1. Assessment--focuses on desired outcomes of assessee. Evaluation focuses on desired outcomes of evaluator.
   a. assessment is initiated by assessee
   b. the assessee is the one who cares about their performance
   c. the goal is to help the assessee--the goal comes from inside the assessee
   d. if you want to improve yourself, you are more likely to improve if you set your own goals and get assessment when you want it.

   a. assessment focuses on process whereas evaluation focuses on results
   b. assessment focuses on future quality whereas evaluation focuses on where you are right now.
   c. if you are constantly evaluating results, you are not going to get growth
   d. assessment is a broader view of the process
   e. assessment is an ongoing process; can always improve performance
   f. evaluation is about right now

3. Assessment--has no consequences. Evaluation--often has consequences.
   a. outcome of assessment does not have negative impact on a grade; whereas evaluation impacts grade
   b. assessment allows asking questions; taking more risks
   c. assessment is liking having someone proof your paper--leaves time to improve
   d. assessment--can take risks, be open & trusting; evaluation--want to put on a show so that you attain the highest possible grade


5. Assessment--standards for quality developed by assessee. Evaluation--standards for quality developed by evaluator.
   a. allows assessee to create desired outcomes, while still having guidance
   b. allows one to do thing in their own way (allows individual approach)
   c. Example--like basketball practice--gives help w/ improving performance
   d. Example--like technical writing when we get feedback on a paper before it is graded.
STRENGTHS (put in forward thinking mindset)
intuitive formatting and layout -- easy to follow
strong explanations of lessons learned -- details/examples/evidence/context etc.
well thought out -- increased meaning to others
list formatting promoted quick processing
a reason why lessons were valuable was also given
corrective actions included as well as results

IMPROVEMENTS (positive language, still time to make changes)
proof read to avoid distracting reader or devaluing the message
provide recommended corrective actions that improve future performance
use meaningful headings to facilitate reading & processing
detail out problem as well as corrective actions -- avoid generalities
infuse even more specifics to increase credibility/transferability
clarify why strengths are valuable and how to make improvements

INSIGHTS
we could benefit from following/implementing some of these lessons learned
communication is a central theme in most of the lessons
small quantities of work up front can pay big dividends later (work from a plan)
design reviews can be valuable even if the entire team can’t participate
if you want feedback, ask for it, don’t just expect it--assessment should only be provided
when asked for by the assess
good grammar is important in all contexts
even though teams were rushed, the teams produced a quality result--keep the faith!