

Checklist for Inclusive Graded Assignments

Instructions & General Info	Yes/No	Notes
I have provided detailed and clear instructions for assignments which are made available in different formats, such as posted on the Learning Management System site and reviewed verbally in class.		
Deadlines for assignments are clearly outlined online and reiterated verbally in class, on course slides, and through emails and announcements as needed.		
I have dedicated time in class for students to discuss and ask questions about assignments.		
I have ensured that the language of the assessment evaluation is inclusive so that all students regardless of their native language and academic background understand what they are being asked to do.		
I have aligned the assessment criteria with the learning outcomes for this expected course level.		
I have been clear about how the expectation levels for each graded assignment vary. (i.e. Does the assessment include the process as part of the graded outcome or not? What constitutes participation? Etc.)		
When possible, I give concrete examples of work, such as anonymized examples of the same or a similar assignment from previous classes.		
Whenever possible, I have offered a variety of forms of assessments (e.g. a presentation or a paper).		
I offer materials and assignment topics that allow for some degree of student choice to fulfill learning goals. (For instance, choosing from a list of potential topics.)		
I share learning strategies with my students, such as sharing the rationale for certain assignments to enable students to understand the assignments within their broader learning.		
I have included multiple low-stakes assignment opportunities throughout the semester that provide choice for the students. (Examples: providing an option to submit either a recording or a written response to asynchronous discussions or choosing between two short essay topics.)		
If applicable to course set-up: I have allowed students the ability to re-do an assignment of their choice this semester (within a certain assignment category or pre-established parameters clearly outlined on the syllabus.)		
If applicable to course set-up: I will drop a student's lowest assignment grade within a certain low stakes assignment category. (Ex. If there are 5 short essays, consider dropping the one with the lowest grade.)		
If applicable: I have added small extra credit opportunities throughout the semester that are easy and fun, but also allow students to connect with course content, offering a new and unique way to boost their grades throughout the semester.		
If applicable: I have considered minimizing high stakes assessments and included more formative, and less summative, assignments.		

Within my assignments, I try to make references within my students' knowledge (e.g. when I describe a mathematical problem) and if applicable, refer to a variety of examples.		
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Assigning Assessment Grades	Yes/No	Notes
I have provided students with detailed grading rubrics for assignments. These rubrics make clear how students can earn and lose points on each assignment. (Note - Rubrics also allow for grading consistency for all students. SAS reference materials for rubrics can be found on Canvas .)		
The grading scheme for all assignments, whether a rubric has been created or not, is clearly communicated. If possible, let the students work with the rubric to gain a better understanding of it.		

Feedback	Yes/No	Notes
I scaffold complex activities and assignments to ensure that students can complete work in stages and receive feedback prior to a final submission.		
I create a feedback culture, either through feedback activities in class or taking time to discuss written feedback with students.		
I provide feedback to students on all graded assignments. This method can vary depending on the course: oral, comments on a grading rubric checklist to show where a student lost or gained points, personalized written comments, etc. <ul style="list-style-type: none"> • If applicable: I ask students in my welcome survey at the beginning of a course which type of feedback they prefer. 		
I have provided feedback that allows the student to develop their abilities further and make use of it in future learning and assignments.		
Whenever possible, I make sure to give strength-based feedback to my students.		

Note: The following checklists have been developed as part of the work of the [Rutgers SGS DEI Advisory Committee's Curriculum & Mentoring Subcommittee](#) 2023. These documents serve as guides, offering an easy way to check on the accessibility of one's own teaching and as it relates to the class syllabus, instruction, and graded assignments. However, it is crucial to understand that these checklists are not one-size-fits-all solutions; rather, they serve as adaptable frameworks that instructors can use as a starting point and tailor them to their unique teaching contexts and the diverse needs of their student populations. These checklists are also permitted to be adapted and shared under the Creative Commons license [CC BY-NC-SA 4.0](#).