

**Figure 3.3: Recognizing Quality Design—Questions to Consider**

<b>Purpose</b>	<ul style="list-style-type: none"> <li>• Have the knowledge, skills, and applications needed to complete the work effectively been identified?</li> <li>• Is the purpose of the assignment clear to the teacher?</li> <li>• Is the purpose of the assignment clear to the students?</li> <li>• Have the students been given the background knowledge or instruction necessary to experience success on the assignment?</li> </ul>
<b>Relevance</b>	<ul style="list-style-type: none"> <li>• Does the assignment have meaning beyond the classroom?</li> <li>• Do students understand the connection of the work to real-world applications?</li> </ul>
<b>Doability</b>	<ul style="list-style-type: none"> <li>• Are students able to successfully complete the assignment independently?</li> <li>• Is the length of the assignment appropriate for students to demonstrate understanding but not be overburdened by length or repetition?</li> </ul>
<b>Quantity</b>	<ul style="list-style-type: none"> <li>• Does the quantity of work provide enough information so that a judgment can be made as to whether students understand and can apply concepts or procedures?</li> <li>• Does the quantity go above and beyond what is needed to evaluate student performance to the point of being burdensome?</li> <li>• Does the time anticipated to complete the work coincide with school, district, and workload expectations?</li> </ul>
<b>Design</b>	<ul style="list-style-type: none"> <li>• Is there variety within the assignment?</li> <li>• Is the opportunity present for students to apply their knowledge and skills to a new or unique situation?</li> <li>• Are there higher-order thinking opportunities present?</li> <li>• Is there a direct connection between the purpose of the assignment and the work that students are assigned?</li> <li>• If the student successfully completes the assignment, will he or she have the knowledge and skills ready to proceed to the next level of learning?</li> </ul>