



Growing All Students Through High-Quality Assignments

Assignment Analysis Capture Sheet

ASSIGNMENT IDENTIFICATION

Assignment identification number

Which subject area or course does this assignment come from?

What is the grade level of this assignment?

Does this assignment come from an honors course?

Is the assignment an exam or quiz?

Which best describes the length of the assignment?

Is the task part of a long-term, ongoing project that is completed over the duration of multiple weeks (e.g., students peer review a draft of writing)?

ALIGNMENT

Does the assignment align to the appropriate grade-level, Common Core State Standard?

Does the assignment clearly articulate the task?

CENTRALITY OF TEXT

What is the name of the text?

Is the text complex?

What is the genre of the text(s)?

What is the predominant text type?

Which best describes the text length?

Does the assignment solicit text-based responses? Is a student's use of the text vital to successfully complete the assignment?

Does the assignment require students to cite evidence from the text?



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COGNITIVE CHALLENGE AND WRITING OUTPUT

Does the assignment require high levels of cognitive demand?

What is the level of cognitive demand required by the assignment?

What is the writing output of the assignment?

Does the assignment link to the creation of a piece of extended writing?

MOTIVATION AND ENGAGEMENT

Do students have choice in the assignment in one of the following areas: content, product, or process? Is rigor maintained across all options?

Is the task relevant? Does it focus on a poignant topic, use real-world materials, and/or give students the freedom to make connections to their experiences, goals, interests, and values?

DISCUSSION

How is discussion incorporated into this assignment?

What is the central purpose of the discussion within the assignment?

SCAFFOLDING

Which statement best describes the amount of teacher supports and/or scaffolds in this assignment?

Which statement(s) best describe the type of scaffolding?