Designing Assessment Tasks FOR Learning

Guidelines and Examples from Practice

Task Design Checklist

Here are some key principles to guide you in designing your assessment tasks.

1. Assessment FOR Learning

➢ Does the task clearly align with a specific outcome or outcomes?

➢ Is the task the best possible means for developing and evaluating the particular learning?

➢ Do learning and teaching approaches and activities correspond to assessment task requirements?

➢ Is the associated learning useful and productive?

➢ Does the task have long term value and applicability?

➢ Is the task intrinsically motivating?

➢ Does the task emphasise process as well as product?

➢ Does the task link to workplace requirements in the discipline?

➢ Is the task and its requirements level-appropriate?

➢ Do the set of assessment tasks for the course acknowledge student diversity (culture, experience, prior educational history)?

➢ Does the assessment for the course employ a variety of assessment types?

➢ Are there opportunities for students to demonstrate their understanding of task criteria?

➢ Do the tasks meet requirements of external stakeholders where relevant, for example, accreditation bodies, and professional bodies?

2. Student partnership in the assessment process

➢ Are there opportunities for regular dialogue about the task?

➢ Are there opportunities, time and spaces for practising task requirements and receiving feedback?

➢ Are their opportunities for students to act on feedback to improve performance?

➢ Does the task encourage students to evaluate their own performance?

➢ Do assessment tasks encourage active student partnership in the assessment process?

3. Assessment tasks in the context of the Programme

➢ Does the task help to develop programme graduate outcomes and the University graduate outcomes?

➢ Is there a distinctive difference between tasks at this level of the programme and assessment tasks at other levels of the programme?

➢ How does the task complement other assessment tasks in the course and tasks in other courses at the same level of the programme?

4. Accuracy, appropriateness and consistency

➢ Does the percentage weighting of the task match the scale and complexity of the task?

➢ Is there consistency around performance expectations for all tasks at this level?

➢ Do you avoid giving a high proportion of the marks to a single assessment?

➢ Do you ensure that the initial assessment is worth only a small percentage of the marks?

5. Writing task instructions

➢ Convey instructions directly and simply.

➢ Write instructions in clear, straightforward language.

➢ Explain instruction terms clearly (for example: discuss, analyse, critique)

➢ Avoid confusing jargon.

➢ Do not give too high a percentage to any single assessment

➢ Support instructions with opportunities for ongoing dialogue about the assessment task

➢ Never design tasks in private. Invite someone else to interpret task requirements before giving them to students.

Examples of Creative Assessments

SO310: Emerging issues in Industrial Law Practices

Assessment Description

Working in groups (see assigned group lists), you will present a proposal and the forum that you want to utilize (school, university, etc.) to the class on how youth (12-29 years) in the Pacific can be better prepared for the changing world of work. You will choose a particular age group (12-18) (19-23) (24-29) who is your target group and the forum that you want to utilize (school, university, training programs, campaigns, government interventions, etc.). The tourism sector, informal sector and migration for work have been identified as key areas for economic growth in the PICs. Your focus will be preparing youth for one of the key areas as assigned below. You will be utilizing the course material and additional research to identify the content of the programme, as well as the why (the rationale for the programme). You will present the proposal as a group to the course. The presentation can be in PowerPoint or Prezi or take a more creative approach (for example, skits) as long as it addresses objectives, content and rationale.

Timeline of Assessment

- During weeks 11-13, we will meet in ICT Lab 5 every Wednesday from 12-2. You will use this time and space to develop your presentation, including doing the research that is needed for it.

- On Wednesday 10 May (week 13) you will do a trial presentation in class and receive feedback from myself and your peers.

- On Wednesday 17 May (week 14) you will do your final presentation.

Pertinent Course Learning Outcomes

- Propose ways that governments and civil society actors can intervene to reduce structural inequalities and vulnerabilities produced by the changing employment context

- Communicate effectively utilizing sociological concepts and research through a presentation

- Work effectively in groups in groups to achieve group goals and support the work of peers

Related Programme Outcomes

- Social Analysis

- Critical scholarship (in particular, scholarship as a vehicle for positive change)

USP Graduate Outcomes

- Creativity

- Communication

- Team work

- Pacific Consciousness

Positive Attributes of this Assessment

- Clear, transparent alignment with course learning outcomes.

- Feeds clearly into programme and graduate outcomes

- Authentic context and closely allied with workplace requirement

- Application of course ideas to a relevant local context

- Promotes Pacific consciousness, communication and collaboration skills

- Promotes understanding of course ideas through requiring communication to a specified non-specialist audience

- Helps to develop work-ready oral communication skills

- Strong formative component: in class preparation time, trial run with feedback

- Practice and feedback session helps students to sharpen their understanding of task criteria

- Assessment has long term benefits for students in the skills it requires

- Nurtures students' capacity to evaluate their own work through the peer feedback process

CH 306: Special topics in Chemistry

Task Description

Experiment 1: Analysis of the water absorbent polymer present in baby diapers.

Hydrogel is a network of polymer chains that are water-insoluble, sometimes found as a colloidal gel in which water is the dispersion medium. Hydrogels are superabsorbent (they can contain over 99% water) natural or synthetic polymers. Hydrogels possess also a degree of flexibility very similar to natural tissue, due to their significant water content. Water present in the hydrogels is of three types, free water, bound water and intermediate water.

Common uses for hydrogel are:

- Currently used as scaffolds in tissue engineering. When used as scaffolds, hydrogels may contain human cells in order to repair tissue.

- Environmentally sensitive hydrogels. These hydrogels have the ability to sense changes of pH, temperature, or the concentration of metabolite and release their load as result of such a change.

- As sustained-release delivery system

- Provide absorption, desloughing and debriding capacities of necrotics and fibrotic tissue.

- Hydrogels that are responsive to specific molecules, such as glucose or antigens can be used as biosensors as well as in DDS.

- In disposable diapers where they "capture" urine, or in sanitary towels

- Contact lenses (silicone hydrogels, polyacrylamides)

- Medical electrodes using hydrogels composed of cross linked polymers (polyethylene oxide, polyAMPS and polyvinylpyrrolidone)

In this experiment hydrogels in baby diapers will be removed and soaked in water and the different types of water present will be determined using thermal method.

Materials

i. Baby diaper
ii. Distilled water

Procedure

i. Remove the powder like material present in the baby diapers and collect them in a beaker. Place one or two powder grains (big enough to pick using forceps) in to a small sieve. Determine the weight of the powder grains (dry weight).
ii. Immerse the sieve containing the polymer powder in a beaker of water for about 20 mins.

iii.   Remove the sieve from the water and shake of the excess water.
iv.   Observe the size of the polymer powder.
v.   Carefully weigh the empty DSC aluminium pan. Transfer the swollen polymer beads into the cup and measure the weight of the swollen beads. Difference will give the weight of the water.

Post-lab Task Description

You are to do a 5 to 10 min video on this topic relating the information determined from this experiment to real life situation. The video should be targeted for year 5 -6 students.

Note: this was one of a number of experiments in which the students were required to conduct the experiment and then make a video for a targeted audience demonstrating the application of the experiment to a real life situation.

Please click here to view a video produced by one group (*Skip to 12.13 onwards*).

Pertinent Course Learning Outcomes

3.   Explain the use of polymeric materials for different applications.

Programme Learning Outcomes

- Problem solving
- Experiment design and development

USP Graduate Outcomes

- Communication
- Critical thinking and Quantitative Reasoning
- Creativity

Positive Attributes of this Assessment

- Authentic context for understanding and application of course ideas
- Communication to a targeted audience helps in long term communication of scientific principles to different audiences
- Making sense of complex principles to a young audience-helps students to distill core principles of ideas and communicate them in appropriate language
- Everyday familiar application helps students to retain principles for the long term
- Encourages critical thinking and creativity
- Varies assessment format from traditional models and encourages lateral thinking
- Caters for different learning approaches and ways of thinking

HY 206: Modern East Asian History

Assessment Description: Online Resource Review

This assessment helps you to prepare for Assessment 4: Essay, and to give you the opportunity to review websites that may be relevant to the essay. You may submit this assessment as individual work or a team work of up to four members, including yourself.

Whatyou must do:

Produce a review of five online resources on a historical topic and a final report. The breakdown of word limit is:

- Online resource reviews x 5 (maximum 150 words each = 750 words)

- Final report (maximum 350 words)

Steps/Tips

1. Decide if you are going to work alone, in pairs or in groups. (See below: "Working individually, in pairs or in groups")

2. Decide ONE topic from the list below. This topic will be your topic for Assessment 4, essay.

3. If your teammates are on campus, it is a great idea to meet in person. If your teammates are far away, then use Moodle message function to communicate with each other. (Be sure to respect Netiquette)

4. In your group, decide who reviews which online resource. Find the list of permitted online resources below. Four online resources, same one topic. NOT four online resources, four topics.

5. Agree on the deadline. Be firm. We do not want to see 'many riders on a donkey'. If you have done everything to resolve the situation, but unable to reach an amicable solution, and then please inform me. I will either impose a penalty on those who do very little work.

6. Download "Online resource review form". It is in Word format. So that you can type in directly.

7. Read "Questions to ask when reviewing online sources". This document explains each of the sections in the online resource review form, and why you should be asking the questions in the review form.

8. Review online resources. Ask questions while reading the online resources.

9. Complete your review in the form. In many cases you may say 'yes', 'no', 'non-applicable', 'sometimes'. But give example or use your own words where it says 'Explain'. Keep your comments brief but let each word mean and speak a lot.

10. Review all online resources are reviewed, then discuss with your teammates which online resources are useful and not useful for academic essays. You may rank from the best to the worst. You may say none is useful and only two are useful.

11. Complete all FOUR reviews and ONE report.

12. Combine all the reviews and report as ONE document.

13. Check the document for spelling, grammar, logic and content before submission.

<u>Working individually, in pairs or in groups</u>

You may decide to work on your own (individually), in pairs or in groups. If you are working as a pair or a group, make sure that you and your team-mate(s):

- Can trust each other.

- Preferably on the same campus or in the same town so that you can meet if necessary.

- A group can be three or four people. But not five or larger.

If you change your mind about your members, that's fine. But be prepared to take the consequences.

You do not need to tell course coordinators with whom you are working. However, if you do come across problems getting in touch with your teammates, please inform Moodle technician or the course coordinator. We will work out a sensible solution.

In the final report, put down the ID numbers and names of the students in your groups. So that we can enter the correct marks against their names.

The number of online resources to review remains the same even if you work alone, in pairs or in groups.

List of topics. Please choose one topic!

Question 1: How did the arrival of modernity affect the lives of women and gender relations from around 1875 to 1935? Discuss with examples of two countries.

Question 2: Which was a more 'successful' movement? Discuss with examples from two of the following: the Boxer Rebellion, the Freedom and Democracy movement in Japan (*jiyū minken undo*); the March the First movement in Korea; and the May the Fourth movement in China.

See guidelines to Assessment 4 for more hints about each topic.

Which online sources?

Use any FIVE online resources. **At least two** *must come from these:*

1) *Wikipedia:* https://en.**wikipedia**.org

2) Encyclopaedia Britannica http://www.britannica.com/

3) A short history of Japan podcast, http://ashorthistoryofjapan.libsyn.com/

4) History of Japan Podcast, by Isaac Meyer, https://historyofjapan.wordpress.com/

5) The China history podcast, by Laszlo Montgomery, http://teacup.media/the-china-history-podcast/

6) BBC Radio 4: China: As History is My Witness podcast, http://www.bbc.co.uk/programmes/b01nbryc/episodes/downloads

7) Topics in Korean history, podcast, http://www.podbean.com/podcast-detail/49qbs-4094b/Topics+In+Korean+History+Podcast

8) History of Korea, podcast, The Korea Society, http://www.podbean.com/podcast-detail/49qbs-4094b/Topics+In+Korean+History+Podcast

9) Korea and the World, podcast, http://www.koreaandtheworld.org/

10) BBC: In Our Times – look for the episodes that deal with the topic – either directly or indirectly.

11) Stuff you missed in History classes, http://www.missedinhistory.com/tags/chinese-history.htm

12) iTunesU courses and lectures. iTunesU hosts a number of university courses and lectures. There are not many with the title 'East Asian history'. But try words such as world history, Chinese history, Korean history, Japanese history, Asian history, etc. https://itunes.apple.com/us/itunes-u/history-modern-east-asia-china/id381540673?mt=10

13) The remaining can come from any **ACADEMICALLY CREDIBLE** online resources of your choice. Online resource can be: websites, YouTube videos (open to all), podcasts, blogs.

NOTE: Some online resources have 'China', 'Korea' and 'Japan' in the titles. But many of the sites deal with histories of other countries. E.g. 'History of Japan' podcast have episodes on Chinese and Korean history, although the main focus remains the relationships between japan and these two countries.

Questions to ask when reviewing online sources

There are millions of pages of information on the World Wide Web. Not all the sites you find are truthful. Web sites are created for many purposes including:

1. To inform (including education, political viewpoints)

2. To entertain

3. To promote products or a set of beliefs

4. To sell goods

5. To facilitate exchange of ideas and opinions

However, in the same way that a web site can be used for positive purposes, it can also be used:

• To misinform

• To ridicule

• To obstruct

• To defraud

Some online resources provide links to the organization or authors who created the online resource (e.g., an About Us). Take the time to find out if the information in an online resource is mostly subjective (biased or opinionated), objective (factual), or mixed.

In this assessment, you will examine several online resources to determine whether they are reliable sources of information. To do this, you'll be reviewing the following 6 criteria:

1. Purpose

• What is the purpose of the site or page?

• Commercial

• Informative or educational

• Entertainment (games, art, music, laugh, cry, etc)

• Personal (to tell the world about me, me and more about me)

• A hoax (a practical joke, prank)

2. Author's Intent

• What is the top-level domain of the site?

• Who created the site and what authority do they have on the subject?

• What contact information is given for the author or sponsors?

The domain of the online resource (e.g., com, ac, org) will tell you a lot about the purpose and the intent.

What authorship clues did the URL (web address) provide? *Check all that apply:*

- Company (.com, co.)

- Non-profit organization (.org)

- Academic institution (.edu, .ac)

- Country-specific site (e.g., .fj, .ws, nz)

- Government agency (.gov)

- Personal web page (e.g., www.marycitizen.com)

- U.S. military site (.mil)

- Network of computer (.net)

3. Bias

- Does the content give only one side of an issue? If so, do they hide their bias?

- Does their bias impact the usefulness of the information?

- Balanced: objective or gives different sides to one theme or topic evenly.

- Biased: subjective or opinionated statements.

  o Does the author support argument well?

- Mix of objective and subjective information

4. Content

- Is the site accurate, complete, well written, and relevant?

- Is the site up-to-date?

- Are there mistakes in spelling or word usage?

5. Acknowledging sources

- Does the author use footnotes or in-text reference?

- Does the website come with recommended reading list or bibliography?

- Does the website use hyperlinks to take you to the original sources?

6. Design

- Is the information presented in a clear and organized fashion?

- Do any graphics, video or audio add to the content or distract?

- Easy to navigate?

- Easy on the eye (easy to read and navigate)?

Adapted from "Evaluating Web Resources" 2016 by Sarah Severs under license "Creative Commons Attribution 4.0 International"

Pertinent Course Learning Outcomes

1. Produce a researched and correctly referenced essay on East Asian History that conforms to the ethics of historical scholarship.

Programme Learning Outcomes

- Historical evidence: Demonstrate ability to find, evaluate, and use historical sources to produce historical analysis.

USP Graduate Outcomes

- Communication

- Critical thinking

Positive Attributes of this Assessment

- The task is well aligned with the course learning outcome.

- The task makes the critical evaluation skills required in using online sources explicit.

- The task supports the development of important competencies for History graduates, the evaluation of sources

- The task is an example of integrated assessment in that it provides the building blocks for the subsequent essay.

- The tasks focus on learning process as well as on product and helps to develop key skills.

- The task instructions give step by step guidance to the students

- The task provides an opportunity for students to learn collaboratively

- The tasks integrates assessment and learning

- The skills developed through the task have long term value for developing critical citizenship

TS302: Strategic Services Management in Hospitality

Assessment Description

Length: 5000 words for group assignment

This assignment requires that you carry out action and secondary research, and findings will form the basis of your assignment. This is a group assignment (No more than 4 to a group).

You have just been appointed manager of a small resort or hotel in your country. The operation has a number of bungalows/bures/villas/dormitories facilities which can sleep up to 200 guests. The resort provides all the meals for its guests and is mainly staffed by locals. One of your primary functions as the new manager is to improve the overall quality of the guest experience, as the owner is unhappy with the operation's level of service quality and profits delivered under the previous management.

Critically analyse the property using the SERVQUAL or RATER (reliability, assurance, tangibles, empathy and responsiveness) service quality model. Use findings from primary and secondary research, and academic literature to justify your recommendations. The final report should also include the 'action plan' that you would develop to address these issues, and explain how you would go about implementing it. Your action plan should also include a detailed 'time line' for the implementation of each activity, together with an explanation of how you intend to measure the success of the different strategies and a budget for implementing the action plan. The assignment should be written in report format.

Some academic resources will be made available to you via Moodle, although you should also use your textbook and readings from your study guides, the library and online databases like Emerald Fulltext, Elsevier Science Direct and Proquest.

Primary research for this assignment will be conducted on your field trip (Date and Venue TBA). The course coordinator will select a resort that fits the above requirements and you should use this as a case study. You will also be required to conduct secondary research and analyse the TripAdvisor reviews for the resort we will visit on the field trip to provide you with information on guest demographics, satisfaction, complaints and critically analyse how you will solve any problems you identify.

Pertinent Course Learning Outcomes

1. Discuss critically key core concepts such as services, strategic management, quality management, services marketing, service quality, customer satisfaction, customer loyalty, empowerment and the internationalisation of services.
2. Analyse critically, using primary and/or secondary research, the services offered by a small resort or hotel by applying the SERVQUAL or RATER service quality model.
6. Compile a collaborative report based on primary and secondary research of a hotel or resort.

Programme Graduate Outcomes (STHM Graduate outcomes)

- Apply skills, that are informed by theoretical perspectives, pertaining to the operation and management of the tourism and hospitality industry in the Pacific region and internationally

- Demonstrate practical skills that are applicable to the operation and management of the tourism and hospitality industry regionally and/or internationally

- Work autonomously and flexibly, individually and in teams, in tourism and hospitality management, applying the theoretical, practical and professional skills learned in class and in internships

USP Graduate Outcomes

- Communication

- Professionalism

- Pacific Consciousness

- Teamwork

- Critical thinking

Positive Attributes of this Assessment

- Precisely aligned with course learning outcomes

- Helps to develop core programme graduate outcomes

- Well aligned to key USP graduate outcomes

- Authentic real life context for application of course ideas

- Assessment explicitly prepares students for participation in the long term

- Assessment blends academic research skills with applied practical experience-appropriate for an academic discipline with a strong vocational dimension

- Builds collaboration skills

- Explicit workplace preparation

- Assessment also links to another assessment task-a group presentation, so students are given the opportunity to represent their learning in different ways.

- Task requires active involvement of students