

VIDEO SUMMARY

Mapping Assessments to Course Outcomes

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Mapping Assessments to Course Outcomes | Assessment Principles | assessment

Constructive alignment joins three parts of course design: the outcomes students should achieve, the activities through which they practise, and the assessment evidence that will show achievement. The outcome supplies the destination and the level of performance. Its verb matters. Explain, analyse, design, and perform each call for different evidence.

Mapping begins with an outcome and works forward. If students must analyse an argument, a recall-only quiz is too narrow. They need practice identifying claims and evidence, comparing interpretations, and writing or presenting an analysis. The final task should then elicit that same kind of thinking under fair conditions.

A useful mapping table has one row per outcome and columns for practice, feedback, and assessment. Gaps become visible quickly: an outcome with no assessed evidence, a high-stakes task with little rehearsal, or an activity that consumes time without advancing an intended capability. Alignment creates coherence while still allowing teachers freedom in examples, methods, and student choice.