

II. Designing the assignment prompt

A. What is the task to be completed for this writing assignment? Can you express this task in terms of Bloom's Taxonomy with action verbs (i.e. list, define, identify, summarize, describe, apply, demonstrate, analyze, compare, assess, or evaluate)?

B. What are the steps that the student must do as part of the assignment?

C. Who is the audience for this piece of writing and to what form or genre should the completed assignment conform?

- Do you have models to aid student comprehension of your expectations? If so, how will you make them available to students (online, in-class, etc.)?

D. What are the conditions for the assignment?

- Is it an individual assignment or a group assignment?
- What is the expected length and manuscript form?
- What are the time constraints?
- Will there be an opportunity for students to revise?

E. What are the resources available to students for the completion of the assignment?

- Will you be available during office hours or on email to help students?
- Do you want students to use specific web resources?
- Do you want students to use other published resources?
- Do you want to encourage students to make use of research librarians?
- Do you want to encourage students to work with the Writing Center?

III. Planning assignment evaluation

A. Will this assignment be graded?

- Considering the context and the task, if it will be graded, what percentage of the course grade will the assignment be given?

- Will students have the opportunity to revise to improve their grade?

B. Considering the context and the task, what will be the criteria used for assessment?

- What are the criteria for an A?

C. Will you use an assessment rubric?

- If so, will you make that rubric available to help articulate expectations to students?