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Faculty Charrette Participant List of “Other Desirable Characteristics of Assignments”

Form:

- Simple and easily understood
- Focused, with minimum distractions from the main task
- Contains appropriate information needed to frame a good response
- Does not address too many DQP proficiencies
- Appropriate balance between DQP and course/discipline outcomes

Content:

- Engages student interest and supports learning
- Helps student see underlying structure of the problem
- Reflects the actual learning experiences that students have had
- Provides opportunities for small successes within the main task (e.g. for partial credit)
- Provides opportunities for correction after feedback
- Is unbiased with respect to student backgrounds and circumstances
- Allows originality in response

Level of Challenge:

- Is the assignment appropriately located on a developmental continuum
- Contains scaffolding appropriate to the level of challenge—more for beginning students, less for those at more advanced levels
- Might be a series of related assignments with ascending levels of challenge as the student progresses through them
- Can determine what level of performance signifies mastery of the proficiency