

Sample Worksheet

Header Material

Snapshot

Major Concept: This is a 1-2 sentence summary of the goals or the main ideas to be explored in the worksheet.

Before You Begin: This explains what you will need to have already finished in order to complete the worksheet.

Standards for Practice and Evaluation: This explains how you should measure your own progress in working the material and **what ways the material might be tested on exams.**

Worksheet Objective

This box explains why you are being asked to complete this worksheet. It will usually list 2–3 skills or concepts to be practiced or better understood through the exercises in the worksheet.

Exercises and Questions

Exercises and questions are organized and classified according to Bloom's taxonomy (using the 2001 revised terminology). The purpose of this is to provide explicit information about the difficulty and scope of each question. **As questions move up the hierarchy, it is reasonable to expect extra difficulty, complexity, or difficulty. At higher levels, it is reasonable to expect to spend a substantial amount of time wrestling with a question in your group before you formulate responses.**

Remember

Recall terms, facts, formulas or rules.

Key verbs: define, state, name, list

These questions should generally have concise answers based on preparatory reading or warm-up homework.

Remember

Understand

Apply

Analyze

Evaluate

Create

Explain or interpret terms, facts, formulas, or rules.

Key verbs: describe, summarize, explain, classify

Such questions are also based primarily on preparatory work but may take more time to organize or explain.

Remember

Understand

Apply

Analyze

Evaluate

Create

Implement facts, formulas, or rules to solve problems.

Key verbs: compute, solve, use, show

This is the level at which calculation begins. **Most homework and exam questions will fall near here.**

Remember

Understand

Apply

Analyze

Evaluate

Create

Identify key components or features of ideas, formulas, or information.

Key verbs: identify, compare, match, test

This includes identifying a correct approach without explicit instruction. **Many exam questions will fall here as well.**

Remember

Understand

Apply

Analyze

Evaluate

Create

Justify a stand, decision, or approach; make high-level judgements.

Key verbs: plan, decide, estimate, determine

This level may include combining several ideas in novel contexts. **Occasional exam questions have this type.**

Remember

Understand

Apply

Analyze

Evaluate

Create

Produce new or original strategies, formulas, or examples.

Key verbs: extrapolate, derive, construct, formulate

These questions help the most to illuminate deep connections and organize thinking. **Occasional but rare on exams.**

Conveying Important Information

Important

Boxes of this type are for various important points, theorems, facts, or concepts that may be necessary to complete the worksheet or are relevant for future assignments or exams.

Meta

Boxes of this type are meant to trigger metacognitive thinking by sharing information about special things to consider, common mistakes to make, practical information about assessment, and so on.

End Material

Review Guidance

What should be done now? What are important "take-aways"? Videos to watch? Upcoming material?

How To Complete a Worksheet

What is a Worksheet Good For?

Worksheets will often have lots of questions and information packed into a small area. Often there will not be enough physical space on the worksheet itself to fully work an exercise. It is recommended that you begin working the exercises on scratch paper and then copy your work into the space provided once your group is happy with your answer. **The purpose of these worksheets is to be a twofold resource: to help focus group energy during the initial learning process and to be an invaluable review resource to you when studying for exams.** Be sure to fill in enough information that it will be easy for you (and the grader) to fully follow your work when you return to review/study it later.

Completing Worksheets: Dos

- Work together with all members of your group, proceeding carefully and systematically from beginning to end unless instructed otherwise.
- Make sure you are all working on the same questions at the same time.
- Make sure that each group member is filling out their worksheet with answers that you agree with. **Remember that all group members receive the same grade.**
- Prioritize carefulness over speed. **You will generally not be graded down for questions that your group does not have time to answer.**
- Include enough information in your answers that you can easily understand your thinking when you come back to review the worksheets at a later date.
- Try to make everyone feel included in the conversation.
- Be supportive when members of your group have doubts or make mistakes.

Completing Worksheets: Don'ts

- Don't split group energy and attention by working on more than one question at a time.
- Don't use the worksheet for scratch work, particularly if you write in pen. Answers should be neat, organized, and in final form.
- Don't rush to the next question until everyone in the group is satisfied with the answer. Be sensitive to the concerns and hesitation of your peers, whether expressed verbally or nonverbally.
- Don't let others (or yourself) dominate the conversation. Never shame others for expressing doubt or making mistakes.