

ASSIGNMENT DESIGN

- **INTRODUCE YOUR ASSIGNMENT TO YOUR PARTNER TO PROVIDE CONTEXT AND PURPOSE.**
- **PROVIDE YOUR PEER REVIEWER WITH THE FOLLOWING INFORMATION:**
 - A. IS THE COURSE A REQUIRED COURSE IN THE MAJOR, A GENERAL EDUCATION COURSE, OR BOTH
 - B. ARE STUDENTS ENROLLED IN THIS COURSE LIKELY TO BE ALL MAJORS, MAJORS AND MINORS, AND/OR NONMAJORS/MINORS
 - C. WHAT LEVEL ARE THE STUDENTS LIKELY TO BE (FIRST YEAR STUDENTS, SENIORS)
 - D. IS THIS THE FIRST ASSIGNMENT IN THE COURSE? A CULMINATING ASSIGNMENT?
 - E. IS THE ASSIGNMENT ALIGNED WITH A COURSE OUTCOME(S)?
 - F. IS THE COURSE OUTCOME ALIGNED WITH A PROGRAM OUTCOME(S)?

MATRIX FOR EVALUATING THE EFFECTIVENESS OF YOUR ASSIGNMENT INSTRUCTIONS

Essential Features of a Well-Designed Assignment
Drawn from work by NILOA - Peter Ewell, Pat Hutchins

Drawn from NILOA work (Peter Ewell)	YES	NO	SOMEWHAT	Suggested changes
Clarity: Assignment instructions clearly address the central task students are being asked to undertake; Assignment instructions are clear to students and provide explicit, detailed instructions so students do not have to “read between the lines”				
Intentional Design: Assignment instructions are clearly linked to the outcome(s) the assignment is designed to accomplish; the assignment moves students closer to achieving the outcome(s)				
Communication: Assignment instructions clearly address how the required task should be undertaken and how the results should be communicated				

Evidential Assignment instructions clearly articulate how extensive and evidential the answer should be				
Scaffolding Assignment instructions have built in an appropriate degree of scaffolding;				
Evaluation Assignment Instructions are explicit with respect to how the resulting student work will be evaluated				

OTHER CHARACTERISTICS

GENERAL COMMENTS