

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 identify a good narrator

Understand recording equipment and accessing the digital files

Know how to obtain consent and work ethically with human subjects

Know how to ask follow-up questions

Know how sequence questions

Know how to generate good questions

Scaffolding Example

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 Lulima/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 Lulima. 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:

Bean, J.C. (2001). *Engaging Ideas: The Professor's Guide to Integrating Writing, Critical Thinking and Active Learning in the Classroom*. San Francisco: Jossey-Bass.

Walvoord, B.E. & Anderson, V.J. (1998). *Effective Grading: A Tool for Learning and Assessment*. San Francisco: Jossey-Bass.