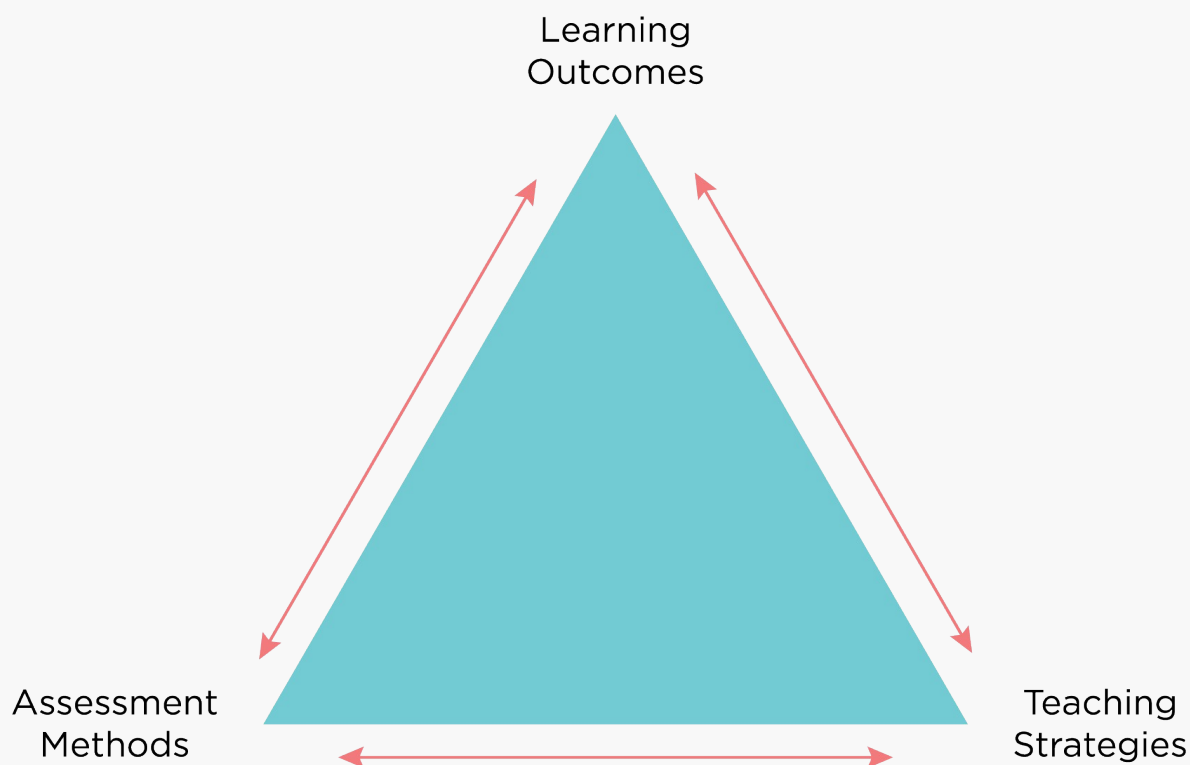


Informing Assessment Methods Section

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McMahon and Thakore (2006) define constructive alignment as achieving coherence between **assessment methods**, **teaching strategies** and **learning outcomes** in your course. Starting with well-written learning outcomes will allow you to discern which assessment methods are most appropriate to use. Designing effective assessment methods will then guide your teaching strategies, which should be closely linked to your initial learning outcomes. There is some debate about the sequence of these events, and you are encouraged to think about all three events as continuously informing each other, to ensure that students receive the best overall learning experience.



More information can be found in in the [Student Assessment Policy at Seneca](#).

Formative Assessment

Engaging students in formative assessment activities is a good way to judge how well they are enacting your intending learning outcomes, and receive some feedback. It is important to make sure the formative assessment also acts as an opportunity for students to self-reflect on their progress, and therefore there must be a clear connection between course outcomes and assessment activities, and these should be communicated to students.

tags : informing-assessment-methods-section, learning-outcomes, learning-outcomes-at-seneca, teaching-and-learning, teaching-and-learning-centre