

## Examples and suggestions for use of different types of assessment tasks

\*Not an exhaustive list

TYPE	EXAMPLES AND SUGGESTIONS
<a href="#">Action Plan</a>	An action plan consists of a number of action steps or changes to be brought about in your chosen context.
Annotated Bibliography	Students produce a list of texts, primary sources and internet sites on specified or agreed topics to a particular referencing convention. They annotate these with a commentary, which could include an evaluation of what they have read. UR
Application/Bid/Pitch	A pitch is structured, simple, methodical, clear, & focused ... pitching a research idea to an expert in the field ( <a href="#">Robert Faff, University of Qld</a> ). Drafting a research bid to a realistic (or real life) brief can be an evaluative taxonomic level assessment task ( <a href="#">University of Newcastle</a> ).
Blog	You can use blogs in a course to facilitate students' formative learning towards key assessable learning outcomes, including academic literacy ( <a href="#">Dysthe, 2001</a> ) and digital literacy skills. UN As a community of practice, a blog encourages students to read posts, comment on the work of others and reflect on their learning as it develops throughout a course. UN
Case study	"A case study is a research approach that is used to generate an in-depth, multi-faceted understanding of a complex issue in its real-life context." (Crowe, S., Cresswell, K., Robertson, A., Huby, G., Avery, A., & Sheikh, A. (2011). The case study approach. <i>BMC Medical Research Methodology</i> , 11, 100-109. doi:10.1186/1471-2288-11-100)
Checklist or annotated list	For teaching information literacy skills and organisation of data. <a href="#">For example</a> , teacher assessment checklists can be adapted and given to learners so they can assess their own progress
Client Assessment or Client Intervention Report/Plan	Students are required to work through a case study/care plan to identify the problem(s) and to offer potential solutions; useful for assessing students' understanding and for encouraging students to see links between theory and practice. Case studies could be provided in advance of a time-constrained assessment.
Clinical Experience	Allows students to build professional skills.
Clinical portfolio	Allows students to record professional skills.
Collaborative group project	<b>Group work</b> emphasises collaborative learning, problem-solving and critical evaluation, and is a valuable preparation for the workplace. You can make use of complementary skills, deepen your understanding through interaction and discussion, and deal with a range of perspectives thereby enhancing your critical thinking skills. You can develop team skills and learn to work with a range of people. <a href="http://www.waikato.ac.nz/students/student-assessment/types-of-assessment/types-of-assessment-tasks">http://www.waikato.ac.nz/students/student-assessment/types-of-assessment/types-of-assessment-tasks</a>
Concept map	Concept maps are diagrams of how students connect ideas, particularly effective at "externalizing and making visible the cognitive events of learning" (Kandiko, Camille, Hay, David, & Weller, Saranne. (2012). <a href="#">Concept mapping in the humanities to facilitate reflection: externalizing the relationship between public and personal learning</a> . <i>Arts &amp; Humanities in Higher Education</i> , 12.1. 70-87.)
Debate/Discussion	Builds communication skills, organisation and analysis of information.
Demonstration	Allows students to demonstrate the acquisition of skills

<p><a href="#">Eportfolio</a></p>	<p>Student portfolios are collections of student work that typically show progress and achievements over time. Student portfolios can take many forms and frequently include self-assessment or reflective elements.</p> <p>Why ePortfolios (Transforming Assessment 7_Sep_2016)</p> <ul style="list-style-type: none"> <li>• EVIDENCING student learning, including reflection</li> <li>• INTEGRATING student learning across the curriculum</li> <li>• CREATING a holistic learning experience</li> <li>• FOSTERS self-reflection</li> <li>• SHOWCASING learning and professional capabilities</li> </ul>
<p>Essay/Extended Essay</p>	<p>Essays are extended pieces of academic writing. They give students an opportunity to show that they understand the essay question and have read sufficiently to demonstrate a full understanding of the issues involved and how they relate to the question. Essays also allow students to demonstrate their higher order cognitive skills and that deep (rather than surface) learning has taken place. For these reasons, they are a common form of assessment at university.</p> <p>Limitations of essays within the exam structure are that they potentially limit the number of topics that can be assessed in a constrained amount of time. Other criticisms of essays include that they are time consuming to mark, affected by legibility in an exam situation, and require careful moderation to ensure consistency of marking</p>
<p>Journal entries</p>	<p>Journals are commonly used to promote reflective practice and to support development of lifelong learning strategies (Jarvis, P. (2001). Journal writing in higher education. <i>New Directions for Adult and Continuing Education</i>, 2001(90), 79-86. doi:10.1002/ace.23). They can be used for different purposes at different stages of a course and thus the development of journal writing skills can be scaffolded across a course (Wood, J. (2012). <i>Transformation through journal writing: the art of self-reflection for the helping professions</i>. Retrieved from <a href="https://ebookcentral-proquest-com.ezproxy.csu.edu.au">https://ebookcentral-proquest-com.ezproxy.csu.edu.au</a>). A literature review lists benefits and challenges associated with journaling (O’Connell, T. S., &amp; Dymont, J. E. (2011). The case of reflective journals: Is the jury still out? <i>Reflective Practice</i>, 12(1), 47-59. doi:10.1080/14623943.2011.541093).</p>
<p>Laboratory Experience</p>	<p>Students develop professional practice skills</p>
<p>Learning Contract/Proposal</p>	<p>The learning contract is a form of self-managed learning that is commonly devised through consultation between individual learners and teaching staff. The workplace learning contract is a sub-category of the learning contract that may also include negotiation with work placement supervisors and mentors (Boitel, C. R., &amp; Fromm, L. R. (2014). Defining signature pedagogy in social work education: Learning theory and the learning contract. <i>Journal of Social Work Education</i>, 50(4), 608-622. doi:10.1080/10437797.2014.947161)</p>
<p>Lesson/Unit Plan</p>	<p>Helps students develop organisational and planning processes</p>
<p>Literature Review</p>	<p>The skill of writing a literature review can be scaffolded across a course and within a subject. By the final year of an undergraduate degree, students can be expected to complete a literature review within a capstone project, or a final major assignment. In earlier years, assessment tasks can develop sub-sets of the skills needed to complete the final year task. (Pautasso, M. (2013). Ten simple rules for writing a literature review. <i>9</i>(7), 3-4. doi:10.1371/journal.pcbi.1003149)</p>

Media Profile	Students are asked to use pictures or headlines from newspapers and magazines to illustrate the public perception/profile of a particular aspect of your subject area; useful as a group work exercise.
Opinion piece	Assist students to develop a supported opinion based on literature
<u>Oral presentation</u>	Helps with mastery of oral communication and persuasive skills. Students learn how to organise arguments using supporting evidence, select relevant material and engage critically with ideas while developing understanding and confidence. Not only do they promote ideas sharing in the classroom they also allow students to receive immediate feedback from lecturer and peers.
Pamphlet/brochure	Develops student skills in organising and presenting important information succinctly.
<u>Peer assessment</u>	“Peer and self-assessment may be used for a range of purposes: for marking and grading, for evaluation, for feedback, for criterion generation or for negotiation. It is perhaps better referred to as ‘student involvement in assessment’”.
<u>Performance</u>	A performance is the act or art of performing, and assessment of performance skills is used in disciplines such as music and drama. Music students may be required to give an instrumental performance to demonstrate evidence of their learning against such criteria as instrumental technique, instrumental tone, rhythmic accuracy and tempo. Drama students may be required to give a short dramatic performance to demonstrate their ability to perform a particular 'style' and be assessed against criteria such as vocal dynamics, movement dynamic sand timing. Also: Students are required to give some form of performance, e.g. concert, play, dance, etc. Students can be evaluated on participation in campus and/or community events, volunteer work, presentations, clinical, internships, musical or art performances, etc. The performance of students is rated/scored using a rubric/scoring guide.
Poetry	There are two main categories in which poetry assessment occurs. <u>Poetry as assessment</u> can be used as a form of creative writing to promote reflection in a range of discipline areas (Threlfall, 2013). In this use, poetry writing can require higher level thinking skills. <u>Assessment of poetry</u> Threlfall, S. J. (2013). Poetry in action [research]. An innovative means to a reflective learner in higher education (HE). <i>Reflective Practice</i> , 14(3), 360-367. doi:10.1080/14623943.2013.767232
Quiz/Test: Multiple choice	The multiple choice quiz (MCQ) is used for formative and summative purposes. <i>Formative assessment</i> MCQs can be staged throughout a subject to provide feedback to student and academic on learning of subject content and application. <i>Summative assessment</i> MCQs are often included in formal examinations. They may also be used as early low stakes assessment to gauge student engagement and learning related to introductory subject content. Guidelines for design of MCQs incorporating higher order thinking skills: Zimmaro, D. M. (2016). Writing good multiple-choice exams. Retrieved from <a href="https://facultyinnovate.utexas.edu/sites/default/files/writing-good-multiple-choice-exams-fic-120116.pdf">https://facultyinnovate.utexas.edu/sites/default/files/writing-good-multiple-choice-exams-fic-120116.pdf</a> on December 15, 2017.

Reports/Plans: Information, Research, Scientific, Technical	Reports and the skills of report writing fulfil a common professional function that graduates across the spectrum of courses might expect to encounter in their careers beyond university. A report-based assessment task can also include criteria that will address graduate learning outcomes. Student development of the communication skills of report writing and delivery provide a valid rationale for the design of assessment tasks requiring the submission of a report. A report can be a form of authentic assessment (Ashford-Rowe, K., Herrington, J., & Brown, C. (2014). Establishing the critical elements that determine authentic assessment. <i>Assessment &amp; Evaluation in Higher Education</i> , 39(2), 205-222. doi:10.1080/02602938.2013.819566).
Research study	Students participating in inquiry learning develop critical thinking, analytical, problem solving and reflective skills. Undergraduate student research is a high impact authentic learning approach that can enhance the connection between teaching, learning and research (Tsang, A. L. (2010). Engaging students as evolving professionals using a community-integrated research project: Assessment as Learning. <i>International Journal of Learning</i> , 17(3), 383-397). The common framework for these teaching practices is to have the students working on real or realistic projects." This type of learning is suitable for group work. (Hunaiti, Z., Grimaldi, S., Goven, D., Mootanah, R., & Martin, L. (2010). Principles of Assessment for Project and Research Based Learning. <i>International Journal of Educational Management</i> , 24(3), 189-203. doi:10.1108/09513541011031574).
Short answer questions	SAQs are used to sample a wider range of subject area than essay questions owing to their format. Each question can test application of knowledge, clinical reasoning, management planning, and diagnostic skills. They can test depth of knowledge and higher order thinking skills, including ethical and psychological issues. Strengths: Shorter format allows testing of a broader range of topic areas than essays. Limitations: marking requires training, expertise to avoid subjective marking.
Simulation reflection	Text or virtual computer-based simulations are provided for students who are then required to answer questions, resolve problems, perform tasks and take actions etc. according to changing circumstances. Useful for assessing a wide range of skills, knowledge and competencies.
Skill Training	In-tray exercises: Students are provided with an initial dossier of papers to read, prioritise and work on, with a variety of tasks and new information given at intervals throughout the period of assessment. This simulates real practice where unknown elements and irrelevancies are often encountered.
Visual	Assessment tasks in which students are asked to make or design something, can be useful as individual or group assessment activities. E.g. Animation, Artwork, Cartoon, Diagram, Illustration, Map, Photograph study, Poster
Viva Voce	A Viva Voce is an oral examination. It can be used to test cognitive abilities including recall and theoretical application of knowledge. These can include theoretical problem solving, management planning and clinical reasoning. The oral examination can be a component of Objective Structured Clinical Examination (OSCE) and can form part of a doctoral examination to allow candidates to defend their work.