# **Course Alignment Table**

The following table offers a framework to plan or check the alignment of assessments and teaching and learning activities with course learning outcomes. This framework can be used to support course (re)design and planning.

| **Course Learning Outcomes (CLOs)**  *What should students know, value and be able to do AFTER completing this course?* **Note:** Courses typically have 6-8 CLOs that are common to all sections of the course.  At the end of this course, students will be able to: | **Summative Assessment**  *What summative assessment methods will students be required to complete to demonstrate they have achieved each CLO? (E.g., short answer exam question, project, presentation, portfolio of work)* | **Formative Feedback**  *What formative feedback methods will be used BEFORE the summative assessment to inform and improve student progress toward achieving each CLO? (E.g., muddiest point, strategic questioning, exit/entrance tickets, class polls, concept summaries, ungraded practice exercises or quizzes, etc.)* | **Teaching and Learning Activities**  *What TLAs will students actively engage in to develop the knowledge and skills necessary to achieve each CLO? (E.g., problem-solving, discussions, experiments, case studies, etc.)*  **Note:** These activities can occur both inside and outside of the classroom. | **Course Materials & Resources**  *What materials could be used to present, define, explore and/or reinforce key concepts? (E.g., textbook chapters, handouts, videos etc.) What educational technology or online resources could be used to support learning?* |
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| 1) |  |  |  |  |
| 2) |  |  |  |  |
| 3) |  |  |  |  |
| 4) |  |  |  |  |
| 5) |  |  |  |  |

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