



WRITE Assignment Design Tool

Writing and Research Instrument for Transfer and Equity in Higher Education | Success in Writing, Information, and Research Literacy Initiative
Santa Clara University



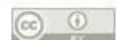
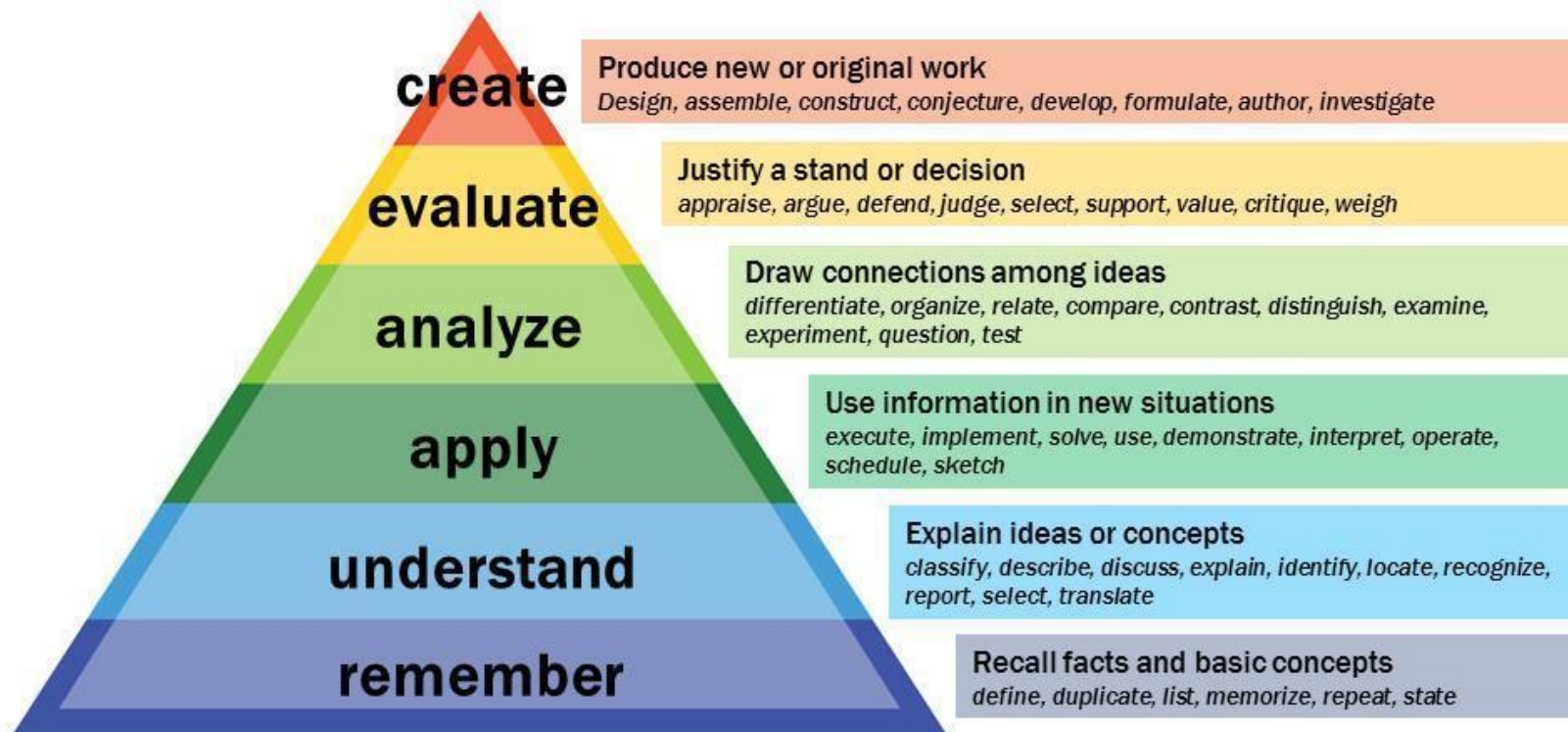
What kind of thinking do you want students to do in this assignment? (see Bloom's taxonomy on reverse)

What genre (disciplinary/professional/public style) are students being asked to write in?

Does the assignment follow:	Rationale	Criteria	Nailed it!	Revise
The Transparent Design Framework (adapted from the TILT Higher Ed Project)	Students are more motivated to engage and likely to transfer skills when they clearly understand the relevance, components, and expectations of the task.	Explicitly identifies student gains of completing assignment in terms of: <ol style="list-style-type: none"> 1) <i>Purpose</i>: What knowledge or skills will students gain from completing the assignment and how that knowledge or skill will be valuable to students? 2) <i>Tasks</i>: What steps should students take to complete the assignment? 3) <i>Criteria for success</i>: How will the assignment be evaluated? What rubrics or checklists can guide a student in producing their best work? See this TILT checklist to review your assignment's transparency		
Does assignment explain:	Rationale	Criteria	Nailed it!	Revise
Context of student work? (<i>rhetorical/ disciplinary context</i>)	Framing writing tasks in terms of rhetorical concepts, including genre, audience, purpose) helps students produce their best work and transfer skills between writing contexts (in academia & beyond).	Explicitly explains assignment's rhetorical context: <ol style="list-style-type: none"> 1) Genre or disciplinary features of the writing students produce. 2) Audience(s) students should be addressing in the writing they produce (not just the teacher or "academic readers"). 3) Purpose of the text(s) students will produce. 		
Guidance for information and source use?	Students will select and use information more critically and effectively when source/research expectations are clearly defined and contextualized based on use.	Explicitly describes: <ol style="list-style-type: none"> 1) Sources expected for the project, and why—providing more criteria than an arbitrary number of sources and general types such as primary, secondary, or scholarly. 2) How to evaluate sources' authority, relevance, etc. 3) How to use sources (given assignment's genre, audience, purpose, source type) 4) Expectations for citation/documentation 		

Scaffolding of writing and research processes?	Breaking assignment tasks into phases and offering feedback improves the quality of students' work and skills.	Explicitly identifies: <ol style="list-style-type: none"> 1) Research and writing steps/stages to make underlying writing and research processes/skills clear to students 2) Previous steps/stages, other assignments/course readings, etc. assignment builds on/draws on 		
Criteria for evaluation?	Clearly understanding the parameters for excellence encourages students to do their best work within the particular context.	Explicit description of: <ol style="list-style-type: none"> 1) Evaluation criteria (parallel to the assignment description) 2) Emphasis/weight on different aspects of assignment (signaling where students should focus their effort) 3) Characteristics of high-quality work (in terms of genre, audience, purpose, information use, citation styles, and processes) 		

Bloom's Taxonomy



Assignment Components	Revision Priorities
Purpose, tasks, criteria? <i>(what students will learn and how)</i>	
Context of student work? <i>(rhetorical context)</i>	
Guidance for information and source use? <i>(research)</i>	
Scaffolding of writing and research processes? <i>(sequencing, models, practice, feedback, etc)</i>	
Criteria for evaluation? <i>(rubrics, grading criteria, etc)</i>	