

# Decoding a Pre-TILT Assignment



## Purpose

- ☐ Can the students tell what specific skills they will practice and/or what content knowledge they will gain by doing this assignment?
- ☐ Are the connection(s) to course/assignment learning outcome(s) clear?
- ☐ Is the relevance to students' lives (even five years later) articulated clearly?
- ☐ Does the assignment rely on student-centered, motivating, promising language?

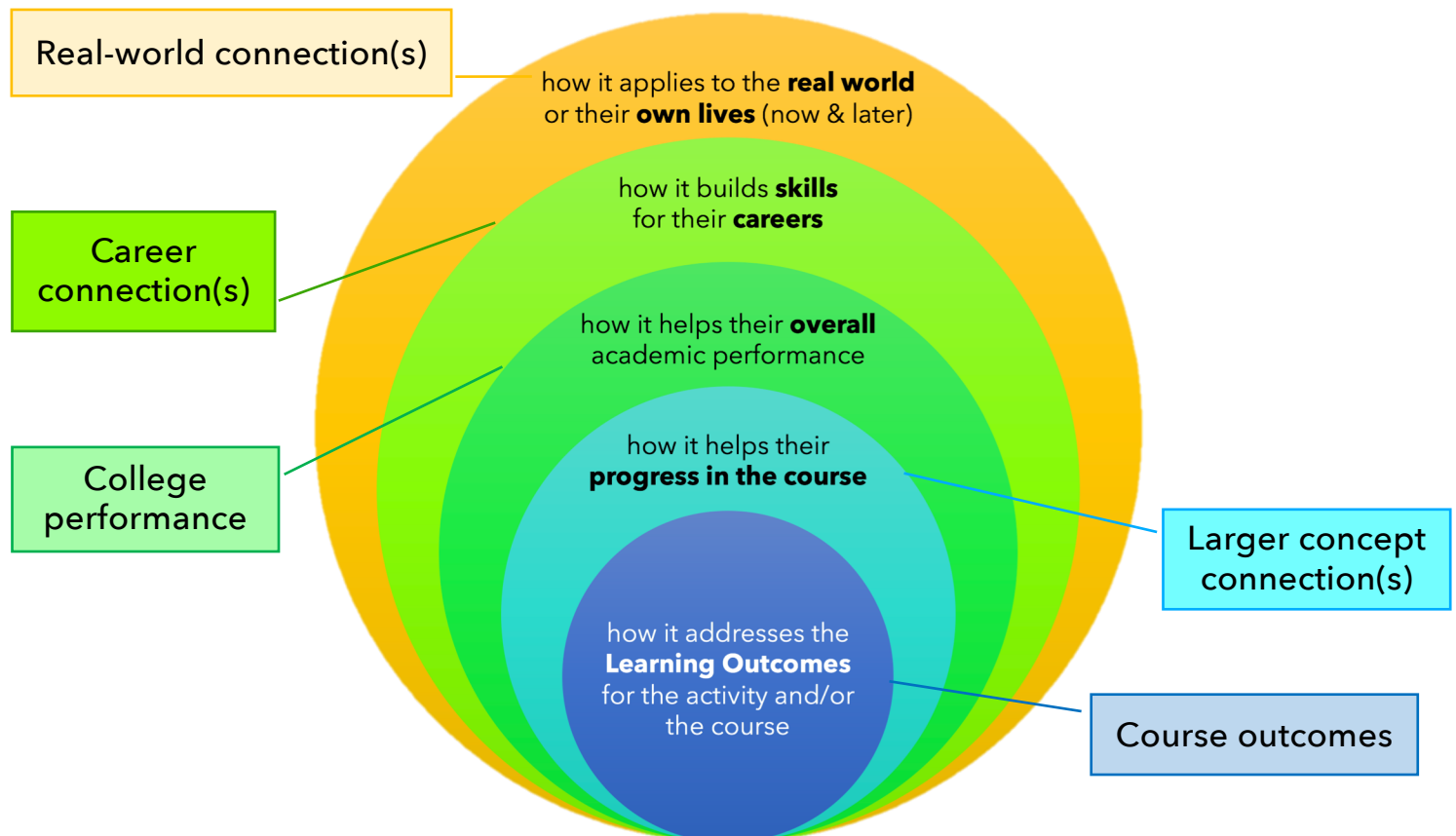
## Task

- ☐ Can students extract *exactly* what steps/work they need to do?
- ☐ Does the assignment refer to recommended steps to complete the work?
- ☐ Does the assignment offer tips on what roadblocks or mistakes students should avoid?

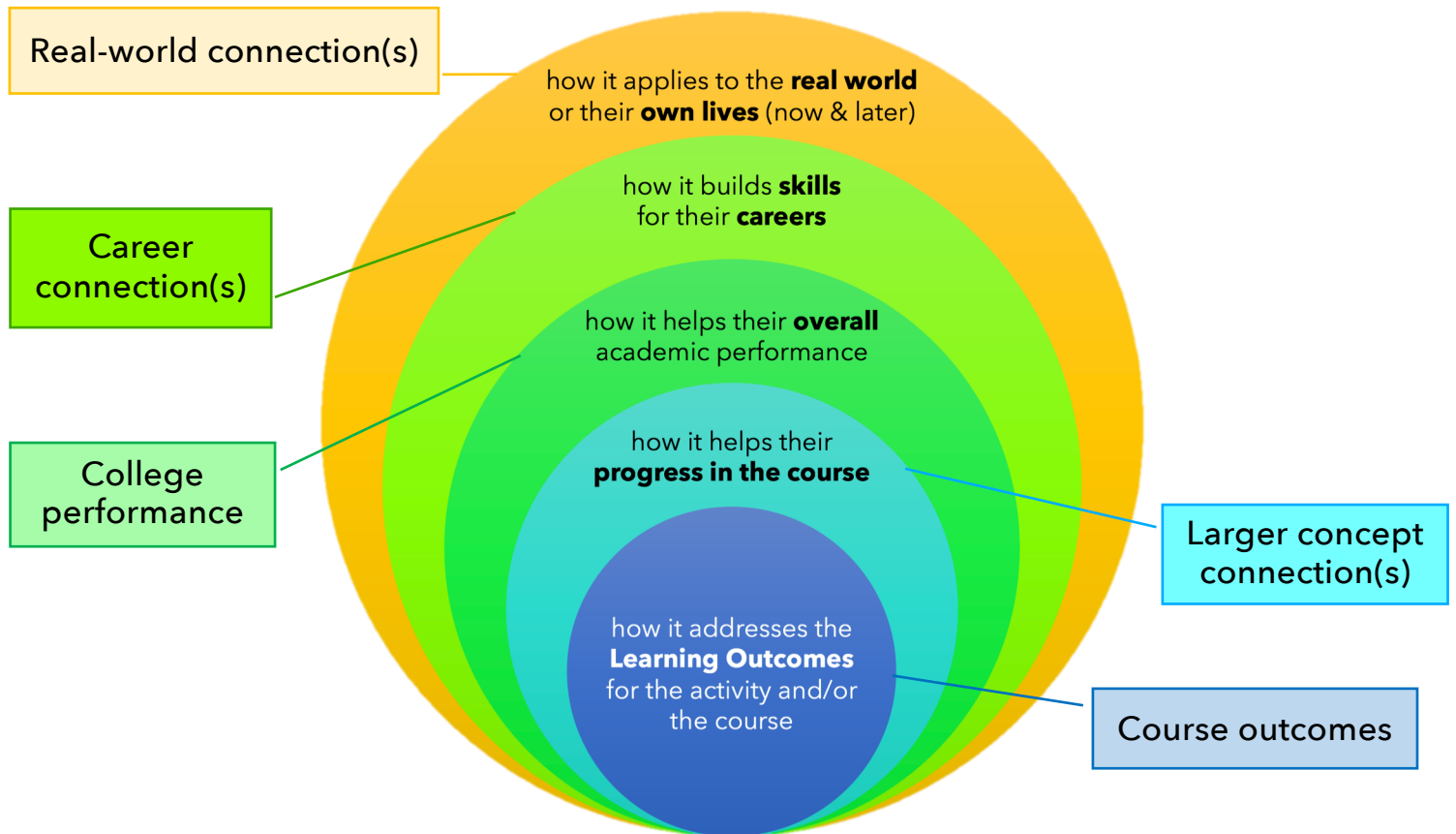
## Criteria for Success

- ☐ Can students discern if they are on the right track or if they are doing what is expected of them? (Rubric or self-assessment checklist?)
- ☐ Are there annotated examples of successful work?
- ☐ Is the rubric clearly linked to the assignment and available?

# The Purpose Statement in a TILT Assignment



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