

**Instructional Assignment Rubric**

The goal of being transparent within each instructional assignment is to give students the knowledge and tools necessary that follow the idea of Transparency. Transparency is the idea that teaching and learning methods explicitly focus on the HOW and WHY of student learning within their course (Winkelmes et al., 2016)<sup>1</sup>. Winkelmes et al. (2016) identified three elements to the Transparency framework: Purpose, Task, and Criteria. The following rubric has been developed to ensure that each instructional assignment follows the framework of Transparency. Based on the guidelines within the rubric, please rate the degree of the assignment’s transparency and add any additional comments as needed.

**Instructional Assignment Rubric**

	<b>Very Unclear/Vague (1)</b>	<b>Somewhat Unclear/Vague (2)</b>	<b>Somewhat Transparent(3)</b>	<b>Transparent (4)</b>	<b>Comments</b>
<b>(Q1) Purpose</b>	The purpose of the assignment does not identify the skills a student will practice within the assignment, nor does it recognize the knowledge that will be gained from completing the assignment;	The purpose of the assignment states the skills a student will practice within the assignment; states the knowledge that will be gained from completing the assignment; however, there are no connections	The purpose of the assignment states the skills a student will practice within the assignment; states the knowledge that will be gained from completing the assignment; and relates this assignment to the students’ life outside of school. However, some explanations	The purpose of the assignment clearly states the skills a student will practice within the assignment; clearly states the knowledge that will be gained from completing the assignment; and clearly relates this assignment to the students’ life	

<sup>1</sup> Transparency framework adapted from Winkelmes, M., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Weavil, K. H. (2016). A teaching intervention that increases underserved college students’ success. *Peer Review*, 18(1), 31-36.

	<b>Very Unclear/Vague (1)</b>	<b>Somewhat Unclear/Vague (2)</b>	<b>Somewhat Transparent(3)</b>	<b>Transparent (4)</b>	<b>Comments</b>
	and there are no connections between the assignment and the students' outside life. Very little to no explanations are given regarding the assignment and its purpose.	between the assignment and the students' outside life. Additionally, explanations are vague and hard to comprehend.	are unfocused or are not clearly explained/communicated.	outside of school through examples and succinct statements.	
<b>(Q2) Task</b>	No direction is provided within the assignment.	A set of directions are provided at the beginning of the assignment, but no further direction is given within various subparts of the assignment. The directions may be confusing or do not provide enough information.	The assignment defines what is expected of the student when completing the assignment and directions on how to complete the entire assignment and all the assignment's subparts (if applicable) are provided. However, some of the language utilized within the directions is difficult to understand or is too vague.	The assignment easily and explicitly defines what is expected of the student when completing the assignment. There are clear and concise directions on how to complete the entire assignment and all the assignment's subparts (if applicable).	

	<b>Very Unclear/Vague (1)</b>	<b>Somewhat Unclear/Vague (2)</b>	<b>Somewhat Transparent(3)</b>	<b>Transparent (4)</b>	<b>Comments</b>
<b>(Q3) Criterion</b>	The assignment contains basic instructions; however, no rubric or examples are provided within any section of the assignment.	The assignment contains a checklist with some examples. However, no subsections of the assignment have their own checklist to follow. No rubric is provided. Examples provided focus on some sections of the assignment, not all of them.	Each section of the assignment contains a checklist or examples of what the assignment should look like when finalized, but the examples are not consistent regarding clarity and detail. When applicable, a rubric is provided with topics and subtopics within the assignment but the explanations lack clear communication for the student to follow.	Each section of the assignment contains a detailed checklist or examples of what the assignment should look like when finalized. When applicable (i.e. term paper, etc.), a rubric is provided with specific topics and subtopics that should be included within the assignment.	