# **Course Alignment Table**

The following table offers a framework to plan or check the alignment of assessments and learning activities with course learning outcomes. This framework can be used to facilitate course (re)design and planning. If you would like to work with a Curriculum Consultant to brainstorm ideas and get started on completing this form, please contact us at TCDC@langara.ca.

| **Course Learning Outcomes**What should students know, value and be able to do AFTER completing this course?  | **Summative Assessment**What authentic, transferable evaluation tasks could students be asked to complete to provide evidence that they have achieved the CLOs? (E.g., case studies, a project, paper, experiment, blogpost, website, presentation, portfolio of work, video, podcast, etc.)  | **Formative Assessment Feedback**What low-stakes formative feedback tasks can students engage in BEFORE the summative assessment to inform and improve their progress toward achieving each CLO? (E.g., ungraded practice quizzes, scaffolded projects/papers, strategic questioning, class polls, mind maps, concept summaries, online journals etc.) | **Learning Activities** What activities can students actively engage in to develop the knowledge and skills necessary to achieve each CLO? (E.g., problem-solving, discussions, research, experiments, case studies, reflections, etc.)**Note:** These activities can occur both inside and outside of the classroom. | **Learning Materials & Resources**What materials could be used to present, define, explore and/or reinforce key concepts? (E.g., textbook chapters, handouts, videos, case studies, problem sets, scenarios etc.) What educational technology or online resources could be used to support learning? |
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| At the end of this course, students should be able to . . .  | They’ll show they can do this by . . .  | During the semester, I and my students can check and reflect on their developing skills, knowledge and understandings by . . .  | Students can build, practice, reflect on, question, revise and refine their skills and understandings by . . .  |  |

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