Aligning important course components

An alignment matrix like below can help ensure that the student has adequate and relevant opportunities to learn, interact with, and practice the very knowledge, skills or abilities called for by the stated learning outcome. Start by listing the learning outcomes in the first column, and then fill out the table from left to right.

Example:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Learning Outcomes | Assessments (formative or summative) | Instructional Materials (readings, multimedia, slides, guest speakers) | Learning Activities and Learner Interaction (pencil/paper, small group or partner work, discussions, and so forth) | Assignments (papers, projects, labs, case studies) |  |
| CLO#1  List and describe positive guidance techniques for children birth through early adolescence. | * Quiz #2 * Midterm   (Both of which have short answer questions about listing and describing guidance techniques) | * Ch 3 lecture * Ch 4 slides * Week 4 video: “Clinical Guidance Techniques” | * Small group activity: “Guidance Techniques: Birth and Beyond” * Class discussion after video “Clinical Guidance Techniques” | * Case Study # CS2 |  |

Also, It’s important that the course materials, activities, assignments, and assessments both support and make sense for the outcome they are aligned to. This is called an alignment “match”.

See examples next page.

Examples of alignment MATCH:

|  |  |
| --- | --- |
| **Outcome being measured:** | **Type of assessment:** |
| Mastery of vocabulary | Test with multiple choice questions on the vocabulary |
| Writing ability | Essay |
| Ability to solve math problems | Math problems to solve and show work |
| Critical thinking skills | Case study to analyze |

Examples of alignment MIS-MATCH:

|  |  |
| --- | --- |
| **Outcome being measured:** | **Type of assessment:** |
| Ability to write about something | Multiple choice test |
| Ability to format cells in Excel | 5-page essay about the features of Excel |