**Creating assignments**

* Start with a clear sense of purpose in two areas:
  + *Rhetorical purpose* What are the intended audience and purpose for the document?
  + *Pedagogical purpose* What aspect of learning are you assessing through this assignment?
* Be explicit about genre conventions.
* Connect assignment criteria to Rubric B, but tailor them for the assignment.
* Remember that every assignment does not have to assess every concept or skill.
* Use low-stakes activities to scaffold high-stakes projects.

**Providing feedback**

* Provide feedback at multiple points along the way.
* Address higher-order concerns (global revisions) before lower-order concerns (copyediting and proofreading).
* Limit the number of comments per draft, especially for higher-order concerns.
* When possible, present feedback in the form of a question or suggestion.
* With usage issues, focus on identifying patterns.

**Managing workload**

* Keep a file of boilerplate comments that can be easily modified.
* When possible, link to resources such as the Purdue OWL to explain concepts in your comments.
* In early drafts, when reading for global revisions, write a single terminal comment rather than multiple marginal comments.
* Use multiple modes of feedback: written or audio comments, one-on-one conferences, peer response, rubrics, the CWC, and so on.