Task/Performance-based Instruments

Assignment Design & Scaffolding

A well-written and well-structured assignment improves student performance.
Terminology differs across professors.

E.g., “reaction paper,” “presentation”

“Signature Assignment”

• Taps into multiple program learning outcomes
• Constitutes a real-world application of knowledge
• Demonstrates mastery
• Used across sections and courses

See Handouts: 1. Capstone Experience
               2. Signature Assignment Examples
               3. Task Performance Assignment Design
“Scaffolding”

Conduct an Oral History Interview

- Have practiced interviewing
- Have good listening skills
- Know how to obtain consent and work ethically with human subjects
- Know how to identify a good narrator
- Know how to ask follow-up questions
- Understand recording equipment and accessing the digital files
- Know how sequence questions
- Know how to generate good questions

Scaffolding Example

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Your Turn . . .
Assignment Design for Task/Performance-based Instruments

A. Assignment will provide you with evidence of student learning related to one or more intended learning outcomes (ILO or PLO and CLO).

B. Assignment measures what you (or the program) value the most and fits the kind of learning you most want.

C. Assignment is interesting and challenging to your students.
   – Good end-of-program assignments typically require students to demonstrate exit-level mastery and include a real-world application of knowledge

D. The workload demands are reasonable, strategically placed, and sustainable for you and the students.

E. Assignment instructions are clear, concise, and available in writing via a handout or on Laulima/Internet. Elements of assignment instructions:
   1. Situation and/or rationale behind the assignment
   2. Task
   3. Role and audience
   4. Format
   5. Expectations about the process to be followed (scaffolding)
   6. Criteria for evaluation
   7. Associated student learning outcomes

F. Assignment design takes into consideration students’ prior knowledge and skills.
   – Less prior knowledge = more scaffolding

Scaffolding: you break the task into chunks and provide a tool or require a product with each chunk.
Example 1: brainstorm > pro-con grid > annotated bibliography > draft report > final report
Example 2: speech outline and audience analysis > draft speech > give speech to small peer group and give/receive feedback using feedback form > give speech to class

Tips:
• Prepare annotated examples from prior students’ work. Ask for permission, redact, annotate, and then post online in secure location such as Laulima. Show a range of student work, from poor to excellent, with annotations explaining why a section is poor or excellent.
• Assignments with a series of possible questions for students to consider are confusing. Ask students to respond to one question.

Sources consulted: