

Module Blueprint

In order to ensure there is constructive alignment, please use this table to chart your module objectives, activities, and assessments. Constructive alignment ensures objectives, activities, and assessments align and are at the same level of learning. **Try to limit your module objectives to five or six in total.** One example is provided below.

Learning Objective (verb portion only)	Learning Level Using Bloom's revised taxonomy	Learning Activity/ies	Assessment/s
identify five symptoms of bronchitis	Understand	Watch a 6 minute video of a patient visit, make note of the patient symptoms, identify at least five symptoms, and record them in journal	Complete end of module assessment quiz that includes a written case description that requires students to identify five symptoms of bronchitis (Summative Assessment A)

Note: Notice there is constructive alignment here – see the bold. All are at the level of “understand” as **identify** falls under this level on the Bloom’s taxonomy. You are not limited to Bloom’s taxonomy but it is one way to determine if you are assessing low or high level learning. Feel free to use another model to determine learning level.

With this information, as the instructional designer I can determine level of learning. You will want to keep an eye and ensure you have included 2-3 high level objectives, for example, levels of create, or evaluate, or analyze. See [list of verbs](#).

Even Kindergarten students can be assessed at high levels. You just have to figure out how.

See other helpful tips below.

Other helpful tips

What to avoid	Consider this instead
When writing learning objectives , try to avoid, students will demonstrate an understanding	Students should be able to explain, or describe, or identify, or list, or summarize, or synthesize, or evaluate, or critique, etc.
When writing learning objectives , try to avoid, students will learn	Students should be able to... then insert a measurable verb See examples at http://www.fresnostate.edu/academics/oie/documents/assesments/Blooms%20Level.pdf
When writing learning goals , try to avoid, students will be able to (this sounds too much like an objective)	Students will be introduced to concepts about Student will learn about Students will explore This module introduces students to
You do not have to create five assessments in full.	If you have five assessments, explain them in your instructional design plan. Develop one in full with the answer key. Explain which objective it assesses. You can have one module assessment that is delivered at the end that assesses all objectives. This depends on how you have mapped the module. You must explain how each objective will be assessed in the instructional design plan.
Assessment examples	
	Example With Multiple Assessments Objective 1 (assessed on its own because it is too complex or it is prerequisite for next objective = Formative Assessment A)

Objective 2 (assessed at the end in module test = Summative Assessment B)

Objective 3 (assessed on its own because it is too complex or it is prerequisite for next objective = Formative Assessment C)

Objective 4 (assessed at the end in module test= Summative Assessment B)

Objective 5 (assessed at the end in module test= Summative Assessment B)

Here you would not fully develop Assessments A,B, and C. You would describe all in part 1. But develop only one in full with the answer key

Example With Single Assessment

Objective 1 (assessed at the end in module test = Summative Assessment A)

Objective 2 (assessed at the end in module test = Summative Assessment A)

Objective 3 (assessed at the end in module test = Summative Assessment A)

Objective 4 (assessed at the end in module test = Summative Assessment A)

Objective 5 ((assessed at the end in module test = Summative Assessment A)

Here you would develop the one assessment in full with the answer key. All is dependent on module design and nature of the objectives and content. Ask, will learning be enhanced if formative assessment was provided? As the instructional designer, you need to make a decision.

Question	My response to this question
<p>In the example with multiple assessments, would they all be considered summative, or would only B be summative, because it is at the end of the module? I was originally thinking that in my module feedback would be provided on the activities and practice opportunities throughout the module, as formative assessment, and that one summative assessment would be at the end. I am now considering whether or not two summative assessments may be more effective for my module.</p>	<p>Excellent question. There are many ways to address this. Formative assessment is normally conducted so the instruction could be changed, enhanced, or modified. You could provide formative assessment in a self-paced module if the assessment will provide two things; 1) the solutions or correct responses, and 2) resources to address weaknesses identified in the assessment. Here is an example.</p> <p>Formative assessment = multiple choice quiz</p> <p>What happens when incorrect answer is selected = student is alerted and then given the correct answer, student is given resources to help them understand the concept they got wrong.</p> <p>As the designer, you need to make a decision on where this kind of assessment is most appropriate. If the student must master this concept before moving on to the next, then I would be inclined to give this formative assessment before having them move on.</p> <p>Practice activities are excellent strategies for formative assessment. Ensure, though, that you provide the two components that will make this formative; 1) the solutions or correct responses, and 2) resources to address weaknesses identified in the assessment.</p> <p>Two summative assessments at the end can work if the concepts are not scaffolding...building upon each other.</p> <p>Your great questions have allowed many others an opportunity to learn something else or reflect on what they have done in terms of assessment.</p>