Characteristics of the function

1. Identify any inflection points
2. Find and simplify the 2nd derivative
3. Indicate where the function is increasing/decreasing.

For the given function

\[ f(x) = x^3 - 3x^2 \]

Sample B

Math 181

Examples: Less Transparent

1. Write a 400-500 word reflection paper in which you address the following:
2. Prepare a typed transcript of the questions and answers from the interview.
3. Conduct a 20-30 minute face-to-face interview to gather knowledge for preparation.
4. Prepare 8-10 questions to ask the professional about their knowledge of a discipline.
5. Secure an interview with the professional for a date and time that is convenient for both.
6. Conduct a professional in your prospective academic discipline and career.

What questions will you have?

- This interview helped you learn about your interests?
- What you learned from them that is most interesting?
- Why you selected and why?

According to...

- Write a 400-500 word reflection paper in which you address the following:
- Prepare a typed transcript of the questions and answers from the interview.
- Conduct a 20-30 minute face-to-face interview to gather knowledge for preparation.
- Prepare 8-10 questions to ask the professional about their knowledge of a discipline.
- Secure an interview with the professional for a date and time that is convenient for both.
6. Explicate purpose, task(s), and criteria for students' work in advance

Transparent Assignment Template
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This template can be used as a guide for developing, explaining, and discussing class activities and out-of-class assignments. Making these aspects of each course activity or assignment explicitly clear to students has demonstrably enhanced students' learning in a national study.¹

Assignment Name
Due date:

Purpose: Define the learning objectives, in language and terms that help students recognize how this assignment will benefit their learning. Indicate how these are connected with institutional learning outcomes, and how the specific knowledge and skills involved in this assignment will be important in students' lives beyond the contexts of this assignment, this course, and this college.

Skills: The purpose of this assignment is to help you practice the following skills that are essential to your success in this course / in school / in this field / in professional life beyond school:
Terms from Bloom’s Taxonomy of Educational Objectives may help you explain these skills in language students will understand. Listed from cognitively simple to most complex, these skills are:
- understanding basic disciplinary knowledge and methods/tools
- applying basic disciplinary knowledge/tools to problem-solving in a similar but unfamiliar context
- analyzing
- synthesizing
- judging/evaluating and selecting best solutions
- creating/inventing a new interpretation, product, theory

Knowledge: This assignment will also help you to become familiar with the following important content knowledge in this discipline:
1.
2.

Task: Define what activities the student should do/perform. "Question cues" from this chart might be helpful:
http://www.asainstitute.org/conference2013/handouts/20-Bloom-Question-Cues-Chart.pdf List any steps or guidelines, or a recommended sequence for the students' efforts. Specify any extraneous mistakes to be avoided.

Criteria for Success:

Provide multiple examples of what the desired characteristics look like in real-world practice, to encourage students' creativity and reduce their incentive to copy any one example too closely. With students, collaboratively analyze these examples of work before the students begin working. Discuss how excellent work differs from adequate work. For this discussion, it is often useful to provide or compile with students a checklist of characteristics of successful work. This enables students to begin with an equitable understanding of how to evaluate the quality of the examples and of their own efforts while they are working, and to judge the success of their completed work. Students can also use the checklist to provide feedback on peers' coursework. Indicate whether this task/product will be graded and/or how it factors into the student's overall grade for the course. Later, asking students to reflect and comment on their completed graded work allows them to focus on changes to their learning strategies that might improve their future work.

¹ Winkelman, Mary-Ann. "Transparency in Teaching: Faculty Share Data and Improve Students' Learning." Liberal Education 99.2 (Spring 2013):

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Principal Investigator

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Criteria for Success: Please see the attached rubric.

Randomized 1 of 6 pages (1 of 6) from the New Professional's in 6th-Grade (6th) Grade New York.

5-6 pages of transcript of the interviews.

Examples: More Transparent

Inferences pages (1.6.8.9.8.7).

Modern research forms or documenting sources and creating the appropriateness in this development with the following important content knowledge in this development:

Skills: This assignment will help you to achieve a bolder, more differentiated approach to explore:

Criteria:

Due date: November 17 - Report
- October 17 - Transcript of interviews
- Set 30 - Personal reflections

Sample C

Completed interview assessment

Criteria:

Due date: November 17 - Report
- October 17 - Transcript of interviews
- Set 30 - Personal reflections

Sample D

Exercise 4: Scientific Evidence
Science 101

Sample A

Allison Stahl