Use this form 1) to evaluate the quality of your own mini-lesson and 2) to peer review your assigned mini-lesson. Bring both completed reviews to the workshop for use in the Wednesday breakout session.

**Goals for the MARGINS mini-lesson:**

What are the goals of this mini-lesson? And are the goals clearly stated on the mini-lesson page?

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | no | a little | somewhat | definitely |
| Does the mini-lesson accomplish what is intended (i.e. is it well-aligned with the goals)? | 1 | 2 | 3 | 4 |
| Ideas for improvement: | | | | |
| If students complete the activities for the mini-lesson, can the instructor determine whether students have met all the goals? | 1 | 2 | 3 | 4 |
| Ideas for improvement: | | | | |
| Could this mini-lesson be used by another faculty member as presented? Are there sufficient explanations for instructional strategies that someone could adapt or adopt the mini-lesson? | 1 | 2 | 3 | 4 |
| Ideas for improvement: | | | | |

**How well does the mini-lesson promote learning and engage students?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | no | a little | somewhat | definitely |
| Does the mini-lesson help students place new knowledge, skills, and experiences into the context of what they already know? | 1 | 2 | 3 | 4 |
| Ideas for improvement: | | | | |
| Does the mini-lesson have an effective “hook” that engages students at the outset? | 1 | 2 | 3 | 4 |
| Ideas for improvement: | | | | |
| Does the mini-lesson provide students with the opportunity for independent problem-solving or analysis (as opposed to cookbook steps, answering only leading questions, or “plug-and-chug” practice)? | 1 | 2 | 3 | 4 |
| Ideas for improvement: | | | | |
| Does the mini-lesson require students to reflect, discuss, synthesize, or extend on what they have learned? | 1 | 2 | 3 | 4 |
| Ideas for improvement: | | | | |

**How well does the mini-lesson assess student learning?**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | no | a little | somewhat | definitely |
| Does this mini-lesson have an adequate mechanism for providing insights into what students have or have not learned? | 1 | 2 | 3 | 4 |
| Ideas for improvement: | | | | |
| Is there sufficient explanation for another instructor to use the assessments (e.g. does the mini-lesson provide a meaningful list of criteria for evaluating and grading the work)? | 1 | 2 | 3 | 4 |
| Ideas for improvement: | | | | |
| Does the assessment include both lower level knowledge (i.e. recall) and higher order thinking skills (i.e. prediction, analysis, synthesis)? | 1 | 2 | 3 | 4 |
| Ideas for improvement: | | | | |