ASSESSMENT TASK ACTIVITIES

THE UNIVERSITY OF
NEWCASTLE
AUSTRALIA

GUIDE

Designing assessment tasks which meet content and skills outcomes is more likely to generate enthusiasm for the assessment and encourage original work. Different tasks can also help students achieve graduate attributes and academic literacies while deepening their understanding of your course. Be creative and your students can reap the rewards!

When setting assessment tasks, think about the *outcomes* you want your students to achieve. Is it content knowledge and recall, or critical thinking and high level information literacy skills? The following table shows a number of different assessment types, what outcomes the students should be aiming for, and the skills these tasks can develop.

Bloom's revised taxonomy

	Task type	Students will:	Skills developed
Remembering	- Written examination - Oral examination - Comment on the accuracy of a set of records - Devise an encyclopaedia entry - Produce an A–Z of … - Write an answer to a client's question - Short answer questions eg True/False/Multiple Choice Questions	Demonstrate knowledge and understanding through: - Recalling - Describing - Reporting - Recounting - Recognising - Identifying	- Oral and/or written communication - Information literacy
Understanding	- Annotated bibliography - Project - Essay - Report - Applied task - Applied problem - Design an informative webpage - Write journal entries, letters, commentaries from a famous person's perspective - Learning contract	Access and manage information through: - Researching - Investigating - Interpreting - Organising information - Reviewing and paraphrasing information - Collecting data - Searching & managing information sources - Observing - Interpreting	- Oral and/or written communication - Teamwork - Information literacy - Ability to use technology
Applying	- Learning Journals as reflection on the process - Portfolio - Group work - Prepare to interview a top figure in the field Justify questions, provide background notes - Portfolio - Performance - Presentation	Managing and developing their work through: - Working co-operatively - Working independently - Learning independently - Being self-directed - Managing time - Managing tasks - Organising	- Oral and/or written communication - Teamwork - Information literacy - Ability to use technology

CTL
CENTRE FOR TEACHING AND LEARNING

	Task type	Students will:	Skills developed
Analysing	- Demonstration - Role play - Make a video (write script and produce/ make a video) - Produce a poster - Lab report - Prepare an illustrated manual on using the equipment, for a particular audience - Observation of real or simulated professional practice - Compare and contrast a scholarly journal article with an article from a popular magazine.	Perform procedures and demonstrate techniques through: - Computation - Taking readings - Using equipment - Following laboratory procedures, following protocols - Carrying out instructions - Relating - Interrelating	- Oral and/or written communication - Teamwork - Information literacy - Ability to use technology - Ability to critically analyse
Evaluating	- Problem scenario - Group work - Work-based problem - Prepare a committee of enquiry report - Draft a research bid to a realistic brief - Analyse a case - Conference paper (or notes for a conference paper plus annotated bibliography) - Hypothetical - Projects	Solve problems and develop Plans through: - Identifying problems - Posing problems - Defining problems - Reviewing and analysing data - Designing experiments - Planning and applying information	- Oral and/or written communication - Teamwork - Information literacy - Ability to use technology - Problem solving - Ability to critically analyse
Creating	- Essay - Report - Journal - Letter of advice to… - Present a case for an interest group - Prepare a committee briefing paper for a specific meeting - Book review (or article) for a particular journal - Write a newspaper article for a foreign newspaper - Comment on an article's theoretical perspective	Think critically and make judgments through: - Developing arguments - Reflecting - Evaluating - Assessing - Judging	- Oral and/or written communication - Teamwork - Information literacy - Ability to use technology - Problem solving - Ability to critically analyse

CTL
CENTRE FOR TEACHING AND LEARNING

Tips for setting assessment tasks

- ✓ Keep the goals of the course in mind
- ✓ Develop clear marking criteria for students to use when completing the task
- ✓ Scaffold students, particularly in their first year of study
- ✓ Model how to complete tasks in class
- ✓ Always feed forward – ensure your feedback and comments on the assessment can help them perform better in the next task!

Additional resources

This guide can be used in conjunction with the following:

- ▪ [tba]

Developed using resources from UNSW's *Assessment Toolkit* (http://teaching.unsw.edu.au/printpdf/531)

For more information, contact the Centre for Teaching and Learning.

Centre for Teaching and Learning

T 02 4921 5350
F 02 4921 6827
E ctl@newcastle.edu.au
www.newcastle.edu.au/ctl

CTL
CENTRE FOR TEACHING AND LEARNING