

DRAFT CHECKLIST FOR DESIGNING A TRANSPARENT ASSIGNMENT

Thank you for helping to test this DRAFT checklist. Please send your suggestions and feedback to:
mary-ann.winkelmes@unlv.edu

PURPOSE:

Skills

- Does your purpose statement specify **content knowledge** that students will gain from doing this assignment?
- Does your purpose statement link that particular knowledge to the larger context of:
 - recent topics of class sessions?
 - this part of the course?
 - the whole course?
 - the major?
 - the discipline?
 - your institution's main learning outcomes?
- Does your purpose statement indicate the relevance and/or usefulness of this knowledge to the students' lives:
 - beyond the course,
 - beyond the major?
 - beyond college?

Knowledge

- Does your purpose statement specify a **skill or skill set** that students will practice while doing the assignment?
- Does your purpose statement link that particular skill/skill set to examples/contexts where this skill was important in the context of:
 - recent class sessions?
 - this part of the course?
 - the whole course?
 - the major?
 - the discipline?
 - your institution's main learning outcomes?
- Relevance and/or usefulness of this skill/skill set to the students' lives:
 - beyond the course,
 - beyond the major?
 - beyond college?
- Would this assignment benefit from segmenting it into several assignments, each one focused on a discrete set of skills that should be mastered to insure students' successful completion of the next assignment in the sequence?

TASK:

- Identify the very first thing students should do when they begin working on the assignment?
 - The very next thing they should do?
 - The next, etc.
- Does your description of the task help students to avoid wasting their time on unnecessary steps, unproductive time expenditure?

- Does your description help students to focus their time efficiently on producing the highest quality work possible in the time given?
- Would students benefit from some practice exercises (in the form of a pre-task) in class to prepare them to perform the task outside of class on the graded assignment?

CRITERIA:

- Can students use the criteria while they are working on the assignment to determine whether they are completing the assignment efficiently and effectively?
- Do the criteria take the form of a checklist students can use to evaluate the quality of their efforts while they are working on the assignment?
 - Does the checklist specify characteristics of high quality work for this assignment?
 - Can you help students apply the checklist to evaluating some sample work in class, so they understand how each criterion would look in practice?
 - With your guidance, can the students collaboratively annotate several examples of work to indicate where/how the work satisfies the criteria? These annotated examples may then be shared as a reference for students to use while they work on their own assignments.
- Would a rubric (VALUE examples) be helpful to students for this assignment?
 - Does the rubric provide an amount of information that helps students at this phase in their learning?
 - Does the rubric provide an overwhelming and counterproductive amount of information for students at this phase in their learning?
- Did you provide examples of good work, annotated to identify exactly where and how this work satisfies your criteria?
 - Can you provide students with examples in class so they and you can test out your criteria checklist or rubric to be sure students know how to apply the criteria to multiple examples of work) and eventually their own work?)