|  |
| --- |
| **Assignment Designer Review & Plan** |



Course Number \_\_\_\_\_\_\_\_\_\_\_\_ Term/Year \_\_\_\_\_\_\_\_\_\_\_\_ Program \_\_\_\_\_\_\_\_\_\_

Course Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Faculty Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Assignment Title \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**How to Use the Assignment Designer Review & Plan**

1. Select an assignment to review in Canvas.
2. In discussion with peers, review and discuss:
	* a sampling of student work for each assignment
	* what students struggled with/performed below expectation on
	* what proficient students ‘do’ and ‘think’ to perform well
	* the assignment using the guidelines below
	* the completed Assignment-CLO Alignment Map
3. Write notes for how you plan to improve assignments.
4. Revise your assignment in Canvas.
5. Contact Christine Broz if you are interested in an Assignment Designer Review & Pan for an entire course.



|  |  |
| --- | --- |
| **ASSIGNMENT GUIDELINES** | **IMPROVEMENT PLAN** |
| **Assignment Title** |
| **What Students Struggled With** |  |
| **Purpose**- Main purpose of assignment is clearly stated- Provides appropriate means for student to show or demonstrate desired proficiency |  |
| **Alignment to CLO/s**- Assignment’s level of cognition matches the CLO’s level of cognition- Assignment strongly addresses the intent of the CLO/s. List CLO.- Assignment has the rigor expected for the program- Assignment is related to program outcomes (PLOs) and institutional outcomes (ILOs)- Connection to learning outcomes is explicit |  |
| **Value for Learning**- Provides sufficient practice, information, and sequenced activities to allow students to be successful- Assignment scaffolds from previous assignments and courses- Prepares students for subsequent related assignmentsin this course and/or program |  |
| **ASSIGNMENT GUIDELINES** | **IMPROVEMENT PLAN** |
| **Clarity**- Title indicates assignment topic and is unique from others- Instructions or a document with directions are available on the Canvas assignment page- Instructions are in one place (not duplicated in other documents/locations in Canvas)- Dates are in assignment settings, not in body of assignment- Order for instructions are indicated with bold headings or numbers- Instructions are clear and concise- Describes required format and length range- For online graded discussions, expectations (length/due date) for initial post and replies are clearly defined- For group assignments or peer reviewed assignments, collaborative expectations are clearly defined- Links to any outside source are included with instructions for accessing it - Format (graphic layout) doesn’t interfere with the content- Model assignment or example is provided  |  |

|  |  |
| --- | --- |
| **ASSIGNMENT GUIDELINES** | **IMPROVEMENT PLAN** |
| **Engagement**- Value of assignment in the field of study is articulated as it relates to the CLO/s- Establish value of work to the individual student. Will the student say, "Learning this is of direct benefit/interest to me?" or "This will help me in my practice."- Can this assignment be made more interactive?- Allows for individual approaches by students- Is it possible to make the assignment collaborative to create a greater sense of community so the student feels supported and engaged?- Different learning styles are accommodated for (Hear, See, Do)- Incorporates elements of Structural Competency in a meaningful way. |  |
| **Grading Rubric**- Provides feedback to student by describing how proficiency and excellence is measured for each skill or knowledge category- Prioritizes the most important elements of the assignment- Includes all elements of the assignment |  |
| **Assignment Value and Weighting**- Value (points and % of final grade) related to the other course assignments within the assignment group and within the course is appropriate- Assignment and its assignment group weighting follows the program requirements |  |