**Indiana State University**

**COURSE TITLE**

**Course CRN**

*INSTRUCTORS: How your students view your content is important. If you keep your styling detailed and consistent and your expectations transparent, your students may gain a greater understanding of how they should perform. You may want to consider developing your own assignment template to keep all of your assignments consistent and professional, or you can modify this assessment template as needed. This assessment template is based on Winkelmes’ (*[*2013*](https://www.aacu.org/publications-research/periodicals/transparency-teaching-faculty-share-data-and-improve-students) *&* [*2016*](https://www.unlv.edu/sites/default/files/page_files/27/Provost-DRAFT-Checklist-for-Designing-a-Transparent-Assignment.pdf)*) transparent assignment design as well as* [*Quality Matters Standards 2.4, 3.1, 3.3, and 5.1*](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)*.*

**ASSIGNMENT NAME**

**Week #**

**Due Date:**

**Weight/Point Value:**

# Purpose

Define the **learning objectives** in language and terms that help students recognize how this assignment will benefit their learning. What are the skills and knowledge you want your students to gain and demonstrate with this assignment? Indicate how the specific knowledge and skills involved in this assignment connect with other assignments in the course or program and tasks they might perform in the workplace.

Also provide a scenario, prompt, or general task description. The assignment should align with the stated objectives ([QM 3.1, 5.1](https://www.qualitymatters.org/sites/default/files/PDFs/StandardsfromtheQMHigherEducationRubric.pdf)).

# Task

Add **step-by-step directions** regarding how to complete the task here.

* What do the students need to do to complete the assignment? What is the very first thing students should do when they begin working on this assignment? What is the next step, and so on?
* What resources will they need to complete each step, and in what order? How will they find those resources? Consider linking them here.
* What unnecessary steps or common mistakes should students avoid?
* How should the students name their assignments? What format does the submission need to be in (pdf, doc, docx, ppt, etc.)? What documentation or formatting is required (APA, MLA, Chicago, etc.)?
* How long should it be?
* Where and how will the students submit their work?
* When it is due? With discussion boards particularly, it's good practice to have the initial post due several days before the peer responses to give learners time to reflect and respond.

As you build this section, consider: Does your description help students to focus their time efficiently on producing the highest quality work possible in the time given? Does it anticipate student needs and questions?

It’s also helpful to provide models of completed activities so that students have a firm grasp of your expectations and what they look like in a finished product. These samples can be drafted by you (the instructor), your students, or even professionals. It may also be advantageous to provide a *worked* or *annotated* example. That is, provide additional commentary explaining how an example does or does not meet expectations, perhaps even including a scored checklist or rubric.

If you are concerned about students simply copying the examples, you might use an example based on a similar activity but with a different focus. For example, you could show an example of a stellar discussion board post that includes all the elements you are looking for (clarity, support, formatting, etc.), but that is based on a question students will not address.

# Criteria

Add information about how the task will be assessed. What criteria will you use to evaluate student performance? Provide a rubric or checklist to clarify your expectations and facilitate grading.

As you craft this section, consider:

* Does the criteria give learners the information they need to understand how a grade on an assignment or activity will be calculated ([QM 3.3](https://www.qualitymatters.org/qa-resources/rubric-standards/higher-ed-rubric))?
* Do the criteria take the form of a checklist or rubric students can use to evaluate the quality or mastery level of their efforts while they are working on the assignment?