Assignment Learning Plan and Review

Use this when: you have an important assignment and want a clear plan for what to do, what you still need to learn, how to check whether your approach is working, and what to improve next time.
Time: About 15 to 20 minutes to get started, about 5 minutes while you are working, a few minutes before submitting, and about 10 minutes after feedback.

How to use this plan

This plan helps you make better decisions before, during, and after an important assignment. It is a learning tool, not a form. Use it across the life of the assignment rather than completing everything at once. Brief notes are enough. Write only what helps you decide what to do next.

> **Before or early in the assignment:** Sections 1 to 7
> **While you are working:** Section 8
> **Before submitting:** Section 9
> **After feedback:** Section 10
> The tag at the top of each page tells you when that page is used.

New to Learning Ownership? You do not need to know the system before you begin. Each section will guide you through it. Curious about the seven moves behind this plan? See The Seven Moves.

Short on time? Start with Sections 1 to 3, write your first concrete work step in Section 5, and complete Practice First in Section 7. Come back to Sections 4 and 6, and the rest of Section 5, once you have a foothold. If the deadline is very close, use Quick Assignment Triage instead.

1. Understand the Assignment

Assignment	Due date

AI expectations: ☐ Allowed ☐ Limited ☐ Prohibited ☐ Unclear, I need clarification

What am I being asked to produce, and what does strong work need to do or include?
Use the instructions, criteria, rubric, examples, and instructor expectations.

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1. Understand the Assignment, continued

What is my instructor asking me to learn, demonstrate, explain, apply, solve, analyze, or create through this assignment?

2. Check My Starting Point

What do I already know, or already know how to do, that will help with this assignment?

Think about course knowledge, skills you already have, feedback on earlier work, similar assignments, or strategies that worked before.

What might make this assignment difficult, or what do I still need to figure out?

Think about unfamiliar concepts or skills, unclear instructions, time or workload, or parts you are unsure how to do.

3. Choose One Learning Goal

Choose one thing you want to get better at through this assignment, based on what it is meant to develop and where you are starting. You will return to this goal while you work, and again after feedback, to see what progress you made.

By the time I finish this assignment, I want to be better able to:

Examples: analyze evidence rather than summarize it; apply course concepts accurately; construct a stronger argument; solve this kind of problem independently.

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3. Choose One Learning Goal, continued

One sign I am making progress will be that I can:

For example: explain the idea without my notes, solve one of these problems without a worked example, or justify my main claim with evidence.

4. Choose How You Will Approach the Assignment

Different assignments require different kinds of learning and work. The approaches below are examples, not a checklist. Choose one or two that matter most for this assignment, then say briefly what in the task, the criteria, or your learning goal makes each one a good fit.

Examples of approaches:

Research: find focused, credible sources and identify what each contributes.

Analysis or argument: interpret evidence, compare ideas, develop claims, and explain your reasoning.

Writing: plan, draft, and revise ideas, evidence, organization, and clarity.

Problem-solving or application: attempt problems or cases, show your reasoning, check errors, and try again.

Presentation or project work: break the work into stages, set working deadlines, and rehearse or review before the final version.

Approach(es) I will use	Why this fits what the assignment requires
Analysis or argument	*The rubric asks me to compare two explanations and justify my conclusion with evidence.*

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5. Plan the Work

Break the assignment into up to five major steps you can schedule and begin.

Major step	What needs to happen?	When and how long?
1		
2		
3		
4		
5		

Planning reminder: “Work on my assignment” is not a plan. Name what you will actually do and when you will do it. Need more than five steps? Keep the additional details in your own calendar, planner, or task list.

6. Plan the Learning

Your work plan identifies what you will do. Your learning plan identifies what you still need to learn, think through, or practice while doing it.

Look back at the gaps you named in Section 2.

What I most need to learn, think through, or practice	How I will learn or practice it

Resources or support I may need: ☐ Instructor or TA ☐ Office hours ☐ Librarian ☐ Writing or learning support ☐ Peer or study partner ☐ Course materials ☐ AI, if allowed and useful

How and when will I access the support I need?

7. Practice First

Practice First means making your own first attempt at the thinking or skill this assignment is meant to develop, before turning to support that could do that thinking for you. Your first attempt can be rough.

What thinking or practice will I attempt myself first?

For example: draft a rough thesis, explain a concept in my own words, solve one problem, interpret a source, outline my reasoning, or create a first version.

> **Practice First reminder:** Practice First does not mean doing the whole assignment alone. If the task itself is unclear, get clarification first.

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8. Mid-Assignment Check: Monitor and Adjust

Complete this while there is still time to change your approach.

What evidence shows that I am making progress toward the learning goal I chose in Section 3, and that my plan is working?

For example, can I explain, apply, solve, or justify the important ideas myself?

What is working well, and what is still weak, confusing, behind schedule, or being avoided?

Is my work moving toward the assignment criteria? ☐ Yes ☐ Partly ☐ Not yet, I need to check

Based on what I noticed, one change I will make now is:

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9. Verify Before Submitting

Before you submit, check the work against the task, the evidence, and your own understanding.

What still needs to be checked, revised, cited, or verified before I submit?

Think about the assignment criteria, reasoning, important claims, sources, calculations, citations, and any AI-assisted content.

Final responsibility check

- ☐ I answered the task and addressed the important criteria.
- ☐ I checked important reasoning, claims, sources, calculations, citations, or AI-assisted content as needed.
- ☐ I can explain and stand behind the work in my own words.
- ☐ My work reflects my understanding and judgment.
- ☐ I followed course AI expectations and disclosed AI use if required.

One final change I need to make before submitting:

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AFTER YOU RECEIVE FEEDBACK ON THE ASSIGNMENT · RETURN TO THIS PAGE

Date feedback received: _____

10. Learn From the Result and Transfer It Forward

Core reflection

What does the feedback show about what I did well, what still needs work, and the progress I made toward the learning goal I chose in Section 3?

Which parts of my plan, strategies, or support seemed to help, and what should I keep next time?

What will I change, start, or use earlier next time?

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Go deeper if useful or assigned

What did this assignment teach me about how I learn or approach academic work? Where else could I use this lesson, skill, or strategy?

If your instructor assigned this review, also answer: What could your instructor, TA, course, or available supports do that would help you approach a future assignment more effectively?

If getting started or staying motivated was a major problem, use the Motivation Menu in the Think First Toolkit before your next assignment.

Final transfer prompt: One concrete lesson I will carry into my next Assignment Learning Plan and Review and use from the beginning:

Related tool in Think First: Assignment Learning Plan and Review, in Part 3: When You Get an Assignment.

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