Overview

Aligning assessment with intended course learning outcomes is crucial to assessment-as-learning.

- Learning outcomes prescribe *what* students are expected to demonstrate they have learned.
- The assessment plan shows *how* they will demonstrate their learning.

These two elements must operate in parallel if the assessment is to be valid. For example, for a learning outcome stating that students will develop professional communication skills, assessment tasks that focus only on academic communication skills cannot be regarded as valid.

When to use

Wherever possible, plan the assessment, including full details of each assessment task, *at the time the course outline is initially developed*, so that learning outcomes can be seen to be assessable and achievable within the timeframe of the course.

Often, learning outcomes are framed well in advance of detailed assessment plans—for example, to accord with professional accreditation requirements. Then, when the assessment plan is being developed, and it becomes clear that the approved learning outcomes were framed poorly, it is too late to change the outcomes, and uncomfortable compromises have to be made.

Benefits

By directly aligning assessment with course learning outcomes, you can achieve numerous benefits. For example:

- Students can see clearly what to focus on, and how to demonstrate their learning during assessment.
- Assessment feedback framed around criteria that have been derived from the learning outcomes helps guide students towards what really counts in the course.
- Staff can use learning outcomes when planning learning and assessment activities and tasks. For example, they can map particular task types to the relevant learning outcomes, and assign grade weightings appropriate to the relative importance of those outcomes.
- Staff can also use the alignment framework when (a) developing assessment criteria and strategies for
engaging students in a dialogue about assessment, and when (b) reflecting on the overall effectiveness of the curriculum and their teaching.

- Learning outcomes that are systematically assessed at course level can be shown to contribute to program-level outcomes, and thus to information provided to students, employer groups, professional bodies and so on about graduation standards.

Challenges

- Planning for assessment alignment can be difficult, especially when no neat and mutually exclusive relationship exists between individual learning outcomes and particular assessment tasks. All learning outcomes need to be assessable, but sometimes it might be appropriate to base assessment on a sample of actions or assessment tasks. For example, in some exams and quizzes students are allowed to select particular questions to answer.

Integrate your assessment plan with all the learning outcomes for a course, or students will get the wrong idea, from individual assessment tasks, about what's important in the course.

- Learning outcomes can be seen as statements of threshold learning in that they prescribe to students the minimum standard needed to achieve a pass. Determine at the outset whether all the course outcomes must be achieved at the threshold level, or whether higher achievement on some will compensate for failure on others (Moon, 2005).

In your aligned assessment plan, clarify whether the criteria will be based on a threshold pass/fail point, or whether they will be set out in a detailed assessment rubric.

Strategies

Be explicit about constructive alignment

"Constructive alignment" (Biggs & Tang, 2007) entails designing learning and assessment around the intended learning outcomes. If learning and planned activities explicitly state their alignment with learning outcomes, students can construct their own learning.

The diagram below shows alignment as an iterative process, adjusted according to each experience of conducting a course.

*Figure 1: Constructive alignment (Houghton, 2004)*
When you plan assessment, and when you communicate the assessment plan to students, using a table or other visual aid can help illuminate the relationships between:

- the learning outcomes
- the learning activities and opportunities for formative feedback, and
- the gradable assessment tasks.

Figure 2 shows sample course learning outcomes mapped to both class discussion activities and assessment tasks, to check the validity of the assessment plan.

Mapping like this can reveal issues and omissions. For example, you might find that your assessment plan ignores some learning outcomes, or that you've set up a class activity that is unrelated to any of the learning outcomes.

*Figure 2: Alignment of learning outcomes, learning activities, and assessment tasks (McIntyre, 2007)*
<table>
<thead>
<tr>
<th>DISCUSSION POINTS (entire class)</th>
<th>Discuss, critically analyse and place into context a wide range of interactive works</th>
<th>Demonstrate an understanding of the essential nature, ideas and language of interactivity</th>
<th>Use an iterative creative process to develop interactive projects</th>
<th>Work individually and collaboratively with peers to create works of interactive art or design</th>
<th>Propose prototype and produce an engaging and successful interactive experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TALKING POINT 1</strong></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cognitive aspects of interactivity</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TALKING POINT 2</strong></td>
<td></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Affordances, function vs emotion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TALKING POINT 3</strong></td>
<td></td>
<td></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
<td></td>
</tr>
<tr>
<td>Can play be a useful interactive tool?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TALKING POINT 4</strong></td>
<td></td>
<td></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
<td></td>
</tr>
<tr>
<td>How can complexity be managed?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>TALKING POINT 5</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>X</strong></td>
<td><strong>X</strong></td>
</tr>
<tr>
<td>How to apply collaborative practice to current project?</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>PROJECTS <em>(Individual and group)</em></td>
<td>Discuss, critically analyse and place into context a wide range of interactive works</td>
<td>Demonstrate an understanding of the essential nature, ideas and language of interactivity</td>
<td>Use an iterative creative process to develop interactive projects</td>
<td>Work individually and collaboratively with peers to create works of interactive art or design</td>
<td>Propose prototype and produce an engaging and successful interactive experience</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>PROJECT 1 – PART A</td>
<td>Discovering the Principles of Interactivity <em>(Individual)</em></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>PROJECT 1 – PART B</td>
<td>Discovering the Principles of Interactivity <em>(Group)</em></td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>PROJECT 2 – PART A</td>
<td>Designing an interactive Prototype <em>(Individual)</em></td>
<td>X</td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>PROJECT 2 – PART B</td>
<td>Designing an interactive Prototype <em>(Group)</em></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Once you’ve mapped a course like this, you might need to reframe the learning outcomes themselves, so that they more clearly require observable desired action or behaviour, and relate that behaviour explicitly to course content and assessment tasks.

**Check that outcomes are useful**

Learning outcomes are useful when they are limited in number, and when each outcome:

- is framed as an achievable goal
is clearly expressed so that its meaning is explicit
places academic skills or personal learning in the context of the particular subject discipline
includes a description of the kind of performances by which achievement will be judged (either within the outcome or in an associated set of assessment criteria)
is specific about how complex and/or significant it is
is memorable.

Select aligned assessment tasks

You can select assessment tasks that are aligned with course learning outcomes according to different schemes—two such schemes are described below.

Tasks for different levels of learning

This Interactive Tutorial published by the Colorado Community Colleges Online:

• helps you analyse learning outcomes according to the cognitive domains elaborated in Bloom's Taxonomy (Bloom et al., 1956), and
• proposes a range of technology-enhanced learning and assessment activities within each domain.

Both the affective domain of attitudes, feelings and values (for example, Bloom et al., 1964) and the psychomotor domain of physical skills (for example, Dave, 1970) can be included, where relevant, in the types of learning outcomes to be translated into assessment plans.

Biggs and Tang's SOLO Taxonomy (Structure of the Observed Learning Outcome) (2007) is equally useful when you analyse learning outcomes with an eye to aligning them with assessment plans. The SOLO Taxonomy frames assessment tasks using verbs that indicate the increasing complexity of, and extent of relationships among, the ideas and concepts in which the task will engender learning.

Figure 3: SOLO Taxonomy (Biggs & Tang, 2007: 79)
Another way to determine which tasks will deliver particular learning outcomes is to analyse the outcomes in terms of the generic transferable skills and attributes they represent.

Figure 4 groups learning outcomes into eight domains of generic skills and attributes, and lists a range of tasks and methods that might be useful in achieving each outcome (Dunn, 2010, adapted from Nightingale et al., 1996).

**Figure 4: Suitable tasks according to generic domains of learning outcomes**

<table>
<thead>
<tr>
<th>Generic domains of learning outcomes</th>
<th>Suitable tasks or methods to engender learning in these domains</th>
</tr>
</thead>
</table>

Theorise
Generalise
Hypothesise
Reflect

Compare/contrast
Explain causes
Analyse
Relate
Apply

Enumerate
Describe
List
Combine
Do algorithms

Identify
Do simple procedure

Misses point

Prestructural
Unstructural
Multistructural
Relational
Extended abstract

Quantitative phase
Qualitative phase
| Thinking critically and making judgments | 1. Essay  
2. Report  
3. Journal  
4. Letter of advice to...  
5. Present a case for an interest group  
6. Prepare a committee briefing paper for a specific meeting  
7. Book review (or article) for a particular journal  
8. Write a newspaper article for a foreign newspaper  
9. Comment on an article's theoretical perspective |
| Solving problems and developing plans | 1. Problem scenario  
2. Group work  
3. Work-based problem  
4. Prepare a committee of enquiry report  
5. Draft a research bid to a realistic brief  
6. Analyse a case  
7. Conference paper (or notes for a conference paper plus annotated bibliography) |
| Performing procedures and demonstrating techniques | 1. Demonstration  
2. Role play  
3. Make a video (write script and produce/make a video)  
4. Produce a poster  
5. Lab report  
6. Prepare an illustrated manual on using the equipment, for a particular audience  
7. Observation of real or simulated professional practice |
| Managing and developing oneself | 1. Journal  
2. Portfolio  
3. Learning contract  
4. Group work |
| Accessing and managing information | 1. Annotated bibliography  
2. Project  
3. Dissertation  
4. Applied task  
5. Applied problem |
### Demonstrating knowledge and understanding

(Recalling, describing, reporting, recounting, recognising, identifying, relating and interrelating)

| 1. Written examination  |
| 2. Oral examination     |
| 3. Essay               |
| 4. Report              |
| 5. Comment on the accuracy of a set of records |
| 6. Devise an encyclopaedia entry |
| 7. Produce an A–Z of ... |
| 8. Write an answer to a client's question |
| 9. Short answer questions: True/False/ Multiple Choice Questions (paper-based or computer-aided assessment) |

### Designing, creating, performing

(Imagining, visualising, designing, producing, creating, innovating, performing)

| 1. Portfolio |
| 2. Performance |
| 3. Presentation |
| 4. Hypothetical |
| 5. Projects |

### Communicating

(One and two-way communication, communication within a group, verbal, written and non-verbal communication. Arguing, describing, advocating, interviewing, negotiating, presenting, using specific written forms)

| 1. Written presentation (essay, report, reflective paper, etc.) |
| 2. Oral presentation |
| 3. Group work |
| 4. Discussion/debate/role play |
| 5. Participate in a "Court of Enquiry" |
| 6. Presentation to camera |
| 7. Observation of real or simulated professional practice |

---

**Additional information**

**External resources**


Further readings


Acknowledgments

The contributions of staff who engaged with the preparation of this topic are gratefully acknowledged.

This topic was inspired by resources developed for the Macquarie University Assessment Toolkit.