**Task x Objective x Assessment Table *Template***

A TOAT is a tool used to align individual components or steps of tasks to objectives (classified by a learning taxonomy) and sample assessment items. It can be used later as a blueprint for your instructional strategies and assessment to ensure that you are measuring every element of what you teach, teaching what you intend to assess, and assessing what you intend to teach. It will be difficult to generate a successful table without knowledge of levels of learning, curricular alignment, and performance objectives, so please review the following documents which you will find here [here on the TLAS website](https://med.und.edu/education-resources/repository.html#objectives) before beginning your TOAT:

1. TLAS faculty development workshops on curriculum design
   1. [Choosing the Right Learning Outcomes](https://med.und.edu/education-resources/evidence-teaching-group.html#d29e104-5)
   2. [Generating Measurable Performance-Based Objectives](https://med.und.edu/education-resources/evidence-teaching-group.html#d29e104-4)
   3. [Healthcare Education's 3rd Aim - Assessment](https://capture.med.und.edu/Mediasite/Play/4c424366bee648ff855353f32ef7b30c1d?catalog=6dd193e89abb455bbebc4ac4452d6dd121)
2. [TLAS resources on Objectives](https://med.und.edu/education-resources/repository.html#objectives):
   1. TLAS Varieties of Learning (Gagne) Cheat Sheet
   2. TLAS Alignment of Varieties of Learning to Verbage, Strategies, and Assessment
   3. Guide to Objective
   4. Build a Performance Objective

Each row within the TOAT should present a the main task or skill you want learners to demonstrate (column one), the measurable performance-based objective, classified by learning outcome (column two), and a sample assessment item that would measure the associated performance as you would expect to see it when demonstrated by a learner who has mastered the objective (column three).

You may find it helpful to first do a concept map or outline of the overall task and its subordinate tasks and then classify those tasks using Bloom’s or Gagne’s taxonomy of learning outcomes first. You can then put each individual one into its own cell in **column one**, word-for-word. There are usually 10-15 items in column one, but this depends on the complexity of what you are teaching.

**Column two** contains the performance-based objective for the task next to it in column one. Make sure to refer to the objectives documents to help in writing these, especially the learned capability verb (which indicates how you classified the task using Bloom’s or Gagne’s taxonomy).

**Column three** is both the actual assessment item (written in the exact wording and style you will use in your actual assessment) AND the answer key. Assuming that you are both the designer AND the teacher, the main value of this column is as a “logic check” for you to ensure that you are teaching what you test and vice-versa. Sometimes, in writing an assessment item, you find that it does not align with your objective. In those cases, one or the other must be modified until they align.

This is a lot of information! Your completed TOAT will be several pages in length and becomes your blueprint as you develop your course or lesson. In that process, it is natural for the TOAT to be modified as you continue to learn about what and how you want to teach. An example is provided on the next page.

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| **TASK**  *What do you want the learner to do? Include the level of learning of this task. (Our documentation uses* Gagne’s Levels of Learning*, but* Bloom’s Taxonomy *is also commonly used.)* | **OBJECTIVE**  *What learning objective(s) describe the achievement of this task? (More than one objective may be necessary to describe a task.)* | **ASSESSMENT**  *How will you know when the learner has mastered this objective?* (*More than one assessment item per objective is recommended AND more than one objective might be assessed by a single assessment.*) |
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**Example: A Completed TOAT**

For brevity, this is a partial example containing only one objective and 2 of its sub-objectives.

*Goal: Generate a three-generation outline pedigree chart using Personal Ancestral File.*

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| 1 | **Generate** three -generation outline pedigree chart on paper | Given an outline pedigree chart form and a pencil, the learner will be able to generate their own pedigree chart by recording names and dates and places of recordable events in the appropriate format with only one error. | Create a three-generation outline pedigree chart using a Personal Ancestral File paper form. A full name including first given name, middle or other names, and surname should be recorded for each individual. Dates and places of birth or christening, marriage, and death or burial (if applicable) should also be recorded according to genealogical convention. Any unknown information should be left blank. |
| 1.1 | **Demonstrate** recording names | Given the full name of an individual, an outline pedigree chart form and a pencil, the learner will be able to demonstrate recording the name correctly by writing it on the pedigree chart in the appropriate location with only one error. | Record the names of individuals correctly on the outline pedigree chart form in the appropriate location. |
| 1.1.1 | **List** information resources | Given a written prompt and a pencil, the learner will be able to list resources by writing them with only one error. | Resources where birth information can be obtained include the following except:  a. Certificates, announcements, and cemeteries  b. Published histories, obituaries, and family bibles  **c. Receipts, bank statements, and car registrations**  d. Relatives, family registers, and funeral programs |
| 1.1.2 | **State** genealogical conventions | Given a written prompt and a pencil, the learner will be able to state the genealogical conventions by writing them with only one error. | What is the correct format for recording the name of Mrs. Sarah Jane Peters, daughter of Joshua Williams?  1. Sarah Jane PETERS  **2. Sarah Jane WILLIAMS**  3. Sarah Jane Peters  4. Sarah Jane Williams PETERS |
| 1.1.3 | **Classify** surnames | Given the full name of an individual and a pencil, the learner will be able to classify the surname by selecting it with only one error. | Identify the surname of each person below by circling it:  Sarah Jane **Williams**  **Jones**, John Robert  Anne Elizabeth **TIERNEY**  Mr. M. **Smith** |
| 1.1.4 | **Classify** maiden names | Given the full name of a female individual and a pencil, the learner will be able to classify the maiden name by selecting it with only one error. | Identify the maiden name of each person below by circling it:  Anne Elizabeth **Tierney**, daughter of Michael and Jane Tierney  Michelle Elaine Peters **Thompson**, daughter of Scott and Sue Thompson  Mary **Smith** Jones, daughter of Frank Smith  Joseph Peters, son of John Peters |
| 1.1.5 | **Classify** other names | Given the full name of an individual, the learner will be able to classify the first, middle and other names by selecting them with only one error. | According to the chart below, what is the first name of this person?  **a. Scott**  b. James  c. Tanner |
| 1.2 | **Demonstrate** recording dates | Given one of the five recordable event dates, an outline pedigree chart form and a pencil, the learner will be able to demonstrate recording the date correctly by writing it on the pedigree chart in the appropriate location with only one error. | Record the birth or christening dates of individuals correctly on the outline pedigree chart form in the appropriate location. |
| 1.2.1 | **List** five recordable events | Given a written prompt and a pencil, the learner will be able to list the five recordable events by selecting them with only one error. | Circle the recordable events used by genealogists on a pedigree chart from the list below:  **a. birth**  **b. christening**  c. first day of school  d. graduation  **e. marriage**  f. divorce  **g. death**  **h. burial** |
| 1.2.2 | **Identify** five recordable events | Given information about an individual and a pencil, the learner will be able to identify recordable events by matching them correctly with only one error. | The following are dates for events in Jane Smith’s life. Match the dates on the left by choosing the letter of the correct event on the right in the blank provided.  **a** 9 Dec 1810 a. birth  **c**  10 Apr 1830 b. christening  **d**  6 Jun 1900 c. marriage  **b** 9 Dec 1811 d. death  **e** 9 Jun 1900 e. burial |
| 1.2.3 | **Identify** date format | Given the date of an event and a pencil, the learner will be able to identify the correct date format by selecting it with only one error. | What is the correct format for recording the date of John Robert Jones’ birth?  a. January 3, 1957  b. 01/03/1957  c. 01/03/57  **d. 3 Jan 1957** |