

## **Check List For Composition of Written Assignments / Papers**

### **A Appearance / Timelines**

1. The assignment is neatly typed including: student name, date, professor/instructor name, and course number.
2. The assignment falls within parameters for length of assignment (e.g. 3-5 pages).
3. The assignment is neatly and appropriately edited.
4. The assignment meets length requirement and is double spaced.
5. The assignment is received on the assigned due date.

### **B Editing Issues**

1. The assignment includes proper spelling.
2. The assignment includes proper usage of possessives (e.g. mother's actions vs mothers' actions).
3. The assignment includes proper matching of subject and verb (e.g. singular & plural).
4. The assignment includes proper use of verb tense.
5. The assignment includes proper punctuation.
6. The assignment includes proper usage of complete sentences.
7. The assignment is written in gender neutral language.
8. The assignment reflects an appropriate amount of effort and consideration.
9. The assignment includes use of standard English grammar and traditions (the potential for cultural differences in writing is recognized and should be noted when used).
10. The assignment includes proper page numbers and the student's last name in the top right corner of each page.
11. The assignment conforms to the citation/reference style of The American Psychological Association (APA) Style Manual (2001; 5<sup>TH</sup> Ed).

### **C Content / Standards**

1. The assignment includes clear ideas, concepts, and examples.
2. The assignment includes specific and relevant ideas, concepts, and examples.
3. The assignment includes a logical presentation of ideas, concepts, and examples.
4. The assignment includes precise and accurate information to support ideas, concepts, and examples.
5. The assignment includes consistent presentation of information throughout assignment.
6. The assignment includes complete and sufficient information for the task/question at hand.
7. The assignment includes breadth and depth of consideration for the task/question at hand.
8. The assignment includes elements representing fairness in approaching the task/question.

## **D Elements**

1. The assignment includes a clear statement of purpose and address the specific task / question as assigned.
2. The assignment includes an understanding of concepts relevant to the task/question as assigned.
3. The assignment includes specific and relevant information to support conclusions.
4. The assignment includes an understanding of the assumptions underlying both the assignments and conclusions within the assignment.
5. The assignment includes multiple points of view about the problem to be solved, and inferences and interpretations of information, and information sources.
6. The assignment demonstrates an understanding of the consequences in the conclusion of the task.
7. The assignment demonstrates an understanding of the implication of the problem to be solved, the underlying assumptions, different points of view, and conclusions drawn from the data/information.

## **E Abilities for Critical Thinking**

1. The assignment shows the ability to question the purpose / underlying assumptions of the problem/task.
2. The assignment shows the ability to evaluate/compare information from a variety of sources.
3. The assignment shows the ability to evaluate/compare different questions or problems.
4. The assignment shows the ability to clarify/evaluate interpretations of data and information of others.
5. The assignment shows the ability to clarify/evaluate interpretations of data and information.
6. The assignment shows the ability to differentiate between opinion and reasonable judgment.
7. The assignment shows the ability to move from poorly reasoned to well reasoned responses for the assignment.
8. The assignment shows the ability to distinguish different definitions/sources of problem identification.
9. The assignment shows the ability to explore differing and/or multiple points of view towards a problem.
10. The assignment shows the ability to evaluate/compare conclusions drawn from information/data about the problem.
11. The assignment shows the ability to discern meanings of relevant concepts and utilize/analyze appropriately.
12. The assignment shows the ability to expand key concepts in the application within the assignment.
13. The assignment shows the ability to take risks in intellectual tasks toward problem solving which shows courage, curiosity, perseverance, responsibility, and independent thinking.

14. The assignment shows the ability to engage in intellectual self discipline.

## **F Social Work**

1. The assignment shows a developing understanding of social work concepts.
2. The assignment shows a developing understanding of the complexity of social problems.
3. The assignment shows a developing understanding of the complexity of problems and individuals.
4. The assignment shows a developing understanding of the relationship between social problems and problems of individuals, families, and communities.
5. The assignment shows a developing understanding of multicultural realities, and the forces which contribute to the shaping of these realities.
6. The assignment shows a developing understanding of the role of multicultural realities in the identification of social and individual problems; assessment, prevention, and intervention, as well as treatment issues.
7. The assignment shows a recognition of the relevance of historical precedent towards understanding social and individual problems.
8. The assignment shows a developing understanding of the relationship of social workers to other professions.
9. The assignment shows a developing understanding of the interdisciplinary influences upon social work, such as: sociology, psychology, history, philosophy, anthropology, political science, biology, economics, law, women's studies, Black studies, GLBT studies, environmental studies, spirituality, and arts/humanities.
10. The assignment shows a developing understanding of the roles of social work values in practice.
11. The assignment shows a developing understanding of the roles of ethics in social work practice.
12. The assignment shows a developing understanding of professional principles in social work practice.
13. The assignment shows a developing understanding of the multiple roles held by social workers in practice.
14. The assignment shows a developing ability to integrate concepts from the four core curriculum courses: social welfare policy, micro/macro human behavior, research, and social work practice.
- \*15. The practicum assignment is an appropriate 'related learning experience' as it shows an ability to integrate professional experiences with current practicum, and expand exposure to new information.
- \*16. The assignment shows the ability to integrate practicum experience with coursework, especially through the use of relevant meaningful examples from practicum (from client, coworker, and others).
- \*17. The assignment reflects the student's enthusiasm for learning beyond assigned tasks, while showing the ability to take initiative in style, content, and approach to assignment and professional development.

**\*For practicum students only.\***