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Identify Summative Assessment and Assignment Types Aligned to the Cognitive Level of Outcomes and Objectives

Summative assessments and assignments are those evaluations intended to establish records or grades that represent students' ability to demonstrate mastery of the set outcomes or objectives (Nilson, 2016). To make sure there is alignment between the evaluations and course outcomes or objectives, create evaluations that ask students to demonstrate the same level of thinking in both (Miller, 2014).

A Process for Identifying Well-Aligned Summative Assessments and Assignments

Step One: Identify the cognitive level of your outcome or objective.

This can be done most easily by locating the action verb in your course outcome or objective using a chart titled "Types of Assessments and Assignments by Cognitive Level," which you can view or download from the Implementation Resources page.

In instances where the action verb appears in more than one cognitive level on the chart, you will need to consider the specific intent of that outcome or objective. For example, the verb "describe" appears in both the Remember and Understand cognitive levels. To determine which level to use in order to identify the appropriate assessment or assignment type, ask yourself if you want students to recall a description that has been shared with them previously. If that is the case, then the outcome would be classified at the cognitive level Remember because you are simply asking students to recall a description. However, if you want students to create a new description, they would have to have an understanding of the concept to formulate a description; therefore this outcome would be classified at the Understand cognitive level.

Step Two: Select an assessment or assignment type that aligns with the outcome or objective cognitive level.

Using the same chart, review the examples of assessment and assignment types associated with the cognitive level you identified in step one and select the type that best represents the content and skills you are assessing and best meets the needs of your students.

Step Three: Ensure that your students are appropriately prepared for success.

Once you have created an aligned assignment or assessment, or if you are using an existing resource, take steps to ensure that you have effectively prepared students to meet with success on the assignment or assessment by considering the following questions:

1. Have I provided opportunities for students to engage with the content they will need to successfully complete the assessment or assignment?
2. Have students had opportunities to practice the skills they will need to successfully complete the task?
3. Do formative assessments indicate that students are ready to tackle the summative assessment or assignment?

Sources

Miller, M. D. (2014). *Minds online: Teaching effectively with technology.* Harvard University Press.

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors* (4th ed.). John Wiley & Sons.

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Types of Assessments and Assignments by Cognitive Level

Cognitive level	Type of thinking	Sample verbs	Examples	Examples of assessments and assignments
Remember	Retrieve, recall, or recognize knowledge from long-term memory	Cite, define, describe, identify, label, list, match, name, quote, recall, retrieve	Students will: Recall dates of important events in US history, state the definition of content specific vocabulary, cite Newton's law of motion	Clicker questions, fill in the blanks, multiple choice test, short answer test, labeling, illustrations, provide examples
Understand	Demonstrate comprehension through one or more forms of explanation	Arrange, categorize, clarify, classify, describe, defend, diagram, discuss, explain, generalize	Students will: Classify a mental illness, compare the health policies in two countries, diagram, describe Newton's laws of motion in their own words	Concept map, diagram, outline, model, create a summary, infographic, one-minute paper, presentation, provide examples, short answer test, provide an analogy
Apply	Use information in new situations	Execute, implement, solve, use, demonstrate, interpret	Students will: Use Newton's second law to solve a problem, carry out a statistically analysis using a data set not previously encountered	Discussion board posts, portfolios, lab reports, presentation, problem solving tasks, diagram, role-play, sketch, write questions and answers, demonstrate, illustrate
Analyze	Draw connections among ideas by breaking material into parts	Differentiate, organize, relate, compare, contrast, distinguish	Students will: Analyze the relationship between events in US history, differentiate between potential and kinetic energy	Analysis paper, case studies, critiques, evaluation, research paper, review paper, survey, create and analyze a questionnaire
Evaluate	Justify a stand or decision	Appraise, argue, defend, justify, select, support, critique	Students will: Detect inconsistencies within a study, determine whether using the conservation of energy or conservation of momentum would be more appropriate for solving a dynamics problem	Argument or persuasive essay, debate, discussion, provide alternative solutions, appraisals, case studies, critiques, court trials, self-evaluations, simulations, write a conclusion
Create	Produce new or original work	Design, assemble, construct, conjecture, develop, investigate	Students will: Design a new set for a production, develop an alternative hypothesis, design an original problem dealing with the principle of conservation of energy	Develop criteria to evaluate a product or solution, write a grant proposal, outline alternative solutions, research proposal, action plans, case studies, construct simulations, experiment, create games, formulate standards

Source

Colorado College. (n.d.). *Bloom's revised taxonomy*. https://www.coloradocollege.edu/other/assessment/how-to-assess-learning/learning-outcomes/blooms-revised-taxonomy.html. (Adapted from: Anderson, L. W., & Krathwohl, D. R. [Eds.]. [2001]. *A taxonomy for learning, teaching, and assessing: A revision of Bloom's Taxonomy of Educational Objectives*. Addison Wesley Longman.)

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Offer Assignment Choice to Increase Equity

Students come to our courses with prior knowledge, cultural wealth, and various skill sets. Offering choice in the types of assignments they need to complete or the topic they will address gives students an opportunity to choose a format that might play to their personal strengths or a topic that they find compelling. Working to do this creates a more equitable learning environment (Posey, n.d.). In addition, providing students with assignment choice also encourages a greater level of ownership for their learning (Posey, n.d.). Although it is important to avoid overwhelming students with too many options and not enough guidance, allowing students the opportunity to choose among topics or assignments can provide them with an inspiring experience. Keep in mind that it is not necessary to offer choice in every assignment or task.

Assignment Choice and Retrieval Practice

Retrieval practice requires students to recall recent learning, which leads to stronger levels of learning (Brown et al., 2014). You may provide a variety of assignments throughout the course such that some assignments help learners learn new concepts and develop new skills while other assignments leverage retrieval practice in an effort to deepen their learning.

Varied Choices for Assignment Submissions

Consider the different ways students might show mastery of course learning outcomes in order to create assignment options that allow students to engage in and submit their learning in different formats. As you build your assignments, keep in mind the objective you are trying to meet. For example, if the learning objective is to synthesize the research on a specific topic, consider the following ways in which students might present their research and findings:

- Visual presentation (e.g., PowerPoint)
- Video
- Written paper
- Audio recording (e.g., podcast)

The following table includes examples of the variety of assignments that could be offered to meet a given learning objective.

Learning objective	Option 1	Option 2	Option 3
Describe the process of bacterial transformation.	Watch the video at bacterialcellchange.com and create a PowerPoint presentation of the process of transformation.	Listen to Dr. Ashari's podcast on bacterial cell transformation and create a PowerPoint presentation of the process of transformation.	Watch the demonstration of bacterial cell transformation and perform an experiment that includes bacterial transformation.
Identify the hallmarks of a variety of world architectures.	Read the book, *World Architectures,* and create a PowerPoint presentation of 12 key architectural hallmarks across varied world architectures.	Listen to a debate on the hallmarks of world architecture on Dr. Mosby's podcast and create a PowerPoint presentation of 12 key	Create a video presentation of 12 key architectural hallmarks based on the book *World Architectures.*

		architectural hallmarks across world architectures.	
Explain Shakespeare's use of the word "love" in his plays.	Select a Shakespearean play discussed in class and study it closely in order to write your analysis of Shakespeare's use of the word "love."	Select a Shakespearean play discussed in class and listen to its audiobook version in order to write an essay on the impact of the word "love" in three specific scenes.	Select a Shakespearean play discussed in class and study it closely before writing an essay on how the meaning of the play would change if the word "love" was replaced with the word "like."

Allowing students to choose how they will submit assignments can be engaging and can encourage students to try different approaches. You may also consider providing students with the option to combine formats for an assignment, such as a written introduction to an audio or video file.

Sources

Brown, P. C., Roediger, H. L., III, & McDaniel, M. A. (2014). *Make it stick: The science of successful learning.* The Belknap Press.

Posey, A. (n.d.). *Universal Design for Learning (UDL): A teacher's guide.* Understood. https://www.understood.org/articles/en/understanding-universal-design-for-learning?utm_source=google&utm_medium=paid&utm_campaign=evrgrn-may20-edu&gclid=CjwKCAiA8Jf-BRB-EiwAWDtEGpsbrJ3N2pP0FLtZ-qad4RzkY1e1bMkCw5dR0Abhal9mQHYVeXbMNBoCx8EQAvD_BwE

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Ensure That Portfolios Provide Evidence of Mastery

Portfolios are collections of student work that demonstrate their progress and achievement of learning objectives and course outcomes (Education Encyclopedia, n.d.). Student portfolios can be used in a single course or over the span of several courses to demonstrate student achievements in various skills and concepts. There are three forms of portfolios that are frequently used in higher education: showcase, working, and assessment portfolios.

Showcase Portfolio

Showcase portfolios usually display the best of students' performances (Education Encyclopedia, n.d.). These portfolios may be particularly helpful when students are developing skills that will directly assist them in interviewing for and participating in the world of work.

The table below includes sample courses and examples of student work that can be used in a showcase portfolio.

Course	Portfolio contents
Dance	Video clips and/or images of dance performances, specific moves, and/or choreographed work
Cooking	Images and/or videos of final product and/or cooking processes along with recipes, tips, and supplemental information that may be helpful to target audience (nonprofessional cooks, hiring chefs, etc.)
Graphic design	Images of completed design along with descriptions and when, where, or for what purpose the design can be used to achieve a desired outcome

Working Portfolio

Working portfolios often contain multiple drafts of the same project or assignment and serve as vehicles for instructor feedback while also demonstrating student progress (Education Encyclopedia, n.d.).

Working portfolios may work well for the following types of projects or assignments:

- Written work
- Presentations
- Designs (architecture, graphic design, UX design, etc.)
- Storyboards
- Research

Assessment Portfolio

An assessment portfolio offers a way of examining samples of student work to assess students' mastery of course outcomes and objectives (Education Encyclopedia, n.d.). Assessment portfolios usually contain samples of students' final drafts and should be tied back to the learning objectives or course outcomes that are being assessed.

The table below demonstrates examples of courses, learning objectives, and contents of students' portfolios.

Course	Learning objective	Portfolio contents
Biology 101	Trace a specific DNA sequence all the way to a protein	Written descriptions of students' process of tracing a specific DNA sequence all the way to a protein, citing sources from which the process was derived, and including images or diagrams to supplement their explanation of the process
Nursing	Describe an open-minded approach toward patients	A PowerPoint presentation explaining what an open-minded approach toward patients is and scenario-based examples of how this may be applied when working as a nurse with different patients
Spanish language	Speak persuasively in Spanish	Audio or video recordings of themselves speaking persuasively in Spanish

Source

Education Encyclopedia–StateUniversity.com. (n.d.). *Assessment: Portfolio assessment.* https://education.stateuniversity.com/pages/1769/Assessment-PORTFOLIO-ASSESSMENT.html

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Obtain Students' Prior Knowledge to Inform Course Adjustments

Students come to us with a wide range of preexisting knowledge, skills, and experiences. Because learning new knowledge is dependent on preexisting knowledge and skill, knowing what students know and can do before beginning a new course or new topic can help you adjust the course to address gaps and misconceptions and to build on the existing skills and interests of your students. Very early in the term, give students activities and assignments that make them retrieve, articulate, and organize what they already know (or think they know) about your course material (Nilson, 2016).

Preparing Your Students

- Before conducting a preassessment, be sure to share the purpose with your students, including what you plan to do with the results.
- Share with students that they may very well not know the content on the preassessment, which is fine. It is an opportunity for you to know how to best meet their needs.
- Consider not grading or providing minimal points for the assessment or making it anonymous using class response systems.

Creating Your Assessment

1. Use the following questions to prepare your prior knowledge assessment:
    - What do you assume students already know?
        - These are often concepts from prerequisite classes or prior units of study.
    - What are some common misconceptions related to the course subject or topic of study?
        - Use your prior experience with teaching the course or consult with colleagues to identify misconceptions that students often have.
    - What experiences or interests may students have that could influence their work in the course?
        - For example, have they worked or volunteered in the field? Or do they have a unique interest in a particular area?
2. Select an assessment type that will uncover student responses to the questions above.

Knowledge Surveys

Knowledge surveys asking students to rate their level of confidence with core concepts and skills that are addressed in your course or that are considered prerequisite skills for your content are a useful tool to determine prior knowledge and skills (Pallas & Neumann, 2019). The feedback received from knowledge surveys is helpful in adjusting course content while also helping students recognize their own level of confidence.

The example of a knowledge survey below is used in a course on inclusive teaching practices. A similar survey may be distributed to students to assess confidence with the content at the start of the course or before a module, unit, or learning activity.

On a scale of 1–10, with 1 being not at all confident and 10 being totally confident, rate your level of confidence with each of the concepts listed below:

1. The definition of microaggression.

Not at all Confident **Totally Confident**

1 2 3 4 5 6 7 8 9 10

2. The relationship between identity and privilege.

1 2 3 4 5 6 7 8 9 10

3. Responding to microaggressions.

1 2 3 4 5 6 7 8 9 10

True/False Questions

Create true or false statements representative of prerequisite skills and misconceptions and ask students.

Multiple-Choice Questions

Multiple-choice questions are an efficient way to help students understand the relationship between what they know and what you plan to teach. By providing information for both the correct and incorrect responses, you can also help students quickly identify and correct misconceptions. This can be done online and built into your LMS, or you may consider providing information on correct and incorrect responses during class time, or as a handout that is provided to students.

The example below shows an online multiple-choice question from a political science course. The instructor has set up automated feedback for every possible response.

What is democracy?

A. A system of government by and for the whole people.
   - Feedback: Correct! A popular description of democracy in the United States is "of the people, by the people, for the people."

B. A system of government in which one family rules and the position is inherited.
   - Feedback: Incorrect. Democracy is a system in which government is by and for the people it serves. Dynasties are ruled by a line of hereditary rulers.

C. An indie movie released in 2019.
   - Feedback: Incorrect. This should be a freebie! You know your movies! Although *What Is Democracy?* is the title of a 2019 movie, the question is asking that you identify that democracy is a system of government by and for the whole people.

D. A system in which there is no government, and no one rules.
   - Feedback: Incorrect. Anarchy is a society in which no one rules. Democracy is a system of government in which the people rule directly and through representatives.

Free Recall

In a free recall, also known as a "brain dump," you simply ask students to write down everything they know or think they know about an upcoming topic. Remind them to include any experiences and areas of interest they have with the topic.

Pre-Lecture Quiz

Assess and prompt reflection on students' prior knowledge with a quiz before an interactive lecture, asynchronous video, or other learning activity. These assessments or assignments are also activating students' previous mental models, which can help them integrate new thinking (Boettcher & Conrad, 2016). True/false, multiple-choice, and fill-in-the-blank questions are particularly useful in large classes or when you are using clicker or other response systems.

Sources

Boettcher, J. V., & Conrad, R.-M. (2016). *The online teaching survival guide: Simple and practical pedagogical tips* (2nd ed.). Jossey-Bass.

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors* (4th ed.). John Wiley & Sons.

Pallas, A. M., & Neumann, A. (2019). *Convergent teaching: Tools to spark deeper learning in college.* Johns Hopkins University Press.

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Provide Early Opportunities for Students to Demonstrate Mastery of Foundational Concepts

Foundational concepts are those concepts or skills in a discipline from which everything else builds (Nilson, 2016). Usually, a foundational concept is one that students will need to refer to throughout the course. For example, a foundational concept in a history course may be the ability to identify a primary source document. Early opportunities for students to demonstrate mastery of foundational concepts ensures that they have a strong foundation of knowledge from which to build upon throughout the course.

Identifying Foundational Concepts

Begin by identifying the foundational concepts or skills aligned to course outcomes and learning objectives. Students will refer to foundational concepts and apply foundational skills throughout the remainder of your course and, most likely, in future courses in the field as well. You may find it helpful to analyze course assignments to see what concepts or skills students are expected to know or apply. For example, a foundational concept in a research course might be writing citations and a foundational concept in a basic mathematics class might be an approach to solving word problems.

Providing Opportunities for Students to Demonstrate Mastery

Once you have identified the foundational concepts, the next step is to consider how you will provide opportunities for students to practice and demonstrate their mastery of these concepts. See the chart below for examples.

Course	Outcome or objective	Core concept	Assignment and assessment opportunities
Child Development	Describe the typical developmental characteristics of children from birth to six years of age.	Define the milestones that indicate different stages in child development.	Online quiz Timeline project Oral presentation
Biology 101	Evaluate a scientific study and determine if its design is sound.	Describe the elements of research design.	Discussion post Module 1 Assessment: Questions 5–10
US History	Compose an effective narrative that describes and analyzes the history of the United States in response to an analytical question.	Define the four rhetorical strategies used to support claims and respond to arguments.	Rhetorical strategy jigsaw Unit 1 Assessment Part B

Source

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors* (4th ed.). John Wiley & Sons.

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Ensure That Formative Assessments and Assignments Align to Learning Objectives and Prepare Students to Master Course Outcomes

While summative assessments typically take place at the end of a unit, module, or course and are designed to determine whether the student has learned the content or mastered the skills addressed in the unit, module, or course, formative assessments and assignments serve to help students learn and develop skills while also providing feedback to the instructor and student regarding where students are meeting with success and where they may benefit from reteaching, additional resources, or further practice.

Formative assessments and assignments are usually low stakes or ungraded, offering students multiple opportunities to recall and demonstrate their knowledge of concepts and skills, stressing learning rather than final performance (Bain, 2004). In this way, assessments and assignments can serve as a form of communication between instructors and learners (Bain, 2004).

Use the Following Steps to Design Formative Assessments and Assignments

Step One: Identify the cognitive level of your outcome or objective.

This can be done most easily by locating the action verb in your course outcome or objective using a chart titled "Types of Assessments and Assignments by Cognitive Level," which you can view or download on the Implementation Resources page.

In instances where the action verb appears in more than one cognitive level on the chart, you will need to consider the specific intent of that outcome or objective. For example, the verb "describe" appears in both the Remember and Understand cognitive levels. To determine which level to use in order to identify the appropriate assessment or assignment type, ask yourself if you want students to recall a description that has been shared with them previously. If that is the case, then the outcome would be classified at the cognitive level Remember because you are simply asking students to recall a description. However, if you want students to create a new description, they would have to have an understanding of the concept to formulate a description; therefore this outcome would be classified at the Understand cognitive level.

Step Two: Select a formative assessment or assignment type that aligns with the outcome or objective cognitive level.

Using the same chart, review the examples of assessment and assignment types associated with the cognitive level you identified in step one and select the type that best represents the content and skills you are assessing and best meets the needs of your students.

Step Three: Ensure that your students are appropriately prepared for success.

Once you have created an aligned formative assignment or assessment, or if you are using an existing resource, take steps to ensure that this assessment will effectively prepare students to meet with success on the summative assignment or assessment by considering the following questions:

1. Is the type of thinking that students will be engaged in at the same cognitive level of the outcome or objective, **or** does it prepare them to engage at the same level?
    - For example, for students to successfully apply new content, they must first understand that content. In this case, your formative assessment may check their understanding of content to ensure that they are ready to successfully apply it.

2. Will this formative assessment provide both the student and you with information on their mastery of course content and skills?

Source

Bain, K. (2004). *What the best college teachers do.* Harvard University Press.

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Preparing Students for High-Stakes Certification Exams With Authentic, Low-Stakes Practice

Many vocations require proof of minimum task proficiency prior to performing these tasks on the job. Proficiency is often demonstrated through the completion of industry-specific certification or licensure exams. Part of a student's training and education in a field requiring proficiency exams should include preparation for the required high-stakes certification exam. To prepare students for satisfactory exam performance, the integration of authentic, low-stakes exam practice included within the design of the course is very helpful to students (Spohn et al., 2021). Aligned with clear feedback and excluded from course grading, students can use these practice opportunities to isolate topics where they may need to spend more time and focus in order to be successful on the certification or licensure exam.

Scaffolded, Low-Stakes Practice With Immediate and Personalized Feedback

Research indicates that immediate and frequent performance feedback improves the efficiency of skill mastery (Brown, 2014). Therefore, low-stakes certification exam practice should be administered early in a degree program, as well as throughout the program, moving from simple to difficult tasks, and returned to the student with detailed feedback on their performance. This practice will help prepare students for successful certification exam completion as well as augmenting graded work related to the associated course.

Seven Steps to Develop a Low-Stakes Practice Certification Exam

These seven steps will provide direction on creating certification exam practice aligned to course learning outcomes.

	What you should do	How you should do it
Step 1	Determine which certification exam(s) are associated with the curriculum or course. Obtain access to the body of knowledge and outline of the exam criterion.	Agencies offering specialized certifications provide a very general outline of topics candidates must know in order to pass the exam. These are often located on the agency's website.
Step 2	Examine your course's intended learning outcomes and unit learning objectives to ensure that the course is addressing the information expected to be on the certification exam.	Using the exam body of knowledge, align the certification exam topics to your course and unit objectives, content, and assessments. For exam topics not in your course, determine if inclusion is needed or if the topic may be covered by another course in your curriculum.
Step 3	Determine the frequency of practice opportunities for the certification exam.	Should the exam be deployed to students more than once, on a scaffolded basis, or only at the end of the program?
Step 4	Create the practice certification exam.	The practice exam should mimic the real certification exam. This includes the number of questions, testing environment, and timing. Question structure should be identical (e.g., multiple choice), and questions should be rigorous.
Step 5	Deploy the practice certification exam.	Schedule the practice certification exam the same way the real exam will be scheduled. Simulation of the registration experience is beneficial.

Step 6	Assess and evaluate student performance.	Grading should be immediate through the learning management system (LMS), if possible. Students should know their score upon exam submission. After completion, review the exam data to determine which questions were missed and track the frequency of questions missed (use the LMS to gather this data, if possible).
Step 7	Provide aligned supporting resources your students can use to refine areas of weaker performance.	After the analysis of missed questions, provide students with resource materials aligned to topics of missed questions.

Sources

Brown, P. C., Roediger, H. L., III, & McDaniel, M. A. (2014). *Make it stick: The science of successful learning.* The The Belknap Press.

Nilson, L. B. (2016). *Teaching at its best: A research-based resource for college instructors* (4th ed.). Jossey-Bass.

Spohn, R., Schweinle, W., III, Berg-Poppe, P., South-Winter, C., & DeJong, D. (2021). Factors for successfully passing certification exams: A systematic review. *Perspectives in Health Information Management*, *18*(4).

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Use the Transparent Assignment Template

When students have a clear understanding of what is expected of them and why they are being asked to complete it, as well as how it is contributing to their success in your course and their future goals, they experience increased motivation (Winkelmes, 2013). One way of ensuring that your course assignments include these motivational elements is by using the transparent assignment template designed by Mary-Ann Winkelmes in 2013.

The use of the transparent assignment template has also been shown to reduce equity gaps as increased transparency builds students' academic confidence, sense of belonging, and mastery of the skills that employers value most (Winkelmes et al., 2016). In addition to the benefits provided to students, faculty have shared that using the transparent assignment template reduced the amount of time spent grading as well as the number of questions and emails from students trying to complete assignments.

The transparent assignment template increases transparency for students by clearly communicating the assignment's purpose, a clear description of the task, and the criteria that will be used for grading. The table below (adapted from TILT Higher Ed, n.d.) provides descriptions of each of the elements of transparent assignment design. For examples of transparent assignments, please visit: TILT Higher Ed.

Purpose	Describe why students are completing this assignment and what knowledge and skills they will gain from the task. Explain how this knowledge and skill set will benefit them in their future courses, lives, and careers.
Task	Provide a detailed description of what students must do to complete the assignment and how to do it. If your assignment has multiple tasks that must be done in order, it can be helpful to list these as steps. It may also be helpful to provide information on what resources students might need to complete the tasks. You may include links to specific resources your students might find useful or that you expect your students to reference or use.
Criteria	Explain to students in detail what it will look like to successfully complete this assignment. This can be accomplished by providing annotated examples of completed assignments and a checklist or rubric that describes the grading expectations in clear language that students will understand.

Preparing Students to Use a Transparent Assignment

You can help ensure that your students understand the purpose and requirements of your transparent assignment by providing a live or video explanation of the assignment followed by an opportunity for students to ask questions or get clarification. Show the actual assignment in the video as you share it with your students. Use clear, jargon-free language to explain:

- How the assignment will help students meet course outcomes and/or build their skills in the discipline
- How the knowledge and skills learned may be helpful in future coursework or in meeting their career and/or personal goals
- The specific steps the assignment requires and how to complete those steps, including useful resources
- How you will evaluate the assignment, including examples of assignments that meet the criteria
- How students can use the checklist or rubric to double-check their work before submitting it

- Where and when to submit the assignment and in what format

To further ensure that students have understood the expectations and process for the assignment, provide one or more of the following opportunities:

- Provide a discussion forum in the online course environment immediately following the video for students to ask questions, get clarification, or let you know that they understand
- Hold virtual or face-to-face student hours to go over the assignment and answer questions, making sure to record the meeting for students who were unable to attend

Resources

For more resources and examples for TILT assignments, please see the following.

TILT Higher Ed. (n.d.). *TILT Higher Ed examples and resources.* https://tilthighered.com/tiltexamplesandresources

Washington State University. (n.d.). *Transparent assessment design.* Office of Assessment for Curricular Effectiveness. https://ace.wsu.edu/assignment-design/transparent-assignment-design/

Sources

Winkelmes, M.-A. (2013). Transparency in learning and teaching. *NEA Higher Education Advocate, 30*(1), 6–9.

Winkelmes, M.-A., Bernacki, M., Butler, J., Zochowski, M., Golanics, J., & Harriss Weavil, K. (2016). A teaching intervention that increases underserved college students' success. *Peer Review, 18*(1/2), 31–36.

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Divide Larger Assignments Into Manageable Chunks

Research shows that repeated successes build students' expectations of achieving mastery (Darby, 2019). Dividing larger assignments into manageable chunks allowing students the opportunity to develop and build skills throughout the course, while also providing numerous opportunities to obtain and act on feedback, helps to develop their confidence (Darby, 2019).

Creating an assignment plan outlining each of the steps needed to complete the larger assignment helps students get started on their work, plan their time effectively, and avoid procrastination (Boettcher & Conrad, 2016). Students feel more capable and confident when they know how to manage their time and are able to obtain and act on feedback for each of the component pieces (Nilson & Goodson, 2021). To accomplish this, divide assignments into interim tasks and assign due dates or check-ins for each task. It may also be helpful to spend time in class or create a video to share suggested timelines for the smaller sections in order to meet larger deadlines.

Provide Feedback

This structured approach for dividing larger assignments into manageable chunks is also helpful in allowing you to provide students with feedback on content and process. This will help ensure that students are on track, understanding the expectations, and making progress toward successfully completing the larger assignment. You may also consider incorporating peer-to-peer review and feedback for some of the smaller, well-defined components of an assignment.

Example

The table below provide an example of a summative, final, or larger assignment and how it is divided into manageable chunks.

Final Assignment for Psychology 101: You will write a research paper about a mental illness (chosen from those discussed in class) and the treatment options available as well as a well-developed argument either for or against popular treatment options. The assignment has been divided into smaller tasks, each with a due date. Each of these tasks will be graded and you will be provided with feedback designed to help prepare you to write a successful final paper.

Task	Due date	Points
Identify topic	February 6	5
Select five research sources	February 24	5
Identify main points of paper's argument	March 1	10
Develop essay outline	March 15	5
Write thesis statement	March 30	10
Submit first draft of paper	April 20	15
Submit final draft with revisions based on instructor feedback	May 12	50

Sources

Boettcher, J. V., & Conrad, R.-M. (2016). The online teaching survival guide: Simple and practical pedagogical tips (2nd ed.). Jossey-Bass.

Darby, F. (with Lang, J. M.). (2019). Small teaching online: Applying learning science in online classes. Jossey-Bass.

Nilson, L. B., & Goodson, L. A. (2021). Online teaching at its best: Merging instructional design with teaching and learning research (2nd ed.). Jossey-Bass.