Transparent Assignment Checklist for CBE

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| *Does the assignment have a stated due date at the top?* | YES | NO |
| **PURPOSE SECTION** |
| *Does the assignment have a stated purpose that is marked in a section labeled “purpose”?* | YES | NO |
| *Does the purpose define the learning objectives in language and terms that help students**recognize how this assignment will benefit their learning?* | YES | NO |
| *Does the “purpose” section of the assignment state that the assignment will help the student practice specific skills essential to success in the course, in school, in the field,**and/or in professional life beyond school?* | YES | NO |
| *Does the “purpose” section use terms from Bloom’s Taxonomy of Educational Objectives**(understanding, applying, analyzing, synthesizing, judging, evaluating, creating, inventing, etc.)?* | YES | NO |
| *Does the “purpose” section include a statement and/or list of the kind(s) of content**knowledge the assignment will help the student become familiar with in the discipline?* | YES | NO |
| **TASK SECTION** |
| *Does the assignment have a “task” section?* | YES | NO |
| *Does the “task” section define what activities the student should do/perform?* | YES | NO |
| *Does the “task” section list steps/guidelines and/or recommend a sequence for students’**efforts?* | YES | NO |
| *Does the “task” section include “question cues” such as those from*[http://www.asainstitute.org/conference2013/handouts/20-Bloom-Question-Cues-](http://www.asainstitute.org/conference2013/handouts/20-Bloom-Question-Cues-Chart.pdf)[Chart.pdf](http://www.asainstitute.org/conference2013/handouts/20-Bloom-Question-Cues-Chart.pdf)?  | YES | NO |
| **CRITERIA FOR SUCCESS SECTION** |
| *Does the assignment have a “criteria for success” section?* | YES | NO |
| *Does the “criteria for success” section define the characteristics of the finished product?* | YES | NO |
| *Does the “criteria for success” section provide specific examples of what these**characteristics look like in practice?* | YES | NO |
| *Will the instructor have offered a critiqued example of excellent work with specific indicators of what makes the work successful before the students begin working?*  | YES | NO |
| *Will the instructor have explained how excellent work differs from adequate work before the students begin working?*  | YES | NO |
| *Does the “criteria for success” section include a checklist of characteristics of successful**work to help the student know if s/he is doing high quality work while s/he is working on**the assignment?* | YES | NO |
| *Will the instructor ask students to reflect and comment on their completed, graded work to empower them to focus on changes to their learning strategies that might improve**their work?*  | YES | NO |