



# Learning-Focused Assignment Guide

Developed from *Palmer, LaFleur, & Gravett*; and inspired by the *Q3 Framework – Walther, Sochacka, & Kellam*  
January 2018

OTEI advocates for evidence-based teaching as the platform for all of our work. The categories below are organized around the TILT: Transparency in Learning and Teaching research project (<https://tilthighered.com/>). This guide is uniquely designed to help faculty focus on their assignments and examine how assignments are introduced to students, how students are supported in their work, and how the work is assessed. Contact [otei@clermson.edu](mailto:otei@clermson.edu) or visit the office at Watt Family Innovation Center room 201.

Purpose		Notes
<p>The assignment description clearly states what knowledge or skills students will gain.</p>	<p><b><i>How is the assignment relevant within the context of the class?</i></b></p> <ul style="list-style-type: none"><li>➤ How will my students recognize the relevance within the context of the class?</li><li>➤ How is my assignment practically useful to my students outside of this class in their daily lives?</li><li>➤ How is my assignment practically useful to my students outside of this class in other ways?</li></ul> <p><b><i>Does my assignment describe the intended learning outcomes for students?</i></b></p> <ul style="list-style-type: none"><li>➤ Are my learning objectives and outcomes aligned with the course outcomes?</li><li>➤ Is the assignment appropriate for the course level, class size, and positioning within the course?</li><li>➤ Are my learning outcomes measurable?</li></ul>	

## Task(s)

An assignment clearly indicates what the students should do and how they should do it. An assignment may also explicitly indicate key tasks to completing the assignment.

### ***How well are all of the assigned tasks aligned with the purpose?***

- Will my students comprehend the alignment of the task(s) with the purpose?
- Are key tasks to completing an assignment already understood by all students?

### ***How logical is the flow of the tasks within the assignment?***

- Will my students understand and follow the flow of the tasks necessary?

### ***How clear are the assignment requirements?***

- How clear are the formatting requirements?
- How clear is the grading and weight of the assignment?
- Will my students clearly know the due dates and deadlines for individual tasks and the overall assignment?

## Criteria/Assessment

Describes completed assignments and allows students to self-evaluate. Criteria may or may not be “grading” sheets but will indicate all aspects and indicate degrees of quality in a completed assignment.

### ***Have I indicated the criteria by which I will assess the assignment?***

- Can my students easily access these criteria (through a rubric?)

### ***Are the criteria presented in clear ways?***

- How well does my criteria align with the purpose and tasks above?
- How can I best align the criteria with evaluation of the course learning outcomes?
- How well have I communicated the breakdown of the criteria with my students so they know what will be high quality versus poor quality work?
- Have I shown or provided examples of the completed assignment that fulfill all the criteria?

## Inclusive, Learner-Focused Qualities

The assignment is not only created with diverse learners in mind but also accessible to all as a document in and of itself.

### ***How welcoming and positive is the assignment to my students?***

- Can my students approach this assignment confidently?
- In what ways is my assignment inviting and respectful of the diversity of my students?
- Will my students feel engaged with this assignment?

### ***How does my assignment align with current guidance for accessible design?***

- How well organized is my assignment?
- Can all of my students navigate this assignment easily, regardless of means of access, visual or auditory?
- What have I done to make this assignment accessible to students with a variety of learning preferences and do students have one alternative method for presenting their learning?



### ***Clemson “hot tips:”***

***To promote inclusion, check out*** “[Common Barriers and "UDL on Canvas" Strategies \(an issue-based map\)](#) in Clemson Canvas. [Enroll in the full course](#). Use the Universal Design Online content Inspection Tool (UDOIT) in Canvas and check out help sheets.

***For Open Educational Resources*** Clemson Libraries is a resource for assisting with assignment design. In addition to incorporating library services, the library hosts the [OER Canvas course](#), that will assist with developing inclusive assignments by helping faculty incorporate OER texts and other resources