

### 3. CHECKLIST FOR CRITIQUING AN ASSIGNMENT

1. Is the assignment clear? Might a student misread the assignment and produce something not anticipated?  
Is its purpose clear? Will a student see how it fits into course goals?
2. Does the assignment seem interesting and challenging? From a student's perspective, how difficult is this assignment? How much time will it require?
3. What kinds of students would this assignment particularly appeal to? What kinds of students might not like this assignment?
4. Does the assignment specify or imply a suitable audience? Are the grading criteria clear?
5. Are the mechanics of the assignment clear (due dates, expected length, manuscript form, documentation style, number of sources)?
6. Is the process I want students to follow as explicit as possible? Should I build checkpoints into the assignment (submission of a prospectus, abstract, peer review dates, and so forth)?
7. How easy or difficult will this assignment be to coach and grade?

(Bean, *Engaging Ideas*, 86)