[InstanceNo] [Lesson #] Assignment Name and/or #

# Due Date:

# Assignment Instructions

[Introduce the assignment. Explain the rationale for the assignment and how it connects to the course goal(s) and/or learning objective(s). This section can help to scope the assignment for students.]

## Audience (optional)

[This section can be used to provide a brief explanation of the audience (if needed). This can also help to scope the assignment. For example, in an writing assignment, defining who the audience.]

# Assignment Requirements

[List any requirements that are necessary for the assignment.]

* [Scope, Style, Structure, Tone]
* [Suggested tools, techniques, or resources to use]
* [Acceptable file formats (pdf, ppt, word, for example)]
* [Citation style (MLA, APA, Chicago, etc.)]
* [May add clearly-labeled visuals to aid in comprehension of instructions]

# Assignment Submission Instructions

[Explain to students the what, where, and how to submit the assignment deliverables. Be as explicit as possible, as this will save time by reducing confusion and the number of student questions. Include any special instructions for submission, including file naming conventions.]

## Final Naming Instructions (optional)

[Instructor can provide explicit instructions for a filename for this assignment.]

# Assessment Criteria (or Rubric)

Provide students with an explicit account of grading criteria that will be used to evaluate their learning activities. This can either be accomplished through a paragraph of explanation, a scoring sheet, or an analytic rubric. Please contact someone in the Learning Design and Technologies unit at EPD if you have questions or need examples. [See our help link for [Grading and Assessment Best Practices and examples](http://kb.wisc.edu/engr/page.php?id=47038)]

## Examples (optional)

* [Consider providing links to successful assignment example to model expectations.]
* [Share a link to an example, in part or whole.]