Transparent Assignment Checklist
(adapted from UNLV's Transparent Assignment Template at
https://www.unlv.edu/sites/default/files/page_files/27/Provost-StudentTransparentAssgntTemplate-2016.pdf)

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-Chart.pdf*? (See reverse for examples)*	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 collaboratively analyzed an example of good work before the students begin working? (Perhaps not stated on the assignment, but done in class prior to distribution)	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? (Perhaps not stated on the assignment, but done in class prior to distribution)	YES	NO
Will the instructor have explained how excellent work differs from adequate work before the students begin working? (Perhaps not stated on the assignment, but done in class prior to distribution)	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 use this checklist to have students provide feedback on peers' coursework? (Perhaps not stated on the assignment, but done in class at some point after assignment distribution)	YES	NO
Does the "criteria for success" section indicate whether this task/product will be graded and/or how it factors into the student's overall grade for the course?	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? (Perhaps not stated on the assignment, but done in class at some point after assignment distribution)	YES	NO