



Transparent Assignment Checklist (TILT)

Transparency in Learning and Teaching (TILT) is a teaching framework that emphasizes clear communication of how all components of a course alignment both with the educational goals of the course and with the knowledge and skills students will need to work in specific careers. It moves away from simply the “what” of teaching to place emphasis on the “why” and “how,” improving the educational experience of students and faculty. This checklist will help you as you develop your assignments with transparency in mind.

Transparent Assignment Checklist.		
Introduction Section		
Criterion	Evaluation	If you answer yes, explain how your assignment fulfills the criterion. If you answered no, indicate what you could do to meet the criterion.
1. Is there a purpose statement linking the assignment to course learning outcomes?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Are learning outcomes student centered? (Bloom’s taxonomy)	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Does the introduction include a reminder of the importance of academic integrity?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Does the introduction summarize the course context of the assignment, linking it to other assignments and content?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Does the introduction list the knowledge and skills practiced/demonstrated in a professional context?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Does the introduction contain an explanation of why you have included specific instructions/design components in the exercise, including use/prohibition of GAI?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Instructions Section

1. Do you provide a list of tasks required to complete the assignment?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Does this list indicate the suggested order of task performance?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Do the instructions contain useful tips, such as mistakes to be avoided, how long specific tasks might take, or friendly guiding questions?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Do instructions contain guidance on technology use/prohibition?	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Grading Criteria Section

1. Do you provide a list of criteria with point values?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
2. Do criteria reflect the knowledge, skills, and dispositions associated with the CLOs aligned to the assignment?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
3. Are criteria not related to learning outcomes (timeliness, mechanics) excluded or tied to minimal point values?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
4. Do you include a detailed rubric with descriptions of what should be present in the student's work to demonstrate that they have exceeded expectations, met expectations, partially met expectations, and failed to meet expectations for each criterion?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
5. Is your rubric entered in Canvas and attached to the assignment to speed grading?	<input type="checkbox"/> Yes <input type="checkbox"/> No	
6. Have you provided an opportunity for students to review/apply/respond to feedback?	<input type="checkbox"/> Yes <input type="checkbox"/> No	