

## Evaluating the Quality of Your Own Assignments and Activities

### Goals for the assignment/activity:

What are the goals of this assignment (i.e., what do you want students to accomplish by doing this assignment/activity)?

How does this assignment/activity help students make progress toward the overarching goals of the course?

### How well does this activity engage students and promote learning?

	no	a little	somewhat	definitely
<p>Does this activity/assignment help students place new knowledge, tasks, and experiences into the context of what they already know?</p> <p>Ideas for improvement:</p>	1	2	3	4
<p>Does this activity/assignment have an effective "hook" that engages students at the outset?</p> <p>Ideas for improvement:</p>	1	2	3	4
<p>Does this activity/assignment provide students with the opportunity for independent thinking, analysis, and/or problem-solving (as opposed to following cookbook steps, answering only leading questions, or doing "plug-and-chug" practice problems)?</p> <p>Ideas for improvement:</p>	1	2	3	4

Does this activity/assignment require students to synthesize, discuss, extend, or reflect on what they have learned in the activity?	1	2	3	4
Ideas for improvement:				
Does this activity/assignment have an adequate mechanism for providing insights into what students have or have not learned?	1	2	3	4
Ideas for improvement:				

### How well does the assignment meet the goals?

	no	a little	somewhat	definitely
Is the activity/assignment well-aligned with your goals (i.e., does it accomplish what you intended)?	1	2	3	4
Ideas for improvement:				
If a student completes the assignment, can you determine whether the student has met the goals?	1	2	3	4
Ideas for improvement:				