



Alternative Modes of Completing Assignments


Any subject intervention for students in grades 2-12

Alternative options for completing assignments is a strategy to help engage students who are reluctant to complete assignments or struggle with traditional assignments. Providing alternative options helps students demonstrate their learning and encourages them to be more engaged. This is an excellent strategy for differentiation.

How to Implement:

1. Provide students with alternative assignment choices and let each student pick the type of assignment they want to complete.
2. Be sure to include rubrics for alternative options so all expectations are clear.
3. Explain to students that the options all require a similar amount of work – they should pick the option they would enjoy working on the most.
4. You can select options that are appropriate for your class and that you are comfortable assigning. Some example options could be:
 - Create and present a powerpoint
 - Give an in-class demonstration
 - Engage in an in-depth student-teacher discussion
 - Make a comic book, put on a play, or perform a song
 - Create a podcast episode discussing the material and answering questions
 - Make a review game (i.e., Kahoot, Quizziz, or Quizzlet) and lead the class in playing the game

Related Resources:

 [“5 Alternatives to Homework \(That Help Teachers Out, Too\)”](#) blog post contains more ideas for moving beyond traditional assignments

Research Base:

Evidence suggests that using multimedia assignments, instead of traditional writing assignments, can improve student engagement.

Clayton-Pedersen, A. & N. O'Neill. (2005). *Curricula Designed to Meet 21st-Century Expectations*. In D. Oblinger and J. Oblinger (Eds.), *Educating the Net Generation* (pp. 9.1-9.16). EDUCAUSE. Retrieved April 25, 2007, from <http://www.educause.edu/ir/library/pdf/pub7101i.pdf>

Mitchell, M. (2003). *Constructing Multimedia: Benefits of Student-Generated Multimedia on Learning*. *Interactive Multimedia Electronic Journal of Computer-Enhanced Learning*. Retrieved April 25, 2007, from <http://imej.wfu.edu/articles/2003/1/03/index.asp>

