Example of a large, scalable design/professional practice course		
Context: Students assigned to teams with one student assigned a particular technical sub-system role. Bi-weekly **written response** is set in the context of that role. Team reports include an individual section from each student about their sub-system, along with a reflection on individual and team performance. Some written work undergoes **peer editing** using AROPA. ITPMetrics is used for regular peer evaluation of teaming performance. A student's final grade can be adjusted if information from peer evaluation and TA observations of the team suggest the student is making an exceptionally high or low contribution to the team effort and deliverables. Flexible grading to handle accommodations and illnesses.		
Assessments	**Purpose***	**Weight**
Auto-graded questions: Weekly auto-graded randomized scenario-based questions in LMS (10), best 8 of 10	F, L, M	10
Written response: Bi-weekly short written response to a topic in project context relevant to individual role, and **reflection** on comparing the previous written submission to an exemplar response posted afterwards (6). Lowest score dropped.	F, L, M	20
Team report: Proposal report (team and individual sections),with individual and group **self-reflection**	F, L, M, E	20
Team report: Final report (team and individual sections),with individual and **self-reflection**	L, E	25
Peer feedback: Quality of **peer feedback** provided to other students	L, M	5
Team peer evaluation: Completion grade for **peer evaluation** (2)	M	3
Completion grade for filling in course survey (2)	F, M	2
Unproctored team exam: As a team, respond to a design scenario, demonstrating knowledge of processes and tools. Individual students take on specific roles.	L, E	15

*Purpose: **F**eedback, **L**earning, **E**valuation, **M**otivation