semester (e.g., food shortage, protection of cultural heritage, youth education, seniors' well-being). Use the theories, concepts, and approaches that you have learned in class to explain the issue. Describe your analysis and perspective in detail with examples and elaborations so that

a real life audience can understand your experience. Consider the following aspects in your explanation [pick the ones most relevant to your course]:

- What is the issue and how does it impact social, economic, and environmental life?
- Which biological, physical, and social lives were most impacted? How are those impacts connected to and influenced by each other?
- Of the group affected most by the issue, who has a voice in this issue? Are they privileged or oppressed?
- What are the causes in the present and past? Which ones are major causes?
- List, compare, and synthesize different perspectives on this issue. What are the assumptions, contexts, and biases that influence these perspectives?
- How did your experience involved in community project/service-learning influence your understanding of the concepts, principles, and/or approaches taught in the course?

3. **Target outcome A. *adapt/adjust attitude and promote diversity of communities and cultures***

Describe a community issue that you are engaged in this semester. Interpret the issue from multiple perspectives. Name three or more perspectives, explain these perspectives, and analyze how the lived experience, power in society, assumptions, fear/motivation, and/or sources of information shape these perspectives. Sample perspectives can be from:

- Those in power
- Those without a voice and oppressed
- Community
- Government
- Cooperation
- Certain agencies
- People holding different political views
- People with different cultural/economic/religious backgrounds

Describe how these perspectives influence your position on the issue.

4. **Target outcome C. *establish civic-identity and commitment***

In carrying out your community project, describe the process that you went through to understand the community issue and how you went about addressing this issue with your community collaborators.

- Because of your project experience, do you feel more confident or more disheartened in addressing other community issues? Share your insights in detail.
- What civic participation opportunities do you plan to engage in in the future? [examples include...]

5. Target outcomes:

D. effectively communicate to promote civic understanding and action

E. participate and reflect in civic context

F. collaborate with communities to achieve civic aims

Reflect on your community engagement project experience. Describe specific scenarios in which you used collaborative strategies to work with people of different opinions and move the group forward. In your reflection, include:

- The civic aim that the group is trying to achieve
- Three strategies that you have used, the scenario in which you used them, and the influence that these strategies had on group progress
- Changes (or no changes) in your confidence and willingness to work (with community partners) on other civic issues in the future

Format and Due Date

Length: number of pages, number of minutes, dimensions

Format: font, typeface, margin

Media: paper, oral presentation, video, dance, chant, drawing, voice recording

Academic convention: APA 6th, Chicago, etc.

Drafts/Rehearsal required: submit a draft before the final paper.

[For example

Choose one format among the options below to submit your reflection:

1. 5-page written paper, double spaced, Times New Roman or Arial font size 11 or 12, with 1 inch margins on all sides
2. 10-15-slide photo stories with pictures and recorded narrations
3. 3-5-minute videos
4. Other creative formats approved by the instructor]

Due dates

- Draft is due [xx].
- Final paper is due [xx] and must address all peers' and instructor's feedback in the final version.

Sources to include: number of sources, criteria for acceptable sources, links and names of acceptable sources.

Evaluation Criteria

Pick an option

- Observation notes for samples of work at different levels
- Checklist
- [Civic Engagement VALUE Rubric](#)

Guidance and Supporting Material

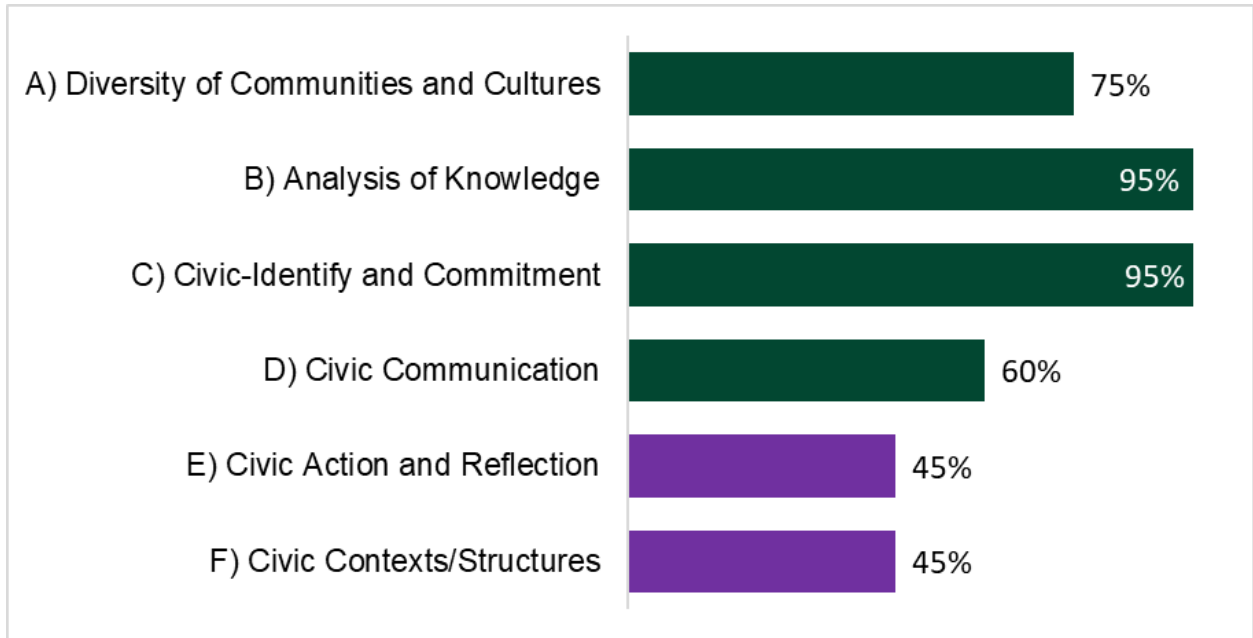
Select the options that best suit your needs:

- Sample student work
- Annotated student work
- Tutorials on (e.g., making a photo story, video production)
- Submit each component and receive feedback following the timeline below...

Analysis Plan

Analyze SLO achievement results example

[The chart below shows what percentage of the students met expectations on each of the rubric criteria. Almost all students demonstrate a satisfactory level of analysis of knowledge (Outcome B) and commitment to civic responsibility (Outcome C). However, students still need help with civic participatory skills in collaboration with community members (Outcome F), showing team leadership skills (Outcome E), and ability to effectively communicate to promote civic actions (Outcome D).]



Enhancement Plan

Plan of action of enhancing the assignment:

- Explicitly teach collaboration strategies
- Increase monitoring of the team project efforts
- Plan simulation activities in which students role-play facilitators in community meetings
- Provide students with sample language, scripts, email templates when communicating with community members, especially upon first contact

Other general assignment enhancement ideas:

- Break down assignment into small pieces
- Add an additional assignment/reading/reflection/discussion
- Give more detailed instructions
- Go over the rubric together with the students using sample papers
- Talk aloud how you think when going about the assignment
- Ask students to develop a timeline
- Provide templates
- Provide example student work
- Provide an annotated student work
- Ask students to submit one more draft before the final draft
- Locate more reading materials
- Provide online tutorials

Civic Engagement Assignment Charrette

Instructions

1. Each group will have two to three colleagues to share assignments, one facilitator, and one notetaker.
2. Each instructor has 20 minutes to share and receive feedback.
3. For each round of 20 minutes:
 - a. The instructor shares the assignment for 3 minutes. The notetaker will write down the information in the Assignment Sharing Form.
 - b. Colleagues ask clarifying questions for 2 minutes.
 - c. Colleagues write down their feedback for 3 minutes using the Peer Feedback Template in this document and note “I like...” and “I wonder...”
 - d. Each colleague shares their feedback for a total of 10 minutes (Instructor will not respond to feedback.).
 - e. The instructor talks about 2-3 main takeaways (2 minutes).
4. Feel free to follow up with the colleagues and the facilitators after to continue fine-tuning your assignment.

Assignment Sharing Form

Instructor Name:

Instructor Department:

1. Assignment title

2. Assignment link or copy and paste assignment below:

3. *Assignment Information:* What are you asking students to do in the assignment? What learning outcomes is the assignment designed to elicit from students? How are students evaluated?

Summary of Peer Feedback

Peer Feedback

Reviewer 1 Name:

<p>1. What learning outcomes will students demonstrate with this assignment? How does it need to be modified to better align with the learning outcomes of interest?</p>
<p>2. How does the assignment align with the evaluative criteria? Are there mixed signals sent to students?</p>
<p>3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have regarding clarity in instructions, prompt, or purpose?</p>
<p>4. How does this assignment allow for flexible options, alternative demonstrations, culturally responsive demonstrations of learning, and/or ways to accommodate learning during a global pandemic?</p>

Reviewer 2 Name:

1. What learning outcomes will students demonstrate with this assignment? How does it need to be modified to better align with the learning outcomes of interest?

2. How does the assignment align with the evaluative criteria? Are there mixed signals sent to students?

3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have regarding clarity in instructions, prompt, or purpose?

4. How does this assignment allow for flexible options, alternative demonstrations, culturally responsive demonstrations of learning, and/or ways to accommodate learning during a global pandemic?

Reviewer 3 Name:

<p>1. What learning outcomes will students demonstrate with this assignment? How does it need to be modified to better align with the learning outcomes of interest?</p>
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Reviewer 4 Name:

<p>1. What learning outcomes will students demonstrate with this assignment? How does it need to be modified to better align with the learning outcomes of interest?</p>
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