**Expression of Learning Opportunities Worksheet**

**Framing:** Reflecting upon and unpacking the methods and rationale of one’s current assessments helps instructors examine the underlying values or prioritizations of one’s course design. To create this worksheet, the facilitators pontificated upon the questions below

Do I expect my students to demonstrate that they are experts or that they are continual learners?

Am I asking my students to articulate their ‘mastery over’ the content or their ‘relationship with’ the content?

Am I prioritizing ‘learning in isolation’ over ‘learning in collaboration with others’ ?

Do my assignments indicate my commitment to on-going learning, reflecting, and revisions for myself *and* my students?

**Instructions Part 1:** Review your syllabus and list the assignments and exams that coincide with the opportunities presented to your students in the table below. Please note the delivery method (ex. Paper, presentation, project, etc.) and rationale using that delivery method for each of the listed assessments. You may not be able to fill every box as you may not require exams or some of the opportunities may not apply to your class. Please complete what makes sense for your class as this is a reflection.

In the session we will engage in a small group discussion about this exercise

| Opportunities | Formative Assessment+  (i.e. weekly quiz, homework assignment, in-class discussion) | What is the delivery method for this assignment and why? | Summative Assessment\* (i.e. exam, paper, project) | Describe the format for this exam and why this is used? |
| --- | --- | --- | --- | --- |
| ***EXAMPLE***  … to state relayed information | *Weekly review* | *Three-questions delivered once a week via Mentimeter. This is the delivery method because it is an easy way for students to share what they remembered from previous lectures* | *Vocabulary section of midterm and final exams* | *Students write answers to 3-5 vocabulary focused, open-ended questions for each exam. This format is used because stating definitions is an indication of understanding the content and written work is easiest to grade* |
| … to state relayed information |  |  |  |  |
| … to demonstrate inquiry |  |  |  |  |
| … to reflect |  |  |  |  |
| … to revise |  |  |  |  |
| … to practice skill sets |  |  |  |  |
| … collaborate with others |  |  |  |  |

* A formative assessment provides information needed to adjust teaching and learning while they are still happening. It may be graded with low stakes or entirely ungraded.

\* A summative assessment is used to evaluate student learning and knowledge at the end of the instructional period and

are usually graded.

**Instructions Part 2:** List and reflect on the learning objectives for your course. We will discuss how to write these to allow for multiple assignment options.