

WCIT IT Curriculum Development Toolkit
Step 6: WCIT Sample Criteria for a Good Assignment

The ideal good assignment.....

- Demonstrates what students have learned, i.e. application of the learning
- Offers challenges and stretches students to excel
- Engages students to be active learners
- Has evaluative criteria that should be known to students
- Has evaluative criteria that is linked to Skill Standards*
- Is progressive and developmental in developing proficiency
- Has a reasonable scope as to time and effort required
- Accommodates different learning styles
- Is creative, allowing for student growth and potential
- Is adaptable to allow for student creativity
- Is consistent with instructional purpose
- Has a feedback loop
- Encourages reflection
- Encourages students to use new tools and ideas
- Promotes a sense of accomplishment
- Fits into the curriculum and reinforces previous learning
- Has a stated purpose and context
- Has a structure or a framework
- Offers options for learners
- Provides resources and models
- Includes guidelines to do the assignment
- Will include different audiences and evaluators in addition to the instructor
- Clarifies presentations expectations
- Contains timelines
- Synthesizes learning

[*Added by WCIT]

In addition, *effective* assignments:

- Articulate the conceptual framework of the field and what it means to work in that profession.
- Are meta-cognitive so that instructors and learners can stand outside and see the conceptual framework.
- Allow for advanced students to design their own task to demonstrate the conceptual framework.

[This list was compiled in a workshop entitled *Designing and Evaluating Standards-Based Classroom Assessment and Curricula in Professional-Technical Programs* facilitated by Robin Jeffers from Bellevue Community College at the Higher Education Assessment Conference May 2, 2001 in Spokane Washington]

Read on to see a sample criteria written by Teacher X....

SAMPLE CRITERIA FOR A GOOD ASSIGNMENT

The list below reflects faculty member X's expectations of herself when designing assignments for her PC Hardware Support class. Teacher X obviously adapted the WCIT list for her purposes.

We have tracked the changes so you can see what criteria Teacher X left out. Consider your impressions are of Teacher X's decisions. Would you make the same decisions?

- Demonstrates what students have learned, i.e. application of the learning
- Offers challenges and stretches students to excel
- Engages students to be active learners
- Has evaluative criteria that should be known to students
- Has evaluative criteria that is linked to Skill Standards*
- Is progressive and developmental in developing proficiency
- Has a reasonable scope as to time and effort required
- Is consistent with instructional purpose
- Has a feedback loop
- Promotes a sense of accomplishment
- Fits into the curriculum and reinforces previous learning
- Has a stated purpose and context
- Has a structure or a framework
- Provides resources and models (when I can. Sometimes this is too much)
- Includes guidelines to do the assignment
- Will include different audiences and evaluators in addition to the instructor (sometimes but not all the time)
- Clarifies presentations expectations
- Contains timelines (if it's a project, sure, but this is not usually the case)
- Synthesizes learning
- Articulate the conceptual framework of the field and what it means to work in that profession. (I try to include some career ed in all of my IT courses)

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