Reviewing Class Assignments and Activities

Does this activity/assignment have an effective "hook" that engages students?	no - a little – somewhat - definitely
	What or Why?
Suggestions for improvement:	
Does this activity/assignment help students place new knowledge, tasks, and experiences into the context of what	no - a little - somewhat - definitely
they already know?	How or Why?
Suggestions for improvement:	
Does this activity/assignment provide students with the	no - a little – somewhat - definitely
opportunity for independent thinking, analysis, and/or	_
problem solving?	How or Why?
Suggestions for improvement:	
Does this activity/assignment require students to	no - a little – somewhat - definitely
synthesize, discuss, extend, or reflect on what they have learned in the activity?	How or Why?
Suggestions for improvement:	
Does the assignment most the goals sufficed by the	no a little computat definitely
Does the assignment meet the goals outlined by the instructor?	no - a little – somewhat - definitely
Suggestions for improvement:	How or Why?
If a student completes the assignment, can the instructor	no a little computed definitely
If a student completes the assignment, can the instructor evaluate whether the student has met the stated goals?	no - a little – somewhat - definitely
Suggestions for improvement:	How or Why?

Based on the Evaluation rubric designed by Barbara Tewksbury, Hamilton College as part of the program *On the Cutting Edge*.

http://serc.carleton.edu/files/NAGTWorkshops/intro08/rubric_review_others_assignmen.pdf