## **Templates for Designing Assignment Questions**

| ←Less Complex Skills                     |  | More Complex Skills→                    |  |
|--|--|---|--|
| Step 1—Identifying                       | Step 2—Exploring                         | Step 3—Prioritizing                     | Step 4—Re-Visioning                      |
| <b>Identifying Relevant Information:</b> | <b>Interpreting Information From</b>     | Prioritizing and Concluding:            | Acknowledging Limitations:               |
| * List data or types of information      | Multiple Viewpoints:                     | * Develop and use reasonable guidelines | * Identify and describe potential future |
| relevant to                              | * Describe the pros and cons (or         | for drawing conclusions regarding       | developments in                          |
| * Identify relevant information in       | advantages/disadvantages, or             |   | * Describe limitations to a              |
| (a textual passage such as               | strengths/weaknesses) of                 | * Assess the amount of uncertainty (or  | recommendation about                     |
| a case, article, or piece of literature) | * Analyze the costs and benefits of      | degree of risk) of                      |  |
| * Identify or access relevant theories,  | <del></del>                              |   | * Strategically/proactively consider     |
| laws, standards, or rules for            | * Explain how ambiguities affect your    | * Objectively consider when             | contingencies and future developments    |
| . <del></del>                            | analysis of                              | making a decision about                 | related to                               |
| * Identify factors or issues related to  | * Identify assumptions associated with   | * Prioritize                            | Creating and Monitoring Strategies       |
| <del></del>                              | (a viewpoint or alternative)             | * Consider in                           | * Develop and monitor strategies for     |
| * Identify various potential points of   | * Interpret from the                     | reaching a conclusion                   |  |
| view or solutions to                     | viewpoint of                             | * Develop reasonable recommendation     | * Implement appropriate corrective       |
|  | * Appropriately use(a                    | for                                     | action for over                          |
| * Describe arguments in favor of         | technique) to analyze                    | * Address the costs and benefits of     | time                                     |
| <del></del>                              | * Objectively evaluate                   | in reaching a                           | * Acknowledge changing circumstances     |
| Identifying Uncertainties:               | information                              | conclusion about                        | and reconsider (a solution)              |
| * Describe uncertainties concerning      | * Explain how alternative solutions      | * Develop reasonable policies for       | as appropriate                           |
|  | might affect (one or more                |   | * Continuously monitor and update        |
| * Identify and describe uncertainties    | individuals, organizations, groups, or   | * Develop an effective plan for         | , as needed                              |
| about the interpretation or significance | other stakeholders)                      | addressing                              | * Develop strategic uses of              |
| of                                       | * Analyze the quality of information and | Effectively Involving Others in         |  |
| * Identify risks associated with         | evidence related to                      | Implementation:                         | * Manage under                           |
|  | * Identify own biases and explain how    | * Take actions to implement the best    | changing or unusual demands              |
| * Describe why there is no single,       | those biases were controlled when        | solution to                             | * Apply continuous improvement           |
| "correct" way to                         |  | * Organize (a                           | principles to                            |
| * Identify reasons why                   | * Identify the effects of on             | communication) so that it is            |  |
| might change or vary                     |  | meaningful to the receiving party       |  |
|  | Organizing Information:                  | * Communicate                           |  |
|  | * Develop meaningful categories for      | effectively for (a given                |  |
|  | analyzing information about              | setting and audience)                   |  |
|  | * Organize the various aspects of        |   |  |
|  | to assist in decision making             |   |  |
|  |  |   |  |