What are Characteristics of an Effective Assignment or Assessment?

- Built upon important learning outcomes
- Has a well-defined rubric to use in evaluation (e.g. what is poor, limited, proficient, advanced)
- Has clear, brief prompts written in a way that directs students to demonstrate skills (i.e. ensure the appropriate skills are being targeted)
- Has been allocated an appropriate amount of time for students to complete, commensurate with task
- Has challenging, but realistic, attainable goals
- Can include more than one technique (e.g. multiple choice test, short answer/paragraph)


Questions to Address in a Prompt for an Assignment

Why are you giving students this assignment?
- What is its purpose?
- What do you expect students to learn by completing it?
- How will it help prepare them to succeed in later courses, in the workplace, and/or in their lives?

What skills and knowledge you want students to demonstrate?
- Explain all terms that may be fuzzy to your students even if they are clear to you, such as compare, evaluate, and discuss.
- Explicitly ask for the outcomes you’re seeking. For example, if the rubric assesses the quality of arguments, explicitly ask students to make arguments that meet the rubric’s traits.
- Ask only for knowledge or skills that are listed on the rubric.

What should the completed assignment look like?
- What should be included in the completed assignment?
- Who is the (perhaps hypothetical) audience for the assignment: academicans, people working in a particular setting, or the general public?
- How should students format the completed assignment?
- If the assignment is to write or present something, what is an optimal length?

How are students to complete the assignment?
- How much time do you expect them to spend on the assignment?
- How do you expect them to focus their time and energy?
- If this is a course assignment, how much will it count toward their final course grade?
- What readings, reference materials, technologies, and other resources are they expected to use?
- Can they collaborate with others? If so, to what extent?

What are the deadlines for this assignment?

What assistance can you provide while they are working on the assignment?
- Are you willing to critique drafts, for example?

How will you score or grade the assignment?
- The best way to communicate this is to give students the assignment’s rubric.

### Verbs for Significant Learning Goals

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<thead>
<tr>
<th>Foundational Knowledge</th>
<th>Application</th>
<th>Integration</th>
<th>Human Dimension</th>
<th>Caring</th>
<th>Learning How to Learn</th>
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<tr>
<td>Remember</td>
<td>Use</td>
<td>Connect</td>
<td>Come to see</td>
<td>Get excited</td>
<td>Read and study effectively...</td>
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<tr>
<td>Understand</td>
<td>Judge</td>
<td>Relate</td>
<td>themselves as...</td>
<td>Be more</td>
<td>Identify sources of information on...</td>
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<tr>
<td>Identify</td>
<td>Calculate</td>
<td>Integrate</td>
<td>others in terms of...</td>
<td>interested in...</td>
<td>Be able to construct knowledge about...</td>
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<td>Decide to become...</td>
<td>Value...</td>
<td>Create a learning plan about...</td>
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<td>Solve</td>
<td>Analyze</td>
<td>Compare</td>
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<td>Assess</td>
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</tbody>
</table>

### Structure of Cognitive Process Dimension of Revised Bloom's Taxonomy

1.0 Remember  
Retrieving relevant knowledge from memory  
1.1 Recognizing  
1.2 Recalling  
2.0 Understand  
Determining the meaning of instructional messages, including oral, written, and graphic communication  
2.1 Interpreting  
2.2 Exemplifying  
2.3 Classifying  
2.4 Summarizing  
2.5 Inferring  
2.6 Comparing  
2.7 Explaining  
3.0 Apply  
Carrying out or using a procedure in a given situation  
3.1 Executing  
3.2 Implementing  
4.0 Analyze  
Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose  
4.1 Differentiating  
4.2 Organizing  
4.3 Attributing  
5.0 Evaluate  
Making judgements based on criteria and standards  
5.1 Checking  
5.2 Critiquing  
6.0 Create  
Putting elements together to form a novel, coherent whole or make an original product  
6.1 Generating  
6.2 Planning  
6.3 Producing
