

Learning and Assessment Grid for Effective Alignment

| Levels of learning 'cognitive domain' | | Indicative Verbs | Appropriate Forms of Assessment | Appropriate Assessment Tasks/Test Questions | Appropriate Learning Activities | Appropriate Learning Resources |
|---------------------------------------|---|--|--|---|--|---|
| Levels 1 & 2 | Knowledge & Comprehension (Declarative knowledge*) | Recall Recognize Identify Exemplify Classify Summarize Infer Compare Explain | <ul style="list-style-type: none"> Quizzes, mid-term, final exams Presentations, debates, role-play Written summary | <ul style="list-style-type: none"> recall or recognize terms, facts, and concepts summarize readings, films, or speeches compare and contrast two or more theories, events, or processes classify or categorize cases, elements, or events using established criteria paraphrase documents or speeches find or identify examples or illustrations of a concept or principle | <ul style="list-style-type: none"> Lecture Teacher's demonstration of the target task Guest speakers Student summary presentations Online videos Interactive group exercises (e.g., jigsaws, debates, discussions, etc.) | <ul style="list-style-type: none"> Textbooks Papers Lecture notes (PPT) Videos and Audios Websites and databases |
| Levels 3 & 4 | Application and Analysis (Procedural knowledge: individual aspects, in class, representative scenarios) | Apply Execute Implement Analyse Differentiate Organize Attribute | <ul style="list-style-type: none"> Group/individual project Proposals/plans Case study analysis Concept maps Research assignment Role-play | <ul style="list-style-type: none"> use procedures to solve or complete familiar or unfamiliar tasks determine which procedure(s) are most appropriate for a given task discriminate or select relevant and irrelevant parts determine how elements function together determine bias, values, or underlying intent in presented material | <ul style="list-style-type: none"> Teacher-guided practice activities Student independent hands-on practice (e.g., lab work and tutorials) Field trips Practice exercises (online and/or onsite) Simulations | <ul style="list-style-type: none"> Simulations Videos Manuals Worked examples case studies |
| Levels 5 & 6 | Evaluation and Creation (Procedural knowledge: whole task, real-world experience) | Evaluate Check Critique Assess Create Generate Plan Produce Design | <ul style="list-style-type: none"> Peer assessment Reflective journals/ essays Product review Group/individual project (capstone) Business plans | <ul style="list-style-type: none"> test, monitor, judge critique readings, performances, or products against established criteria or standards make, build, design or generate something new | <ul style="list-style-type: none"> Small group projects Capstone projects Reflections Development of products (e.g., business plans, a plan for an advertising campaign, etc.) | <ul style="list-style-type: none"> All the above |

Adapted from <https://www.cmu.edu/teaching/assessment/basics/alignment.html> based on Bloom's Taxonomy

* Declarative knowledge is foundational and factual knowledge about the topic. This corresponds to levels 1 and 2 in the table above.

** Procedural knowledge is functioning knowledge or knowledge put into practice. This corresponds to levels 3, 4, 5, and 6 in the table above.