**Weekly Feedback Form**

What worked? What didn’t?

1. What was the most interesting thing we did in class this week? What made it so interesting?
2. What was the most boring thing we did in class this week? What made it so boring?
3. What worked the best for you in this class? In other words, what specific activity, lesson, technique, or tool helped you learn the most? Why?
4. What didn’t work for you this week? What activity, assignment, or lesson was the most confusing or unhelpful? Why?
5. Please answer **Yes** or **No** to the statements below. Please explain any **No** response.

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|  | Yes | No |
| The work was focused on big ideas, not just unconnected little facts and skills. We were learning important things. |  |  |
| I found the work thought-provoking and interesting. |  |  |
| I was very clear on what the goals of the unit were. We were shown why it was important, what was high quality work, what our job was, and what the purpose of the unit was. |  |  |
| We were given enough choice or freedom in how to go about achieving goals. |  |  |
| The assessments were just right. What we were asked to do was a “fair test” of our learning. |  |  |

SOURCE: Wiggins, G., & McTighe, J. (2005). *Understanding by Design, expanded 2nd edition*. Alexandria, VA: Association for Supervision and Curriculum Development.