

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)

→ Adapted from Ch. 16: Suskie, Linda. *Assessing student learning: A common sense guide*. John Wiley & Sons, 2018.

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: academicians, 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.

→ Appears as List 16.2 in: Suskie, Linda. *Assessing student learning: A common sense guide*. John Wiley & Sons, 2018.

Verbs for Significant Learning Goals

Foundational Knowledge		
Remember	Understand	Identify
Application		
Use	Judge	Calculate
Critique	Do [skill]	Create
Manage	Imagine	Coordinate
		Make decisions about...
Solve	Analyze	
Assess		
Integration		
Connect	Relate	Integrate
Identify the interaction between...	Compare	Identify the similarities between...
Human Dimension		
Come to see themselves as... Interact with others regarding...	Understand others in terms of...	Decide to become...
Caring		
Get excited about... Be ready to...	Be more interested in ...	Value...
Learning How to Learn		
Read and study effectively...	Identify sources of information on... Be able to construct knowledge about...	Frame useful questions
Set a learning agenda		Create a learning plan...

→ *Appears as Exhibit 3.5 in:* Fink, L. Dee. "Creating significant learning experiences: An integrated approach to designing college courses." (2003).

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

→ *Appears as Table 2 in:* Krathwohl, David R. "A revision of Bloom's taxonomy: An overview." *Theory into practice* 41.4 (2002): 212-218.