Linking learning outcomes to graded work

Once you have determined your learning outcomes for a course, you'll need to consider how best to gauge (through graded work) that the students have reached them. The design process is likely to be iterative, so you often find you're alternating between revising outcomes and assignments until you're satisfied with the alignment between the two.

One way of thinking about aligning learning outcomes and graded work

The table below indicates the extent to which each of the types of graded work listed is LIKELY to achieve the various outcomes on the left-hand side of the chart. Naturally, these are subjective, and you may well think of graded work where the results are very different.

KEY: ✗ Unlikely ✓ Possible ✓✓ Likely ✓✓✓ Very likely

| TYPES OF OUTCOMES | Written communication | | Exam | | | Reflection | | Oral communication | | Practicals | |
	Essay paper	"Audience" focus: Report, review	Closed-book exam	Open-book exam	Multiple-choice or true/false exam	Reflective portfolio	Journals	Presentation	Oral exam	Lab work	Studio work
A Knowledge & understanding	✓✓	✓✓	✓✓✓	✓✓✓	✓✓	✓✓	✓✓	✓✓	✓✓✓	✓✓	✓✓
B Intellectual skills*	✓✓	✓✓✓	✓✓	✓✓	✓	✓✓	✓✓	✓✓	✓✓✓	✓✓	✓✓✓
C Subject-specific skills	✓	✓✓	✓	✓	✗	✗	✗	✓	✓	✓✓✓	✓✓✓
D Transferable skills:*											
i. Interpersonal skills* (between/among)	✓✓	✓✓	✓✓	✓✓	✗	✓✓	✓✓	✓✓✓	✓✓✓	✓✓	✓
ii. Intrapersonal skills* (self)	✓	✓	✓	✓	✗	✓✓✓	✓✓✓	✓✓	✓✓	✗	✓✓✓
iii. Technical skills*	✓✓	✓✓	✓	✓	✗	✓	✓	✓✓	✓	✓✓	✓✓

B.Intellectual skills
Application
Analysis
Evaluation
Synthesis/Creating
Ethical judgments

Di. Interpersonal skills
Written communication
Oral communication
Empathy
Leadership
Team working
Negotiating skills
Networking skills
Professional socialization

Dii.Intrapersonal skills
Action planning
Initiative
Reflection
Self-awareness
Self-promotion
Self-regulatory skills
   (time management)

Diii. Technical skills
Computer literacy
Information literacy
Quantitative literacy