

Adaptive Learning Assignments

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Quick Start


Build an Adaptive Learning Assignment

From your Section Dashboard, click the **Assignments** tab, click **Add assignment**, then choose **Adaptive Learning Assignment (ALA)**.

Add assignment

 Question Bank	Create an assignment from end-of-chapter questions, test bank or your own question banks.
 SmartBook 2.0	Create an assignment from the newest version of SmartBook to help students maximize their studying and be better prepared for class.
 Adaptive Learning Assignment	Create an assignment providing a learning experience that adapts to the unique needs of each learner through ongoing formative assessment, feedback, and learning resources. This replaces older assignment types such as LearnSmart, Prep, and Achieve.
 Reading Assignment	Create a reading assignment from your Connect eBook.

Select **New Assignment** and then choose content you want to assign. Under Select Content, choose chapters/modules for the assignment. Click **Continue**.


Create Assignment

Select Assignment Type

- New Assignment:** Allows you to tailor topics and subtopics across one or multiple chapters/modules to create a targeted assignment.
- Review Assignment:** Allows you to combine new content with content students previously worked on. Prior performance will affect the order of questions and number of questions on each topic.

Select Content

Choose chapters / modules for the assignment. You can modify your selections on the next screen.

- Student Success and Well-Being**
- Adaptive Econ Prep: Math & Graphing (Beta)**
- Succeeding in Your Online Course**

Chapters / Modules

Select All (10 Chapters)

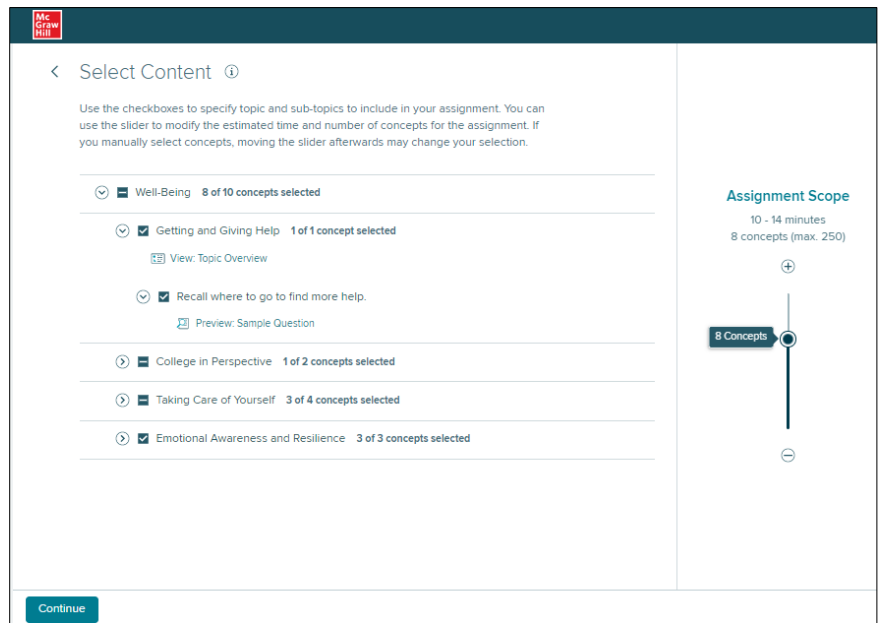
- Well-Being
- Introduction to Higher Education
- Managing Your Time
- Goal Setting
- Note Taking
- Memory and Test Making
- Self-Assessment

Continue

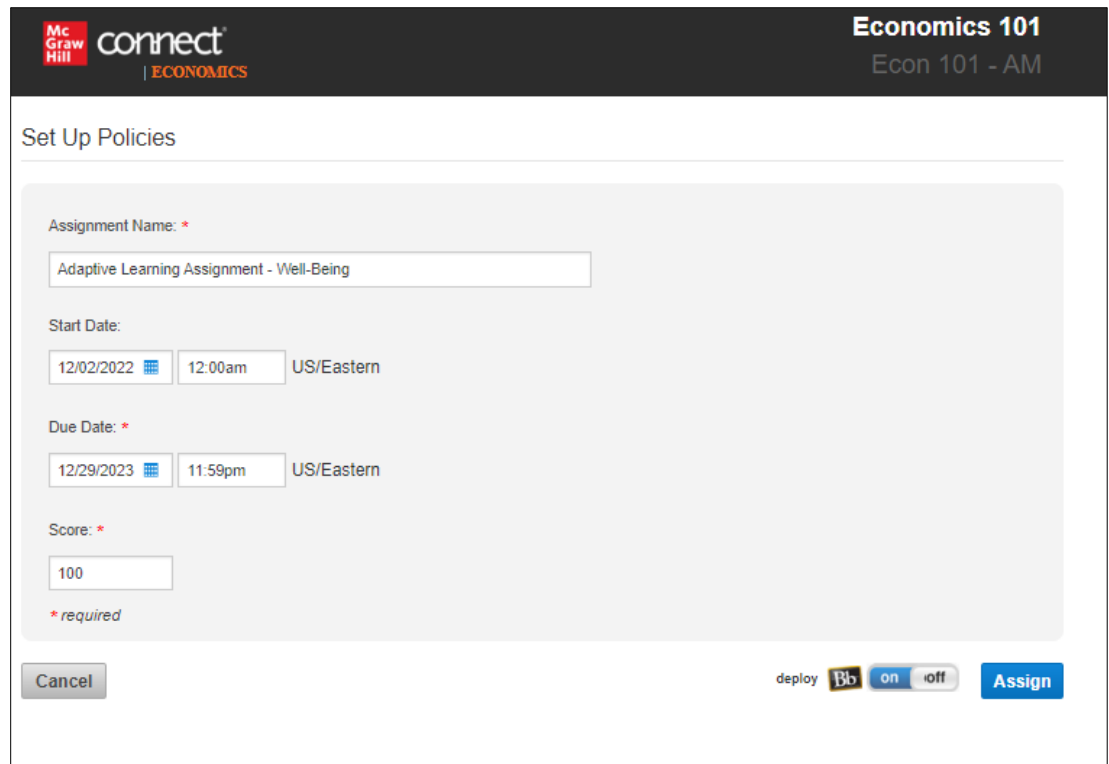
On the **Select Content** page, use the dropdown arrow to expand and assign at the subtopic level. Use the checkboxes to specify topic and sub-topics to include in your assignment.

Use the **Assignment Scope** slider on the right side of the page to adjust the estimated amount of time students will work on the assignment. Using the slider bar will also adjust the number of concepts assigned to students. You can add concepts back in using the checkboxes on the left side of the page.

We recommend keeping assignments about an hour to complete. You can create multiple assignments out of a single chapter if you want to include more learning objectives. Click **Continue** to move to the next step.



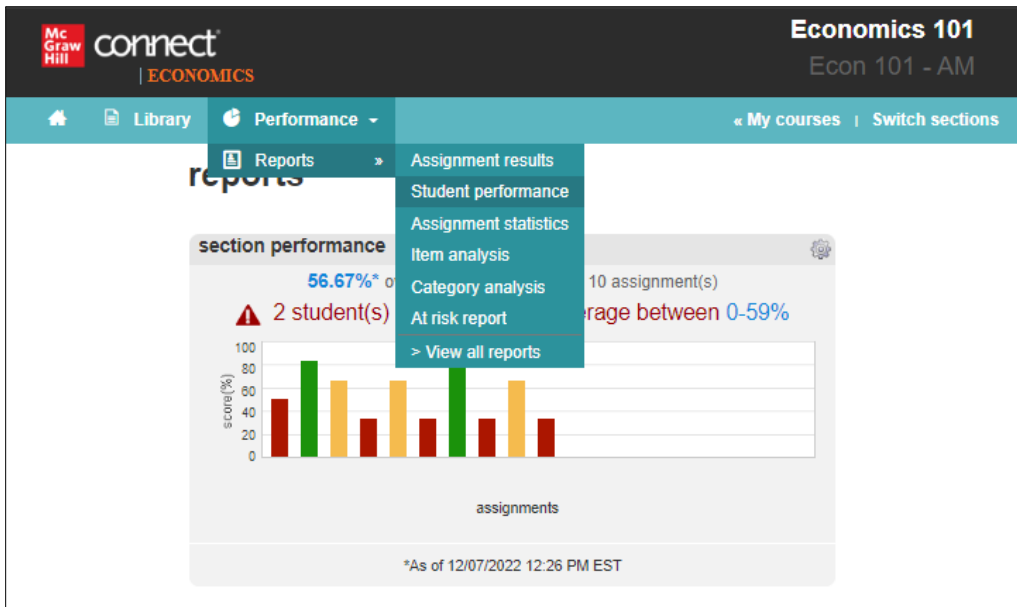
You're almost done! On the Set Up Policies page you will add the **Assignment Name** and select **Start** and **Due Dates**. If the start date is left blank it will be available for students to work on as soon as the assignment set up is complete. Finally, set a **Score** for the assignment. Then click **Assign**. The new ALA assignment will be listed on your Section Dashboard with your other assignments.



Accessibility Capabilities

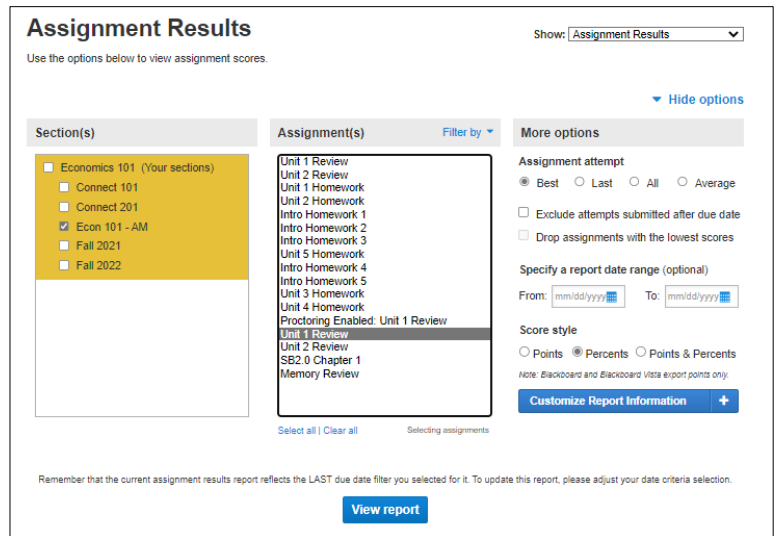
The assessment questions contain images with alt descriptions. Concept resources include screen reader-compatible slide content and captioned video concept resources. A VPAT is available upon request for this assignment.

Using ALA Reports

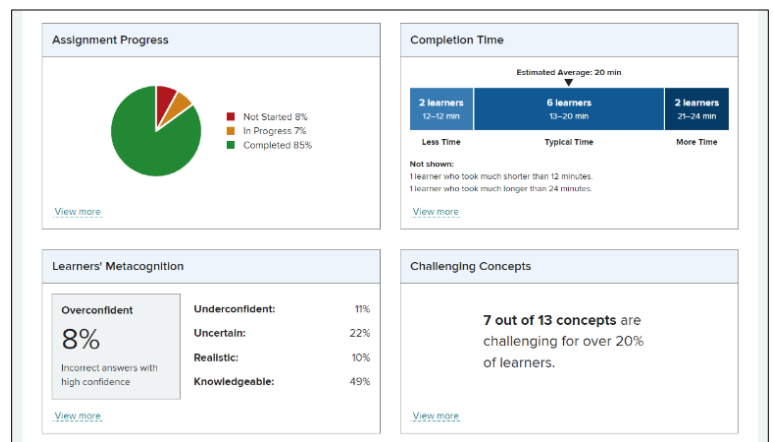


To access the ALA reporting dashboard, click on the **Performance** tab on your section dashboard at the top of the section homepage. In the dropdown menu, hover over **Reports** and select **Assignment Results**.

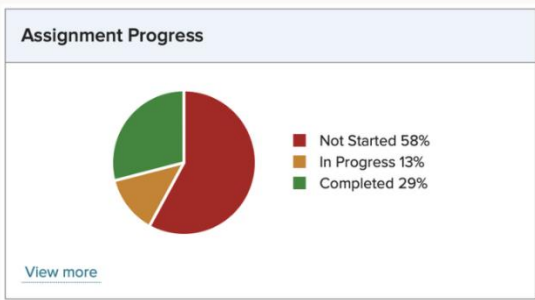
At the Assignment Results page choose the name of the assignment, and then click **View Report**. You can only view one assignment report at a time.



The ALA reporting dashboard includes four tiles that give you a variety of data on your course and your students. Click on any tile in the dashboard for more detailed information.

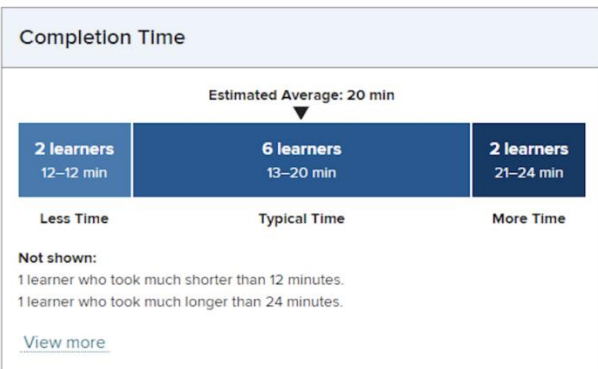


The **Assignment Progress** box in the upper left shows how students are progressing in the assignment, as well as a detailed breakdown of the percentage completed for each student, which can be downloaded.



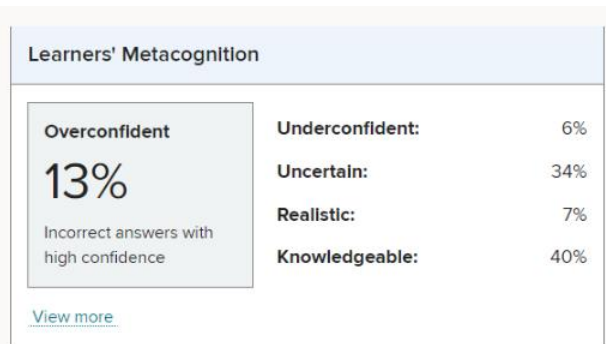
Learner Name	Total Progress
Brooks, Briana	
Dawson, Andre	69%
Green, Kaitlyn	100%
Le, Thuan	100%
Ling, Susan	100%
Moore, Adam	100%
Morgan, Melissa	100%
Murray, Kevin	100%
Osman, Mirwais	100%
Rees, Karen	100%

The **Completion Time** box in the upper right shows student accuracy, how long it took to complete the assignment, and the time spent reviewing resources and answering questions.



Learner Name	Accuracy	Completion Time	% on Questions	% on Resources	Time in Recharge
Ricci, Perry	63%	1 hr 2 min	74%	26%	
Meyers, Katie	76%	24 min	100%	0%	
Daze, Vance	81%	23 min	89%	11%	
Ling, Susan	63%	18 min	81%	19%	
Rees, Karen	63%	17 min	71%	29%	
Green, Kaitlyn	60%	16 min	98%	2%	
Usher, Yvonne	84%	15 min	74%	26%	
King, Henry	90%	15 min	100%	0%	
Chippeart, Gerry	81%	14 min	89%	11%	
Hills, Bryce	79%	13 min	81%	19%	

The **Learners' Metacognition** box in the lower left reports student metacognition data or how confident they were about the answers as they went through the assignments. This helps gauge if they understood the concepts or were guessing throughout the assignment.



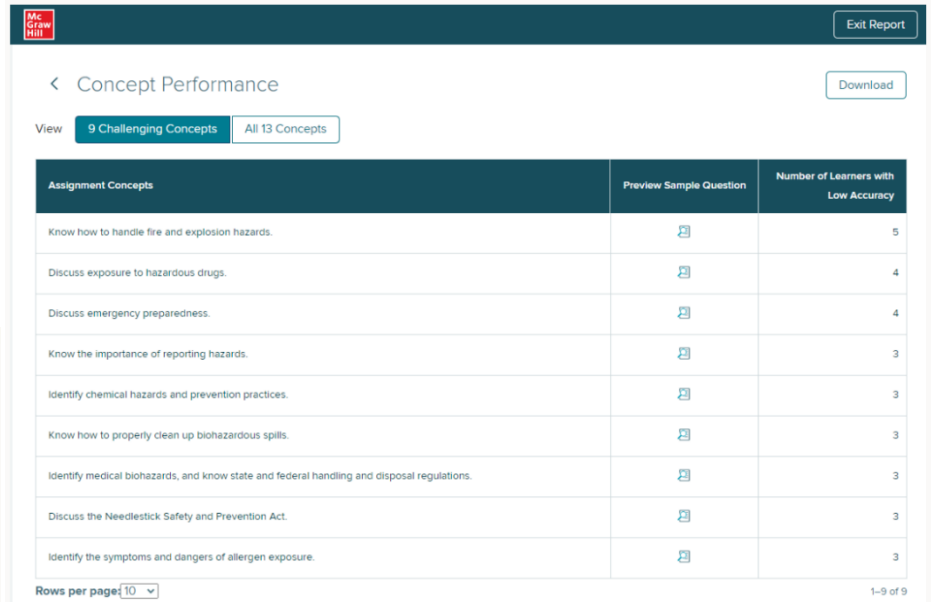
Learner Name	Overconfident	Underconfident	Uncertain	Realistic	Knowledgeable
Le, Thuan	50%	0%	0%	0%	50%
Sharma, Sarah	50%	0%	50%	0%	0%
Shekht, Erica	3%	3%	3%	3%	60%
Rees, Karen	17%	2%	32%	0%	49%
Zhao, Xin	15%	0%	26%	3%	56%
Dawson, Andre	10%	14%	45%	7%	24%
Moore, Adam	5%	13%	51%	8%	23%
Green, Kaitlyn	5%	2%	58%	7%	28%
Ling, Susan	5%	0%	39%	15%	41%
Morgan, Melissa	3%	10%	23%	3%	61%

The Challenging Concept box in the lower right summarizes how challenging the concepts in the assignment were for your students, as well as the specific concepts they struggled to answer correctly. This helps identify concepts that students might need to review for better understanding.

Challenging Concepts

9 out of 13 concepts are challenging for over 20% of learners.

[View more](#)



[Exit Report](#)

< Concept Performance [Download](#)

View 9 Challenging Concepts All 13 Concepts

Assignment Concepts	Preview Sample Question	Number of Learners with Low Accuracy
Know how to handle fire and explosion hazards.		5
Discuss exposure to hazardous drugs.		4
Discuss emergency preparedness.		4
Know the importance of reporting hazards.		3
Identify chemical hazards and prevention practices.		3
Know how to properly clean up biohazardous spills.		3
Identify medical biohazards, and know state and federal handling and disposal regulations.		3
Discuss the Needlestick Safety and Prevention Act.		3
Identify the symptoms and dangers of allergen exposure.		3

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Clicking View More in the lower left corner of any of these four boxes will lead you to student-specific details for that category.

All this information can be downloaded for your reference or records. You can also use these reports to help build review assignments that can help students prepare for an exam, selecting the specific learning objectives they struggled with the most.

Deeper Dive

Create a Review Assignment

Review assignments are a great tool to help students get ready for an exam. From your Section Dashboard, click **Assignments**, click **Add assignment**, then choose **Adaptive Learning Assignment (ALA)**. Select **Review Assignment**. Then select the chapters/modules you want to assign, just like you did for a New Assignment. On the Select Content page you'll choose specific concepts and the estimated assignment completion time, just like you did for New Assignments. We recommend tracking which concepts are included so you're confident students aren't being introduced to new material in a review assignment. Click **Continue** to go to the Assignment Policies page, where you'll name the assignment, set the due date, and the point value for it. Then click **Assign**. The ALA review assignment will be listed on your course homepage with your other assignments.