Assignment Design
Charrette: Setting the Scene

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NATIONAL INSTITUTE FOR LEARNING OUTCOMES ASSESSMENT (NILOA)
NILOA

NILOA’s mission is to discover and disseminate effective use of assessment data to strengthen undergraduate education and support institutions in their assessment efforts.

- Surveys
- Web Scans
- Case Studies
- Focus Groups
- Occasional Papers
- Website
- Resources
- Newsletter
- Presentations
- Transparency Framework
- Featured Websites
- Accreditation Resources
- Assessment Event Calendar
- Assessment News
- Measuring Quality Inventory
- Policy Analysis
- Environmental Scan
- Degree Qualifications Profile
- Tuning

www.learningoutcomesassessment.org
We are pleased to announce the release of a new NILOA book, *Degrees that Matter: Moving Higher Education to a Learning System Paradigm*. The book is available now.

**In the News**

- **Competency-based Education Could Benefit Veterans by Recognizing Their Military Skills**
  - Mon, Dec 11, 2017 - 08:00 am
  - John Strauss for Lumina Foundation
  - This piece by Lumina Foundation provides resources on how competency-based education (CBE) could assist veterans in earning course credit by transferring their skills and experience while in the military into the college setting.

- **Creating College Credit Policies That Validate Adult Learners**
  - Mon, Dec 11, 2017 - 08:00 am
  - Iris Palmer for Education Commission of the States
  - Adult learners come to college equipped with various skills and experiences that could be leveraged for course credit. Initiatives such as prior learning assessment (PLA) and competency-based education (CBE) attempt to provide college credit for learning acquired outside of academia.

- **Statewide and Online Only in California**
  - Mon, Dec 11, 2017 - 08:00 am
  - Ashley A. Smith for Inside Higher Ed
  - California has proposed the creation of a new state-wide online-only college focused on work-force credentials and non-degree certifications aimed at enrolling the approximately 2.5 million Californians with some college experience but no degree.
Purpose

Why do we do assessment? What is the value and purpose of engaging in assessing student learning?
Value

Institutions of higher education are increasingly asked to show the value of attending, i.e. impact in relation to cost; employment – what is the value of a degree and what does it represent in terms of learning?

Public and policy makers want assurance of the quality of higher education

Regional and specialized accreditors are asking institutions to show evidence of student learning and instances of use
Are you lonely?
Tired of working on your own?
Do you hate making decisions?
START A COMMITTEE!

You can——
• See people
• Show charts
• Feel important
• Point with a stick
• Eat donuts
• Impress your colleagues

COMMITTEES
THE PRACTICAL ALTERNATIVE TO WORK

NOT IMPRESSED
Assessment, Accountability, and Improvement:
Revisiting the Tension

Peter T. Ewell

Foreword by George D. Kuh

Occasional Paper #1
learningoutcomesassessment.org
Principles of Local Practice

Develop specific, actionable learning outcomes statements.

Connect learning outcomes with actual student demonstrations of their learning.

Collaborate with relevant stakeholders, beginning with the faculty.

Design assessment approaches that generate actionable evidence about student learning that key stakeholders can understand and use to improve student and institutional performance.

Focus on improvement and compliance will take care of itself.
Institutional or Program Improvement
Learning Improvement
Assessment Cube of Misunderstandings

- Definitions
- Levels/Focus
- Uses/Questions
- Purposes/Value
Three Schools of Thought

Measurement

Compliance (Reporting)

Teaching and Learning (Improvement)
Measurement

Built upon scientific principles or empirical research, objective, rational, validity, and reliability

The Multi-State Collaborative: A Preliminary Examination of Convergent Validation Evidence ~Mark Nicholas, John Hathcoat, & Brittany Brown

- Testing and standardization
- Must be measureable
- Argue narrowing of curriculum
- Goal driven
- Focused on process
- Interventions
- Pre/post
- Comparisons
VALUE report
Compliance

Documenting institutional quality assurance through reporting frameworks

*Is assessment destroying the liberal arts?* ~Karin Brown

- Bureaucratic
- Laborious
- Time consuming
- Separated from teaching and learning
- Add on
- Accountability and quality assurance
- Reporting and archive
- Lots of data collection, minimal use
ACCREDITATION/PROGRAM REVIEW

1. Gather Results
2. Identify Assessments
3. Write Outcomes
4. Submit Reports
5. Package Results

Flow: Gather Results -> Identify Assessments -> Write Outcomes -> Submit Reports -> Package Results
But where are the students...?
Teaching and Learning

Focus on pedagogy, understanding of student experience, informing program improvement, embedded in curricular design and feedback, builds student agency

*Does continuous assessment in higher education support student learning?* ~Rosario Hernandez

- Driven by faculty questions regarding their praxis – is what I am doing working for my students?
- Improvement oriented
- Focus on individual students
- Students as active participants – not something done to them
- Formative
- Feedback
- Collaborative
- Assessment for learning
- Adaptive and embedded
IMPROVEMENT

- Name Expectations for Learning
- Communicate Expectations to Learners
- Collect Student Work
- Determine Extent of Learning
- Strategize New Student Success Plans
Why Focus on Assignments?

Most valuable assessment approaches:

Classroom-based assessment
National student surveys
Rubrics

http://www.learningoutcomeassessment.org/knowingwhatstudentsknowandcando.html
Assignments as Assessments

Faculty are working to create a curriculum that intentionally builds in integrated learning opportunities over time for students to apply and practice as well as transfer their knowledge and skills through assignments, in and out of courses.
Assignments as a way in

- Assignment
  - Scaffolding Learning
  - Learning Outcomes
  - Evaluative Criteria
How assignments connect

- Scaffolding Learning
- Assignment
- Learning Outcomes
- Evaluative Criteria
- Learning Outcomes
- Assignment
- Learning Outcomes
- Evaluative Criteria
- Assignment
- Learning Outcomes
- Evaluative Criteria
Program View

General Education

Major

Assignment

Scaffolding Learning

Learning Outcomes

Evaluative Criteria
The Learning Systems Paradigm

**Degrees That Matter**

Moving Higher Education to a Learning Systems Paradigm

Natasha A. Jankowski and David W. Marshall
Consensus-based

Through faculty-led conversations, reflections, and explorations with employers, alumni, students, and others, a shared understanding and consensus is reached on learning outcomes. This shared understanding serves as the foundation for revising outcomes for enhanced clarity and designing educational experiences.
Alignment

Using the agreed upon learning outcomes, faculty and staff align educational experiences throughout the institution for intentional integration, coherence, and fostering of multiple pathways. Alignment involves curriculum mapping, scaffolding, assignment design, mapping of career pathways, and co-curricular engagement.
Alignment

How do you ensure alignment between our assignments and a given learning outcome for a learning experience?

How do we create assignments and activities that will elicit student demonstration of a specific learning outcome?

How do we know that we have mapped our assignment to rubric criteria?
Part of alignment is fitness of method or approach – if asking students to *explain* something, multiple choice test might not be the best approach, but if asking students to *identify* – it might be very appropriate...
Verbs (and I don’t mean Bloom’s)

Alignment and fitness of method occur in relation to the verbs identified in the learning outcome statement

In your own assignment – what are you asking students to actually *do* or *demonstrate*?
Learner-Centered

The educational system reorganizes educational experiences around *all* students and their learning. Taking a student view includes consideration of issues of equity, learning-focused transfer, alternative delivery models, flexibility in offerings, integration of prior-learning assessment, ensuring stackable credentials, and building multiple pathways.
Involving students

Assessment is not something we do to students it is something we do with students.
Timing and Placement of Assignments

Do we consider student movement through curriculum in terms of the placement of signature assignments? Do we also consider transfer points and convergence between general education and the major?
Communication and collaboration with students and other audiences through transparent discussions around the outcomes and educational system works to make the implicit explicit. Communication involves exploration and integration with advising, alternative transcripts, admissions, and employers.
Are students even aware?

Student focus groups reveal that most students are not even aware they are being assessed. But upon learning about assessment...wish they had been told about it earlier.
Transparency in Assignments

Transparency in Teaching and Learning: https://www.unlv.edu/provost/teachingandlearning

Purpose
Skills you’ll practice by doing this assignment
Content knowledge you’ll gain from doing this assignment
How you can use these in your life beyond the context of this course, in and beyond college

Task
What to do
How to do it (Are there recommended steps? What roadblocks/mistakes should you avoid?)

Criteria
(Are you on the right track? How to know you’re doing what’s expected?)

Annotated examples of successful work
(What’s good about these examples? Use the checklist to identify the successful parts.)
Rubrics

Do we share our rubrics or criteria with students and actively engage them in the review process?

<table>
<thead>
<tr>
<th>Rubric Criteria</th>
<th>Student Evaluation</th>
<th>Faculty Feedback</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rubric Content</td>
<td>Stipulate why gave score did</td>
<td>Faculty stipulate why gave score did</td>
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<tr>
<td></td>
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<tr>
<td></td>
<td>Stipulate what they need to do to advance</td>
<td>Targeted feedback to improve</td>
</tr>
</tbody>
</table>
Possibilities

Ideas on assignment modification

- Shifting audience (in writing assignment)
- Modify genre (blog, pamphlet, drama, graphic novel, poster, oral presentation, debate)
- Practice throughout courses
Transference of Knowledge and Skills

We know that students have the hardest time with transferring knowledge - realizing something they learned before can be applied in another context.

We have to teach them to reflect and have them apply over time.
The Process Today
The NILOA Initiative

An **online library** of high-quality peer-endorsed assignments linked to specific learning outcomes.

Designed by faculty, part of the intellectual work they already do, course embedded.

Building on campus efforts already underway

Reflecting a conception of assessment as integral to teaching and learning vs “exoskeleton” (Ewell 2013).
Feedback

76% of participants said “it helped me more clearly see my assignment through my students’ eyes.

59%: I’m more aware of aligning my assignments with desired institutional outcomes.

38%: helped to lead or facilitate an event about assignment design on their campus
What Are We Up To Here?

A chance to refine an assignment you’re working on

To contribute to the work of others and meet like-minded colleagues in other areas

Receive training and resources to conduct charrettes on your own campus
What’s a “charrette”?

"Charrette" (Fr.) means a small cart. Because architecture students once deposited their assignments in it as the cart was rolled through the studio, architects now use the word to refer to an intense creative effort in a limited time period.
(a) In the tradition of the “atelier,” architecture students progress through the curriculum in the company of their mentors and peers. This approach offers an interesting model for an integrated education.

(b) The tradition rests on the assumption that much of your learning will come from one another.
Small Group Process

25 minute segments per person/assignment

- Present assignment briefly—which outcomes, what course, which students, how does it work....
- Discussion with group (focus on questions on feedback form)
- Save 5 minutes for written feedback
- Breath
- Start again...
- Debrief at end

**Assignment-Design Charrette Process:**

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.

**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.

**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, along with outlining next steps for revision or additional feedback.
Assignment-Design Charrette Feedback Sheet:

Assignment

Comments From

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

2. What are the main strengths of this assignment for assessing the identified outcomes?

3. Thinking about the assignment from the point of view of students, what questions or suggestions do you have?

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

5. Other suggestions and possibilities – especially in response to the author’s questions about improving the assignment?
Over Lunch...

Please move into your assigned assignment groups for lunch

Do a round of introductions, get to know each other

Share copies of your assignment with your group

Read and familiarize yourself with each others assignments so you are ready for the charrette discussion
Assignment One
Assignment Two
Break
Assignment Three
Assignment Four
Break
Assignment Five
Thank You!
Reflect

How did it go?
What did you like about it?
What worked well?
What needs to be different?
How are you going to continue these conversations?
What resources do you need?
Pedagogical Choices Make Large Classes Feel Small
Karen Singer-Freeman and Linda Ilanown

Improving Teaching, Learning, and Assessment by Making Evidence of Achievement Transparent
David Eisner and David Glenn
Internships, Integrative Learning and the Degree Qualifications Profile (DQP)

Alan W. Grose

Foreword by Pat Hutchings

Occasional Paper #30

www.learningoutcomesassessment.org

Aligning Educational Outcomes and Practices

Pat Hutchings

Occasional Paper #26

www.learningoutcomesassessment.org
UNPACKING RELATIONSHIPS

INSTRUCTION AND STUDENT OUTCOMES

Natasha A. Jankowski
Director, National Institute for Learning Outcomes Assessment
Resources for Implementing

Organizing Assignment-Design Work
On Your Campus

Unfacilitated Guide
A Tool Kit of Resources and Materials

Organizing Assignment-Design Work
On Your Campus

A Tool Kit of Resources and Materials
Entry point if needed
Connections

Implications for transcripts, career development, and pathways
# DQP Assignment Library

Search for an assignment by a keyword using the search box or by clicking on any specific tag.

## Search By:
- **Title**

### Academic Disciplines and Assignment Characteristics

- Arts and humanities
- Community engagement
- Exam
- Health Sciences
- Library assignment
- Online course
- Presentation
- Research methods
- Spreadsheet
- Business
- Education
- General education
- History and social sciences
- Life sciences
- Physical sciences
- Program assessment
- Self-assessment
- VALUE rubrics
- Capstone
- Engineering
- Group project
- Introductory course
- Mathematics and computer science
- Portfolio
- Reflection
- Sequenced/scaffolded assignments
- Writing assignment

### DQP Proficiencies

- Analytic inquiry
- Broad and Integrative Knowledge
- Communicative fluency
- Ethical reasoning
- Quantitative fluency
- Applied and Collaborative Learning
- Civic and Global Learning
- Engaging diverse perspectives
- Intellectual Skills
- Specialized Knowledge
What next?

How can we stay in touch and build a community of practice around this work?
Submit to the online library
Sign up to be a online library peer reviewer
Publish on assignment design
Questions and discussion

Email: niloa@education.illinois.edu

http://www.learningoutcomesassessment.org
www.assignmentlibrary.org
www.degreeprofile.org
Curriculum Mapping: The Process

Focused on curriculum and program learning outcomes

Two-dimensional matrix representing courses on one axis and outcomes on the other

Faculty identify which courses address which learning outcomes

Is it an individual process or one of consensus building?

If two faculty members individually mapped the curriculum would they end up with the same map?

What is standard of alignment? Is one paper in one class enough?
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
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<td>Learning Outcome 2</td>
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<td>Advanced Content Course A</td>
<td>Laboratory / Practicum Course</td>
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<td>SLO 1: Disciplinary knowledge base (models and theories)</td>
<td>Introduced</td>
<td>Reinforced</td>
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<tr>
<td>SLO 2: Disciplinary methods</td>
<td>Introduced</td>
<td>Reinforced</td>
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<td>SLO 3: Disciplinary applications</td>
<td>Introduced</td>
<td>Reinforced</td>
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<td>SLO 4: Analysis and use of evidence</td>
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<tr>
<td>SLO 8: Disciplinary ethical standards</td>
<td>Introduced</td>
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<td>SLO 9: Academic integrity</td>
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<td>Reinforced</td>
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<td>SLO 10: Interpersonal and team skills</td>
<td>Introduced</td>
<td>Reinforced</td>
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<td>SLO 11: Self-regulation and metacognitive skills</td>
<td>Introduced</td>
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Center for University Teaching, Learning, and Assessment

http://uwf.edu/cutla/
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<th>Advanced Content Course C</th>
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<td>Term Paper</td>
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<td>Poster Session</td>
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<td>Integrity / Values</td>
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<td>SLO 8: Disciplinary ethical standards</td>
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<td>IRB/ACUC Proposal</td>
<td>Reflective Paper</td>
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<td>Exams &amp; Term Paper</td>
<td>Class Exams</td>
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Center for University Teaching, Learning, and Assessment
Sample Curriculum Map (Assignments & Embedded Assessments)
http://uwf.edu/cutla/
<table>
<thead>
<tr>
<th>Learning Outcomes</th>
<th>General Education Courses</th>
<th>Major Courses</th>
<th>Activities and Experience That Provide Support</th>
<th>Possible Careers</th>
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</thead>
<tbody>
<tr>
<td>Learning Outcome 1</td>
<td>General education courses that support the learning outcomes</td>
<td>Courses that address specific outcomes</td>
<td>Cocurricular elements that support specific outcomes</td>
<td>Possible career paths related to the map</td>
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<tr>
<td>Learning Outcome 2</td>
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<td>Learning Outcomes</td>
<td>Prior Learning</td>
<td>Courses</td>
<td>Other Required Courses, Recommended Electives</td>
<td>Activities and Experience That Provide Support</td>
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<td>Prior learning that is accepted in relation to specific outcomes</td>
<td>Courses that address specific outcomes</td>
<td>Other courses that support and reinforce specific outcomes</td>
<td>Cocurricular elements that support specific outcomes</td>
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<td>Learning Outcome 2</td>
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Selective Attention Test

Instructions
Count how many times the players wearing white pass the basketball.