**TRANSPARENT ASSIGNMENT TEMPLATE**Adapted from work by Mary-Ann Winkelmes © 2013

*This 3-part template can be used as a guide for developing, explaining, and discussing class activities and assignments, making them explicitly clear for students and enhancing their learning.[[1]](#endnote-1)*

**ASSIGNMENT NAME:   
Due Date:**

1. **PURPOSE**

*Define the* ***learning objectives*** *of the assignment, in language and terms that help students recognize how the assignment will benefit their learning. Ideally, you should be able to indicate how these are connected with institutional learning outcomes, and* ***how the specific knowledge and skills involved in the assignment will be important in students’ lives*** *beyond**the contexts of this assignment, course, and college.*

* 1. **Skills:** The purpose of this assignment is to help you practice the following skills that are essential to your success in this course/ in school/ in this field/ in professional life beyond school.

*You might think about using terms from Bloom’s Taxonomy to help you explain these skills in language students will understand.*

* 1. **Knowledge:** This assignment will also help you become familiar with the following important content knowledge in this discipline:
     1. Topic 1
     2. Topic 2

1. **TASK**
   1. **What to do:** *Define what activities students should do/perform to complete this assignment. Refer to “Bloom’s Critical Thinking Cue Questions” for sample questions you might ask.*
   2. **How to do it:** *Explicitly list any steps or guidelines students should follow, or provide a recommended sequence for the students’ efforts. Specify any extraneous mistakes to be avoided.*

1. **CRITERIA FOR SUCCESS**
   1. **Checklist:** *Define the characteristics of the finished product. Consider providing students with and utilizing an organized rubric for assessment.*
   2. **Examples:** *Provide multiple, annotated examples of what these characteristics look like in practice.*
2. *With students, collaboratively analyze the examples before students begin working. Explain how excellent work differs from adequate work. Consider compiling a checklist of characteristics of successful work* ***with*** *students, which enables them to evaluate the effectiveness of their own work.*
3. *Students can also use this checklist to engage in peer critiques.*
4. *Later, consider asking students to reflect and comment on their completed, graded work, analyzing their learning strategies and focusing on changes they might make to improve future work.*

1. Winkelmes, Mary-Ann. “Transparency in Teaching: Faculty Share Data and Improve Students’ Learning.” *Liberal Education* 99,2 (Spring 2013); Winkelmes et al, “A Teaching Intervention that Increases Underserved College Students’ Success.” *Peer Review* (Winter/Spring 2016). [↑](#endnote-ref-1)