



Help Guide: Writing Student-Facing Assessment Information in CDAP

The student-facing assessment information should enable students to clearly understand:

- what they need to do;
- why they are undertaking the task;
- what is expected of them; and
- how their performance will be judged.

The key fields are **Task Description**, **Rationale**, **Subject Learning Outcomes** and **Rubric**.

Task Description

Use the **Task Description** to provide the instructions students need to successfully complete the assessment.

Information that may previously have appeared separately within Task, Presentation or Requirements information in the Subject Outline now needs to be incorporated into the Task Description where relevant.

The rich-text editor supports formatting including:

- headings;
- bold and italics;
- hyperlinks;
- numbered lists; and
- bullet lists.



Tables and images cannot be included.

The Task Description has a maximum character limit of 10,000 characters (approx. 1500 words).

Task Description
B <i>I</i>      Assessment Task 1 requires you to complete an online multiple-choice test using a variety of questions from the readings and content from Module 1 in the Brightspace site. These questions will be randomly selected from a pool of questions. Assessment item 1. This mini-test will test your knowledge of the skills required in academic writing and scholarly activities. 1. You have 60 minutes to complete the test. Instructions 1. This is an open-book multiple-choice test. 2. You need to read the instructions that appear on the screen. 3. You are allowed three (3) attempts at this test. 4. You have 60 minutes to complete the 30 questions. This test will be open from 9:00 am the 9th of March 2026 and will close at 6:00 pm on the 13th March



If the Task Description exceeds 10,000 characters, or contains tables, images or datasets, shorten and reformat the content so it can be entered in CDAP. Retain the essential assessment information in CDAP and place any additional supporting material in Brightspace where appropriate.

Include the information students need

Depending on the assessment, the Task Description may also need to include information about:

- variable due-date arrangements;
- submission or presentation requirements;
- examination materials;
- materials or equipment students must provide; and
- permitted use of generative AI.

Only include information that is relevant to the particular assessment.

Generative AI

Where **Generative AI** is set to Yes, clearly explain within the **Task Description** what use of generative AI is permitted for that assessment.

Do not rely only on the Yes/No system field to communicate expectations to students.

Rationale

Use the **Rationale** to explain the educational purpose of the assessment.

This may include how the task:

- contributes to students' learning;
- develops relevant knowledge or capabilities;
- prepares students for subsequent assessment or learning; or
- relates to professional or real-world practice.



You do not need to manually list the **Subject Learning Outcomes** in the Rationale.

Subject Learning Outcomes

Select the Subject Learning Outcomes addressed by the assessment using the dedicated **Subject Learning Outcomes** field.

The selected outcomes are then available to display appropriately in the Subject Outline.

Avoid manually reproducing the same learning outcomes in the Rationale or Task Description unless there is a specific educational reason to refer to them.

Subject Learning Outcomes	SL01 X Please Select --
Rubric	SL01 SL02 SL03 SL04 SL05 SL06
Feedback Method	

Rubric

Enter the assessment criteria and performance standards in the **Rubric** field.

Tables cannot be entered into this field. Existing table-based rubrics therefore need to be converted into a format that can be presented clearly as text.

A recommended structure is:

Criterion: [criterion description] ([marks])

High Distinction

Performance standard

Distinction

Performance standard

Credit

Performance standard

Pass

Performance standard

Repeat this structure for each criterion.



Tables cannot be included.

The Rubric has a maximum character limit of 10, 000 characters (approx. 1500 words).



Rubric	B <i>I</i> T _x
	Criterion: Define primary health care, including the principles of primary health care. (20 marks)
	High Distinction Explained primary health care, including the principles of primary health care.
	Distinction Discussed primary health care, including the principles of primary health care.
	Credit Described primary health care, including the principles of primary health care.
	Pass Defined primary health care, including the principles of primary health care.
	Fail Has not defined primary health care, including the principles of primary health care.
	Criterion: Define the determinants of health, using examples. (10 marks)
	High Distinction Explained the determinants of health, using examples.
	Distinction Discussed the determinants of health, using examples.



If the Rubric exceeds 10,000 characters, shorten and reformat the content so it can be entered in CDAP.

Take care when using lists

Formatting copied from another document may not transfer correctly into the Subject Outline Tool.

If you need numbered or bullet lists, use the formatting controls within the CDAP rich-text editor rather than relying on formatting pasted from Word or another system.

Before saving

Read the completed assessment information from the student's perspective.

Check that a student could understand:

- ✓ the task they are being asked to complete;
- ✓ what needs to be submitted;
- ✓ any important requirements or restrictions;
- ✓ the purpose of the assessment; and
- ✓ how their work will be assessed.

