

### **Learning Objectives + Assessment Structure: January 26, 2011**

The learning objectives have been organized to reflect a general structure as follows:

- 1-2: Global Statement (Knowledge)
- 3-4: Gen Ed (Knowledge and Skills)
- 5-6: Skill Sets (Skills)

Not all learning objectives fit neatly into the above categories, so there is some flexibility in the categories.

The statement to be read before all assessment categories is:

**The professor will evaluate the students' achievement of the learning objectives by doing the following:**

#### **Design I: Edited**

1. **Implement** an iterative design process from problem identification, information gathering, solution generation and evaluation, implementation, presentation, and overall project evaluation. (Knowledge)
2. **Incorporate** design concepts and vocabulary into design process and presentations. (Knowledge)
3. **Distinguish** between media and **Determine** the appropriate method and media required to complete a drawing or model. (Gen Ed)
4. **Communicate** ideas and information both **verbally** and through **writing**. (Gen Ed)
5. **Develop** and **apply** professional vocabulary. (Gen Ed)
6. **Produce** orthographic, axonometric, perspective, and architectural vignette drawings. (Skill)
7. **Utilize** analogue and digital media to create drawings and models. (Skill)

#### **Design I: Assessment (Edited)**

1. **Review** students' creative process (initial sketches through to the final project) by means of frequent pin-ups. (Los: 1, 2, 3, 6, 7)
2. **Observe** the students' use of professional vocabulary during oral presentations. (Los: 2, 4, 5)
3. **Review** students' written descriptions of design work and feedback. (Los: 4, 5)

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#### **Design II: Edited**

1. **Implement** an iterative design process from problem identification, information gathering, solution generation and evaluation, implementation, presentation, and overall project evaluation. (Knowledge)
2. **Incorporate** design concepts and vocabulary into design process and presentations. (Knowledge)
3. **Distinguish** between media and **Determine** the appropriate method and media required to complete a drawing or model. (Gen Ed)
4. **Communicate** ideas and information both **verbally** and through **writing**. (Gen Ed)
5. **Develop** and **apply** professional vocabulary. (Gen Ed)
6. **Produce** orthographic, axonometric, perspective, and architectural vignette drawings. (Skill)
7. **Utilize** analogue and digital media to create drawings and models. (Skill)
8. **Incorporate** color and materials into designs and presentations. (Skill)
9. **Represent** human scale and proportion in design drawings. (Skill)

#### Design II: Assessment (Edited)

1. **Review** students' creative process (initial sketches through to the final project) by means of frequent pin-ups. (Los: 1,2, 3, 6, 7, 8, 9)
2. **Observe** the students' use of professional vocabulary during oral presentations. (Los: 2, 4, 5)
3. **Review** students' written descriptions of design work and feedback. (Los: 4,5)

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#### Design III: Edited

1. **Understand** the impact horizontal and vertical circulations have on the perception of architectural space and **apply** it to design. (Knowledge)
2. **Demonstrate** an ability to design based on a concept. (Knowledge)
3. **Develop** parti concepts and diagrams into schematic level drawings. (Knowledge)
4. **Understand** the difference between solid and void and positive and negative spaces and **apply** it in 2D and 3D designs. (Knowledge)
5. **Distinguish** between media and **determine** the appropriate method and media required to complete a drawing or model. (Gen Ed)
6. **Communicate** ideas and information both **verbally** and through **writing**. (Gen Ed)
7. **Research** and **practice information literacy skills** by researching precedents. (Gen Ed)
8. **Apply quantitative analysis** to design. (Gen Ed)
9. **Produce** orthographic, axonometric, perspective, and architectural vignette drawings. (Skill)
10. **Utilize** analogue and digital media to create drawings and models. (Skill)
11. **Synthesize** site circulation, zoning, urban context, and views to design. (Skill)
12. **Synthesize** construction types, hierarchy, and light to building design. (Skill)

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#### Design III: Assessment (Edited)

1. **Review** students' creative process (initial sketches through to the final project) by means of frequent pin-ups. (Los: 2, 3, 6, 9, 10)
2. **Observe** the students' use of professional vocabulary during oral presentations. (Los: 6)
3. **Review** students' written descriptions of design work and feedback. (Los: 6)
4. **Review** students' ability to incorporate circulation paths and plan organizations into a design. (Los: 1)
5. **Review** students' ability to incorporate a concept into their design work. (Los: 2, 3, 4)
6. **Observe students' selection of drawing techniques. (Los: 5)**
7. **Review precedent research and bibliography (Los: 7)**
8. **Review** students' accuracy applying quantitative information to a design scheme. (Los: 8)
9. **Review** students' ability to synthesize circulation, zoning, urban context, and views into a design. (Los: 11)
10. **Review** students' ability to synthesize construction types, hierarchy, and light into building design. (Lo: 12)

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#### Design IV: Edited

1. **Understand** the differences between building systems and **apply** them to design. (Knowledge)
2. Diagram the important characteristics of a building and **apply** it to the design. (Knowledge)
3. **Develop** parti concepts and diagrams into design document level drawings. (Knowledge)
4. **Distinguish** between media and **determine** the appropriate method and media required to complete a drawing or model. (Gen Ed)
5. **Communicate** ideas and information both **verbally** and through **writing**. (Gen Ed)
6. **Research** precedents and implement information literacy. (Gen Ed)
7. **Apply quantitative analysis** to design. (Gen Ed)
8. **Collaborate** on group projects. (Gen Ed)

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9. **Produce** orthographic, axonometric, perspective, and architectural vignette drawings. (Skill)
10. **Synthesize** site circulation, zoning, urban context, and views to design. (Skill)
11. **Synthesize** construction types, circulation systems, hierarchy, and light to building design. (Skill)
12. **Apply** sustainable principles to development design and construction documents. (Skill)

#### Design IV: Assessment (Edited)

1. **Review** students' creative process (initial sketches through to the final project) by means of frequent pin-ups. (Los: 2, 3, 8, 9)
2. **Observe** the students' use of professional vocabulary during oral presentations. (Los: 5, 6, 8)
3. **Review** students' written descriptions of design work and feedback. (Los: 5, 6, 8)
4. **Review** students' ability to incorporate environmental systems and sustainable concepts into their design work. (Los: 1, 10, 11, 12)
5. **Review** students' ability to incorporate a concept into their design work. (Los: 2, 3, 4, 9)
6. **Review** students' accuracy applying quantitative information to a design scheme. (Los: 7)
7. **Review** students' ability to incorporate and represent organizing principles in their design work. (Los: 3, 6, 10, 11, 12)
8. **Review** of group projects will be based on the completeness of the work as well as the effectiveness of the group's teamwork and communication skills. (Los: 5, 6, 8)

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#### Visual Studies I: Edited

1. **Recognize** the complexity of the physical world (Knowledge)
2. **Demonstrate** understanding of computer hardware and software as used in architectural practice (Knowledge)
3. **Demonstrate** knowledge of graphic conventions and methods of organization (Knowledge and Skill)
4. **Communicate** ideas and information orally. (Gen Ed)
5. **Recognize** design concepts and vocabulary (Gen Ed)
6. **Document** analogue materials into digital format and process and edit for presentations and portfolio. (Skill)
7. **Create** digital 3-D models of medium geometric complexity and produce orthographic, axonometric, and perspective views. (Skill)
8. **Create** digital two-dimensional orthographic drawings. (Skill)
9. **Demonstrate** ability to draw proportionately from life, including drawing the human figure and the built world. (Skill)
10. **Create** analogue and digital renderings. (Skill)
11. **Manipulate** vector and raster files. (Skill)

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#### Visual Studies I: Assessment (Edited)

1. **Observe** students' progression from simple to complex thinking as shown in sketches and completed projects. (Los: 1, 4, 7)
2. **Observe** students' use and manipulation of computer hardware and software. (Los: 2, 3, 11)
3. **Review** students' portfolios for quality of documentation and editing as well as organization. (Los: 3, 6)
4. **Review** student digital files for use/application of professional standards. (Los: 3)
5. **Review** students' drawing and modeling work focusing on their visual representation skills (2-D and 3-D). (Los: 3, 4, 5, 6, 7, 8, 9, 10, 11)
6. **Observe** the students' use of professional vocabulary during oral presentations. (Los: 4)

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#### Visual Studies II: Edited

1. **Distinguish** between types of drawing techniques and **apply** as appropriate in architectural contexts (Knowledge)
2. **Demonstrate** understanding of computer hardware and software methods and standards as used in architectural practice (Knowledge and Skill)
3. **Demonstrate** knowledge of graphic conventions and methods of digital file organization (Knowledge and Skill)
4. **Communicate** ideas and information through oral presentations. (Gen Ed)
5. **Recognize** and **use** design concepts and vocabulary (Gen Ed and Skill)
6. **Create** digital 3-D models (including BIM) of medium geometric complexity and produce orthographic, axonometric, and perspective views. (Skill)
7. **Create** digital two-dimensional orthographic drawings. (Skill)
8. **Manipulate** vector and raster files. (Skill)
9. **Create** analogue and digital renderings. (Skill)
10. **Perform** form generating parametric modeling. (Skill)

#### Visual Studies II: Assessment (Edited)

1. **Observe** students' selection of drawing techniques. (Los: 1)
2. **Observe** students' progression from simple to complex thinking as shown in sketches and completed projects. (Los: 1, 4, 7)
3. **Observe students' use and manipulation of computer hardware and software.** (Los: 2, 6, 7, 8)
4. **Observe** students' digital files for use/application of professional standards. (Los: 2, 3)
5. **Review** students' portfolios for quality of documentation and editing as well as organization. (Los: 3,6)
6. **Review** student digital files for use/application of professional standards. (Los: 3)
7. **Review** students' drawing and modeling work **focusing on** their visual representation skills (2-D and 3-D). (Los: 3, 4, 5, 6, 7, 8, 9, 10, 11)
8. **Observe** the students' use of professional vocabulary during oral presentations. (Los: 4)

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#### Site Planning: Edited

1. **Understand** how climate, topography, hydrology, vegetation, and geology affect site design and building envelope, and enhance sustainability. (Knowledge)
2. **Define** and **compare** rating systems for evaluating sustainable planning. (Knowledge)
3. **Determine** the factors to produce a field study for a given site and **demonstrate** the ability to create a site plan. (Gen Ed)
4. **Communicate** ideas and information both **verbally** and through **writing**. (Gen Ed)
5. **Develop** and **apply** professional vocabulary. (Gen Ed)
6. **Research** and **practice information literacy** skills by researching precedents. (Gen Ed)
7. **Apply quantitative analysis** to design. (Gen Ed)
8. **Grade** a site using cut and fill to alter existing contours. (Skill)
9. **Apply** zoning concepts and restrictions including OSR and FAR. (Skill)
10. **Develop** a landscape plan using different plant and ground cover materials. (Skill)

#### Site Planning: Assessment (Edited)

1. **Review** students' design project (site plan) for effective incorporation of sustainable concepts and building envelope. (Los: 1, 3, 7, 8, 9, 10)
2. **Observe** the students' use of professional vocabulary during oral presentations. (Los: 4, 5)
3. **Review** students' written work regarding comparisons of different sustainable assessment systems. (Los: 2, 4, 5, 6)

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4. **Review** students' design project and exams for proficiency in applying quantitative analysis to design (grading, cut and fill calculations) and zoning calculations. (Los: 1, 3, 7, 8, 9)

#### Environmental Systems For Architects: Edited

1. **Understand** different building environmental control systems to a building. (Knowledge)
2. **Communicate** ideas and information both **verbally** and through **writing**. (Gen Ed)
3. **Develop** and **apply** professional vocabulary. (Gen Ed)
4. **Research** and **practice information literacy** skills by researching precedents. (Gen Ed)
5. **Apply quantitative analysis** to design. (Gen Ed)
6. **Prepare** simple riser diagrams for plumbing supply and waste systems. (Skill)
7. **Select** appropriate general and emergency lighting for buildings. (Skill)
8. **Select** appropriate heating, cooling and ventilation systems for buildings. (Skill)
9. **Select** appropriate fire suppression systems for buildings. (Skill)
10. **Compute** heat loss and heat gain for specific construction systems. (Skill)

#### Environmental Systems for Architects: Assessment (Edited)

1. **Review** students' design project for effective incorporation of building environmental control systems and ability to draw a riser diagram, and compute heat loss and gain for specific construction systems. (Los: 1, 5, 6, 7, 8, 9, 10)
2. **Observe** the students' use of professional vocabulary during oral presentations. (Los: 2, 3)
3. **Review** students' written work and exams for proficiency in comparing different systems and applying professional vocabulary. (Los: 1, 2, 3, 4)
4. **Review** students' design and exams for proficiency in using quantitative analysis to solve problems including but not limited to: water pressure, heat loss, and material expansion problems. (Los: 5, 10)
5. **Review** students' precedent research for proficiency in information literacy. (Los: 2, 3, 4)

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#### Building Performance Workshop: Edited

1. **Understand** and **apply** alternative energy sources to a building. (Knowledge)
2. **Explain** the design considerations unique to sustainable building design and demonstrate the applicability of each. (Knowledge)
3. **Demonstrate** familiarity with Leadership in Energy and Environmental Design (LEED). (Knowledge)
4. **Explain** the economics of sustainability and **demonstrate** the differences between material and building system choices and life cycle costing. (Knowledge)
5. **Identify and select** different building materials based on their source, processing, and science. (Gen Ed)
6. **Communicate** ideas and information both **verbally** and through **writing**. (Gen Ed)
7. **Develop** and **apply** professional vocabulary. (Gen Ed)
8. **Research** and **practice information literacy** Skills by researching precedents. (Gen Ed)
9. **Apply quantitative analysis** to design. (Gen Ed)
10. **Execute** building performance analysis using current technologies to evaluate and provide alternative for envelope performance and energy usage. (Skill)

#### Building Performance Workshop: Assessment (Edited)

1. **Review** students' design project for effective incorporation of sustainable strategies including but not limited to: alternative energy sources, LEED, life cycle costing, and material choice. (Los: 1, 2, 3, 4, 5, 10)
2. **Observe** the students' use of professional vocabulary during oral presentations. (Los: 2, 4, 6, 7, 8)

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3. **Review** students' written work and exams for proficiency in comparing different systems and applying professional vocabulary. (Los: 1, 2, 3, 4, 5, 6, 7, 8, 10)
4. **Review** students' design and exams for proficiency in using quantitative analysis. (Los: 4, 9)
5. **Review** students' precedent research for proficiency in information literacy. (Los: 2, 3, 4, 5, 8)
6. **Review** students' ability to execute performance analysis using current technologies to evaluate and provide alternatives for envelope performance and energy usage. (Los: 10)

#### Building Technology I: Edited Learning Objectives

1. **Understand** the relationship of technology to tectonics and architectural character. (Knowledge)
2. **Understand and recall** the key terms, properties, and fabrication techniques of the materials reviewed in the lectures and readings. (Gen Ed)
3. **Develop and apply** a professional vocabulary of architectural terminology. (Gen Ed)
4. **Recall and recite** the environmental implications of specific materials and types of construction. (Gen Ed)
5. **Sketch and draft** details in orthographic and 3D views in analog and digital media. (Skill)
6. **Develop** analog and digital models of construction assemblies. (Skill)
7. **Survey** existing conditions (Skill)
8. **Analyze** assemblies and details through research and visual observation. (Skill)
9. **Develop** a coordinated drawing set (plans, section, elevations, details) of a wood and/or masonry structure. (Skill)

#### Building Technology I: Assessment (Edited)

1. **Review** of a research assignment focused on the analysis of assemblies and details and the relationship of technology to tectonics and architectural character. (Los: 1, 8)
2. **Test** the students' ability to recall and recite the key terms and material of the readings and lectures through weekly quizzes and a final exam. (Los: 2, 4)
3. **Review** students' drawing and modeling work by means of frequent pinups where students must exhibit their visual representation skills (2-D and 3-D). (Los: 5, 6, 9)
4. **Observe** the students' use of professional vocabulary during oral presentations. (Los: 3)
5. **Review** students' field notes and final drawings for accuracy in documenting existing conditions. (Los: 3, 7)
6. **Review** student submissions for quality of drafting including use of line weights, lettering, and proper use of scale. (Los: 5, 7, 9)
7. **Confirm** the proper coordination of the students' submitted drawing sets. (Los: 9)
8. **Review** the quality and accuracy of the students' submitted analogue and digital models of construction assemblies. (Los: 6, 8)

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#### Building Technology II: Edited

1. **Understand** the relationship of technology to tectonics and architectural character. (Knowledge)
2. **Understand and recall** the key terms, properties, and fabrication techniques of the materials reviewed in the lectures and readings. (Gen Ed)
3. **Develop and apply** a professional vocabulary of architectural terminology. (Gen Ed)
4. **Define and compare** the environmental implications of specific materials and types of construction including embodied energy, sourcing, and the processing of materials. (Gen Ed)

5. **Generate clear and concise talking points** to guide oral presentations of lab assignments. (Gen Ed)
6. **Sketch and draft** details in orthographic and 3D views in analogue and digital media. (Skill)
7. **Develop** analog and digital models of construction assemblies. (Skill)
8. **Analyze** assemblies and details; **demonstrate** an understanding of fundamental construction types both by detailed research and visual observation. (Skill)
9. **Demonstrate knowledge** of professional construction drawing standards for composition, title blocks, annotation, and schedules. (Skill)
10. **Develop** a coordinated drawing set including plans, elevations, sections, and details that illustrate and identified materials and construction types. (Skill)

#### Building Technology II: Assessment (Edited)

1. **Review** of a research assignment focused on the analysis of assemblies and details and the relationship of technology to tectonics and architectural character. (Los: 1, 8)
2. **Test** the students' ability to recall and recite the key terms and material of the readings and lectures through weekly quizzes and a final exam. (Los: 2, 4)
3. **Review** students' drawing and modeling work **by means of frequent pinups** where students must exhibit their visual representation skills (2-D and 3-D). (Los: 5, 6, 7, 9, 10)
4. **Observe** the students' use of professional vocabulary during oral presentations. (Los: 3)
5. **Review** student submissions for quality of drafting including use of line weights, lettering, and proper use of scale. (Los: 6, 9, 10)
6. **Confirm** the proper coordination of the students' submitted drawing sets. (Los: 10)
7. **Review** the quality and accuracy of the students' submitted analogue and digital models of construction assemblies. (Los: 6, 7)

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#### Building Technology III: Edited

1. **Understand** the process and requirements of developing a design from a schematic concept into design development drawings. (Knowledge)
2. **Execute work** through a **collaborative process** (Gen Ed)
3. **Generate clear and concise talking points** to guide oral presentations of lab assignments. (Gen Ed)
4. **Understand** the advantages of BIM (building information modeling) as a tool for design development and project delivery. (Skill)
5. **Apply knowledge** of materials and methods of construction, including sustainable principles, to the development of details and assemblies.
6. **Sketch and draft** details in orthographic and 3-D views in analogue and digital media. (Skill)
7. **Design and analyze an** exterior wall system based on environmental performance.
8. **Apply knowledge** of professional construction drawing standards for page composition, title blocks, annotation, and schedules. (Skill)
9. **Develop** a professional quality coordinated, edited, and organized set of design development documents for a given building design using BIM and CAD. (Skill)

#### Building Technology III: Assessment (Edited)

1. **Review** students' drawing and modeling work **by means of frequent pinups** where students must exhibit their visual representation skills (2-D and 3-D). (Los: 6, 8, 9)
2. **Observe** the students' use of professional vocabulary during oral presentations. (Los: 3)
3. **Meet** with student teams frequently and **review** the effectiveness of their organization and management of the project work. (Los: 2)
4. **Review** the student submissions for the efficient and effective use of BIM tools. (Los: 4)

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5. **Confirm** the proper coordination of the students' submitted drawing sets. (Los: 9)
6. **Review** the quality and accuracy of the students' submitted analogue and digital models of construction assemblies (Los: 6, 7)
7. **Review** the effectiveness of the design and the accuracy of the analysis of the environmental performance of the submitted exterior wall system. (Los: 5, 7)
8. **Compare** the content and quality of final submission of the design development set to professional standards. (Los 1, 8, 9)

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#### Building Technology IV: Edited

1. **Understand** the parameters involved in the development of construction documents. (Knowledge)
2. **Research and report** on the best practices for the assembly of selected materials. (Gen Ed)
3. **Generate clear and concise talking points** to guide oral presentations of research report. (Gen Ed)
4. **Execute work** through a **collaborative process** (Gen Ed)
5. **Apply knowledge** of materials and methods of construction, including sustainable principles to the development of details and assemblies for the given design.
6. **Sketch and draft** details in orthographic and 3-D views in analog and digital media. (Skill)
7. **Demonstrate proficiency** in using BIM and CAD to generate architectural plans, elevations, sections, details, and schedules. (Skill)
8. **Develop** a professional quality coordinated, edited, and organized set of construction documents for a given building design using BIM and CAD. (Skill)
9. **Perform** analysis of a building enclosure. (Skill)

#### Building Technology IV: Assessment (Edited)

1. **Review** students' drawing and modeling work **focusing on their** visual representation skills (2-D and 3-D). (Los: 6, 7)
2. **Observe** the students' use of professional vocabulary during oral presentations. (Los: 3)
3. **Review** of a research assignment and presentation focused on the best practices for the assembly of a building enclosure. (Los: 2, 5)
4. **Meet** with student teams frequently and **review** the effectiveness of their organization and management of the project work. (Los: 4)
5. **Review** the students' digital files for the efficient and effective use of BIM & CAD tools. (Los: 7)
6. **Confirm** the proper coordination of the students' submitted drawing sets. (Los: 8)
7. **Review** the students' analysis of the building enclosure and the students' application of the analytical data to the design. (Los: 5, 9)
8. **Compare** the content and quality of the final construction document set to professional standards. (Los 1, 8)

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#### History of Architectural Technology: Learning Objectives (Edited)

1. **Comprehend** architecture as an artistic endeavor and as a response to human needs. (Knowledge)
2. **Understand** architecture in the context of its geopolitical, economical, social, cultural and technological trends. (Knowledge)
3. **Develop** a vocabulary of architectural terms and use it to describe buildings. (Gen Ed)
4. **Communicate** ideas & information both verbally and through writing. (Gen Ed)
5. **Identify** paradigm plans and elevations of significant buildings. (Knowledge and Skill)



6. **Analyze** proportion, scale, **and rhythm** in paradigm buildings. (Skill)

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#### History of Architectural Technology: Assessment (Edited)

1. **Test** the students' ability to recall and recite the key terms and material of the readings and lectures through weekly quizzes, midterm and a final exam. (Los: 1, 2, 3, 4, 5, 6)
2. **Review the** students' understanding of the development of architecture from pre-history through to the 19<sup>th</sup> century in their weekly written assignments. (Los: 1, 2, 3, 4, 6)
3. **Observe** the students' use of professional vocabulary in the written work and during class discussions. (Los: 3)

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#### History of Contemporary Architecture: Learning Objectives (Edited)

1. **Understand** architecture in the context of its geopolitical, economical, social, cultural and technological trends. (Knowledge)
2. **Apply** the vocabulary of architectural criticism to contemporary buildings. (Gen Ed)
3. **Analyze (compare and contrast)** contemporary buildings. (Gen Ed)
4. **Communicate** ideas and information both verbally and through writing. (Gen Ed)
5. **Research and distinguish** information necessary for thesis-driven papers. (Gen Ed and Skill)

#### History of Contemporary Architecture: Assessment (Edited)

1. **Test** the students' ability to recall and recite the key terms and material of the readings and lectures through quizzes, midterm and a final exam. (Los: 1, 2, 3, 4, 5)
2. **Review the** students' understanding of the development of contemporary architecture in their written assignments and oral presentations. (Los: 1, 2, 3, 4)
3. **Observe** the students' use of professional vocabulary in the written work and during class discussions and oral presentations. (Los: 3)

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