Questions To Ask Yourself About Assignments You Give
Writing Across the Curriculum. George Mason University.  http://wac.gmu.edu

PURPOSE AND GOALS:
How does the assignment further my course goals for the semester?
Have I included my goals on the assignment?
What do I want students to demonstrate to me in this assignment?
What will students gain by doing this assignment?
Will students understand what I want them to do and why?
Have I given class time to a discussion of all of the above?

ASSIGNMENT SEQUENCES AND TIMING:
How does the assignment relate to what comes before and after in the course?
Am I asking students to explore the subject matter in increasingly complex ways?
Is there a step-by-step development of skills?
Do I give students enough time to read, research, draft, write, and rewrite?
Will students be given class time for peer review and editing?

THE TASK ITSELF:
Are the intellectual tasks/operations clearly denoted, e.g., compare/contrast; define; analyze cause and effect, etc.?
Can the assignment be broken down into bulleted steps to follow?
Are there useful strategies and helpful resources I might suggest?
Are there some common pitfalls students should avoid?

AUDIENCE:
If students are writing primarily for me, do they know my expectations, values, and tics?
Would it be helpful to expand the audience beyond the teacher? To peers, for example?
Can students identify how this assignment fits into the context of the discipline/profession? Beyond the classroom?

GRADING:
What constitutes a successful response to this assignment?
How will I explain a successful response to students (e.g. show them model paper, use criteria for grading, give a rubric for “A,” “B,” “C,” failing grades)?
Will students have a chance to evaluate themselves?
Will students be allowed to revise?