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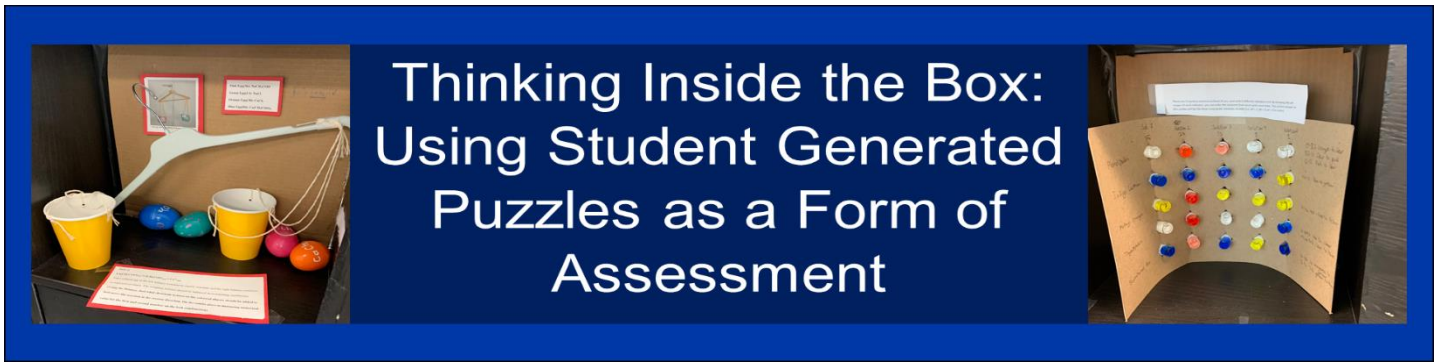
Thinking Inside the Box: Using Student Generated Puzzles as a Form of Assessment

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Students were given guidelines and puzzle planning questions. Here are how these planning questions apply to the puzzle you experienced.

Puzzle Checklist:

- ☐ State the learning objective that is contained within the puzzle.
- ☐ Provide the visuals/definitions and clues required to solve the puzzle and connect them clearly to the learning objective of the puzzle.
- ☐ Provide a list of hazards and safety concerns for the puzzle
- ☐ Provide 2 hints that can be given to help your students solve the puzzle if they are stuck.
- ☐ Provide a list of items the group will supply to create the puzzle

1. What skill or knowledge are you attempting to evaluate with your puzzle?

2. Provide a visual description of your puzzle (i.e. what does the puzzle look like). What are some alternative ways to communicate your puzzle? (List some alternative ways to communicate the same puzzle you described in your visual description)
3. What hints would be helpful to solve the puzzle and how do they help your students remember the knowledge they need to solve your puzzle?
4. Describe how your students will solve your puzzle?
5. How might the students find alternate solutions to the information provided for each step of the puzzle? Is there a different way for you to communicate your clues and hints to reduce this issue?

6. Under what conditions could your puzzle break?
7. What hints could you provide your students in case the puzzle breaks, so they can reset and solve the puzzle?
8. Do your students have multiple attempts at your puzzle? If there is only one attempt at solving the puzzle how could you modify your puzzle, so your classmates can have multiple attempts at your puzzle?
9. What supplies do you need for the puzzle?
10. Are there any safety concerns with any of the supplies you are using in your puzzle