**PART I**

**COMMITMENTS AND VALUES:**

What do I see as my commitment to students as an instructor?

What qualitative and interpersonal promises do I wish that my students would make and keep in my classroom?

How might I translate these commitments, promises, and values into a grading contract?

**ASSESSMENT PHILOSOPHY REFLECTION:**

What are the benefits or drawbacks of contract grading in my teaching?

What are the benefits or drawbacks of retaining conventional grading in my teaching?

Why am I motivated or unmotivated to implement contract grading in my teaching? Does it align with my values or beliefs as a teacher?

What scholarly or experiential evidence support my impressions of contract or conventional grading?

**OBSTACLES:**

Are there disciplinary or institutional barriers to implementing contract grading? How would I respond to those barriers?

What challenges would I encounter in my own course design when implementing contract grading? How might I respond to those challenges?

What challenges might I encounter among my students or colleagues when implementing contract grading? How might I respond to those challenges?

**PART II**

**LEARNING OUTCOMES:**

What are my minimum viable learning outcomes?

What are the core habits of mind or qualitative aspects of the course that I want students to walk away with?

What can I praise about C-level work in my courses? What good things do I see my students consistently deliver?

**ACTIVITIES AND ASSIGNMENTS:**

If I had to choose only one thing for my students to turn in, what would it be?

Which assignments are pain points? Or, which assignments do students struggle to understand the use of?