

# Assessment design – Assessment formats

## Assessment and Student Progression Manual: Principles & Requirements

### Assessment Tasks

Multiple, diverse formative and summative assessment tasks should be integrated into units and courses to appraise a range of learning outcomes. A blend of tasks that provide a balance of approaches embedded in authentic experience should be sought (Wiggins, 1998).

There are many different types of assessment tasks; see the below list of tasks. The list is not exhaustive, but does provide an overview of commonly used assessment formats. Links to locate further information on the different formats are included.

At Curtin, attendance in itself does not constitute an assessment task and therefore should not be considered as part of the summative assessments for the unit.

Assessment strategy	Tips for practice	Follow-up
<p><b>Capstone</b></p> <p>Capstone assessments are generally problem based projects conducted towards the end of the course to draw together elements of syllabus across a course. It assists students to integrate knowledge to make connections with earlier learning and apply in holistic discipline-based projects. The projects should challenge the students, generally working in team, to meet project requirements as well as course outcomes and graduate attributes.</p>	<ul style="list-style-type: none"> <li>Plan a well-thought out project that comprehensively covers elements of the course and challenges students.</li> <li>Consider how it will be marked to avoid a large marking load at the end of the study period.</li> <li>Consider the role of the teaching team in facilitating and assessing projects.</li> <li>Identify how the student team functioning and effort will be assessed.</li> </ul>	<p>Holdsworth, A., Watty, K., &amp; Davies, M. (2009). Capstone Experience Report. Retrieved from <a href="http://tu.fbe.unimelb.edu.au/papers/academic_resources/Capstone.pdf">http://tu.fbe.unimelb.edu.au/papers/academic_resources/Capstone.pdf</a></p>
<p><b>Creative works</b></p> <p>Creative works can draw together individual or group resourcefulness, innovation and imagination to design and develop a product as well as explore the processes in meeting the brief. Traditionally used in the humanities, such as the arts, fashion, photography, graphic design etc., for exhibitions or collections, but also extends to design-related assessments in other disciplines, e.g. designing a study guide on a nominated topic for use by other students, development of a workshop and related resources patient education, web-based resource.</p>	<ul style="list-style-type: none"> <li>Decide on what will be assessed, process or product or both.</li> <li>Allow for creativity and originality in the marking; challenging to define how creativity will be assessed and how creativity will be judged objectively.</li> <li>Consider how manageable the creative task is to produce and to mark.</li> </ul>	<p>Ball, P. (2010). <i>Assessing creativity in design: Emerging themes from engineering</i>. Retrieved from <a href="http://www.heacademy.ac.uk/assets/documents/subjects/engineering/assessing-creativity-in-design.pdf">http://www.heacademy.ac.uk/assets/documents/subjects/engineering/assessing-creativity-in-design.pdf</a></p> <p>Brownrigg, A. (n.d.). <i>Positive interactions: Developing students' learning through group poster activity</i>. Northumbria University, U.K.: Centre for Excellence Assessment in Learning. Retrieved from <a href="http://www.northumbria.ac.uk/static/5007/cetlpdf/signpost15.pdf">http://www.northumbria.ac.uk/static/5007/cetlpdf/signpost15.pdf</a></p> <p>Crammong, B. (n.d.) The audacity of creative learning. Retrieved from <a href="http://www.revistarecreate.net/IMG/pdf/R13.IV._BONNIE_CRAMMOND.THE_AUDACITY_OF_CREATIVITY_ASSESSMENT.pdf">http://www.revistarecreate.net/IMG/pdf/R13.IV._BONNIE_CRAMMOND.THE_AUDACITY_OF_CREATIVITY_ASSESSMENT.pdf</a></p> <p>Fishwick, L. (n.d.). <i>Engaging students in applying theory to practice: Designing authentic real-world assessment tasks</i>. Northumbria University, U.K.: Centre for Excellence Assessment in Learning. Retrieved from <a href="http://www.northumbria.ac.uk/static/5007/cetlpdf/signpost22.pdf">http://www.northumbria.ac.uk/static/5007/cetlpdf/signpost22.pdf</a></p> <p>Jackson, N. (Ed.). (2006). <i>Developing creativity in higher education: An imaginative curriculum</i>. London: Routledge.</p>

### Principle 6: Courses and units include a variety of assessment types

#### Requirement 3.3.11

Attendance by itself will not count towards an assessment mark. Where participation is assessed, the requirements will be clearly specified to students in accordance with assessment communication requirements.

#### Requirement 3.3.2

Assessment of student progress within the unit will be based on multiple and varied sources of evidence gathered from a range of appropriately weighted assessment tasks spread across the study period.

## Examinations and tests

### Examination

An examination is a formal, supervised assessment of learning outcomes which normally takes place at the conclusion of a formal teaching period. At Curtin, examinations are prepared by the unit coordinator and the Examination Office is responsible for managing centrally scheduled examinations, held in the official examination period. Open book and open notes examinations allow students to use a source of reference material to assist them in the examination.

Centrally scheduled examinations are generally two hours duration and proceeded by a mandatory 10 minutes reading time.

### Short form test

Short form tests are also known as objective tests. They include multiple choice, true-false and matching types. Few short-form tests assess higher order thinking skills; although not impossible, constructing items to test higher order thinking (e.g. levels of thinking 3 – 6) takes some skill. These tests can be set up in electronic format to provide instant marking and feedback. A multiple choice test item usually consists of a statement, called the stem, and several alternative statements one of which is the correct answer and the others are known as distractors.

### eQuiz and eTest

At Curtin, an eQuiz refers to a computer based test used for formative feedback and does not contribute to the unit mark. An eTest refers to a computer based test that contributes to the unit mark. The eTest is invigilated (supervised in an controlled testing environment) or non-invigilated (undertaken in an uncontrolled testing environment).

- Relatively easy to set, but marking load can be high.
- Make sure wording is clear to encourage responses that answer/address what you are asking.
- Provide instructions to guide the format and presentation of the work.
- Consider strategies to improve marking efficiency and effectiveness, e.g. marking guides, generic feedback sheets, electronic repository of standard feedback comments and electronic marking tools.

View information at the [Examination Office](#)

- Quick/easy to score and provide instantaneous feedback
- Consider for formative assessment using Blackboard quiz facility.
- Difficult to set items that test more than declarative knowledge and recall.
- May favour some groups of students, e.g. males.
- Make the question credible by ensuring the:
  - a) distractors are plausible, grammatically consistent with the question stem and are similar in length. The terms 'none of the above' or 'all of the above' should be correct only in about 25% of the questions.
  - b) stem avoids negative terms and, is clear and unambiguous.
  - c) correct response is randomly presented and not associated with a pattern influencing the student's answer selection.

Johnstone, A. (2003). *Effective practice in objective assessment*. Retrieved from <http://tiny.cc/ECBER>

## Group work

Groups can be asked to produce tangible products such as posters, models or artefacts, formal reports and electronic or other forms of media. These tasks may be generated from a local employer or community relevant to the discipline of study. Groups can also be asked to submit records of meetings, planning sheets or other monitoring documents as evidence of their progress. The output can also include a performance or seminar presentation. Group work assists students' to develop teamwork and collaborative skills, analytical and cognitive skills and organisational and time management skills.

- Provide instruction, resources and experiences to assist students to understand group dynamics and how to manage group members who fail to contribute or dominate
- Students need to know what will happen should one or more group members withdraw or if one or more contributes so little that it jeopardises the likelihood that the group can complete its task.
- If teamwork skills are stated explicitly in the learning outcomes, they must be learned, demonstrated and assessed using pre-determined criteria. It is important that students understand why group based assessment is appropriate for that task, and teaching staff should take time to explain this.
- Students must know how incidents of academic misconduct, such as plagiarism or collusion, can occur in group work and how they can be

ASKe. (n.d.). *Getting the most from group work assessment*. Oxford Brookes University. Retrieved from [http://www.brookes.ac.uk/askedocuments/Obu123\\_GroupWork\[1\].pdf](http://www.brookes.ac.uk/askedocuments/Obu123_GroupWork[1].pdf)

Brownrigg, A. (n.d.). *Positive interactions: Developing students' learning through group poster activity*. Northumbria University, U.K.: Centre for Excellence Assessment in Learning. Retrieved from <http://www.northumbria.ac.uk/static/5007/cetpdf/signpost15.pdf>

Davies, M. (2010). *Group work*. The Teaching and Learning Unit, University of Melbourne. Retrieved from [http://www.tlu.fbe.unimelb.edu.au/teaching\\_staff/pdfs/Groupwork\\_Assessment.pdf](http://www.tlu.fbe.unimelb.edu.au/teaching_staff/pdfs/Groupwork_Assessment.pdf)

McDowell, L. (n.d.). *Working together: Using collaborative presentations to aid conceptual understanding*. Northumbria University, U.K.: Centre for Excellence Assessment in

**Requirement 3.3.3**  
...Other than where required by the relevant professional body, a final examination must not be worth more than 50% of the unit mark...

**Requirement 3.3.10**  
...No more than 50% of the assessment marks for a unit should be obtained from non-invigilated eTests.

**Requirement 4.2.1**  
A non-invigilated eTest will have a maximum value of 25% of the overall mark and the combined total of all non-invigilated e-Tests must be no more than 50% of the overall mark.

**Requirement 3.3.10**  
...A maximum of 35% of the assessment marks for a unit may be obtained from collective group assessments where the contribution of each individual cannot be assessed...

	<p>avoided. Students must be given explicit guidelines on what is acceptable and what is not acceptable in terms of collaborative versus individual work, particularly when they are assessed in groups.</p> <ul style="list-style-type: none"> <li>Group assessment can be conducted by external experts in the field, colleagues, groups of peers, or through self-assessment. This allows multiple perspectives of student work and reduces the chance of bias.</li> </ul>	<p>Learning. Retrieved from <a href="http://www.northumbria.ac.uk/static/5007/cetlpdf/signpost1.pdf">http://www.northumbria.ac.uk/static/5007/cetlpdf/signpost1.pdf</a></p> <p>Mellor, A. (2009). <i>Red Guides, paper 53: Group work assessment: benefits, problems and implications for good practice</i>. Retrieved from <a href="http://www.northumbria.ac.uk/static/5007/arpdf/academy/redguide53.pdf">http://www.northumbria.ac.uk/static/5007/arpdf/academy/redguide53.pdf</a></p> <p>Race, P. (2001). <i>A briefing on self, peer &amp; group assessment</i>. LTSN Generic Centre: Assessment series number 9. Retrieved from <a href="http://www.bioscience.heacademy.ac.uk/ftp/Resources/gc/assess09SelfPeerGroup.pdf">http://www.bioscience.heacademy.ac.uk/ftp/Resources/gc/assess09SelfPeerGroup.pdf</a></p> <p>University Teaching Development Centre, Victoria University of Wellington (2004). <i>Improving teaching and learning: Group work and group assessment</i>. Retrieved from <a href="http://www.utdc.vuw.ac.nz/resources/guidelines/GroupWork.pdf">http://www.utdc.vuw.ac.nz/resources/guidelines/GroupWork.pdf</a></p>
<p><b>Interprofessional education (IPE)</b> In an interprofessional learning environment students share planned learning activities with students from other disciplines. Students contribute to the learning of others and in turn learn from other students. Assessments tasks target collaborative practice, engaging team work skills to address and manage issues. In particular IPE opportunities feature in health professional courses.</p>	<ul style="list-style-type: none"> <li>Learning experience and associated assessments need careful planning to develop meaningful tasks that are truly useful across a range of disciplines.</li> <li>Can be time consuming to prepare and conduct.</li> <li>Consider how it will integrate into each disciplines program of study.</li> <li>Marking criteria needs to be determined that can assess the process or product or both.</li> </ul>	<p>View <a href="#">Interprofessional Education</a> at Curtin's Faculty of Health Sciences</p> <p>Bromage, A., Clouder, L., Thistlethwaite, J., &amp; Gordon, F. (2010). <i>Interprofessional E-Learning and collaborative work: Practices and technologies</i>. Information Science Reference. doi:10.4018/978-1-61520-889-0</p> <p>World Health Organization. (2010). <i>Framework for action on interprofessional education and collaborative practice</i>. Retrieved from <a href="http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf">http://whqlibdoc.who.int/hq/2010/WHO_HRH_HPN_10.3_eng.pdf</a></p>
<p><b>Inquiry and problem-based project</b> Inquiry and problem-based learning assessments are useful to assess project and time management skills as well as application, analysis and problem solving skills, either as an individual or within a team. Inquiry approaches challenge the student to be responsible for determining their learning needs and engaging in learning whilst being guided by the teacher acting as facilitator.</p> <p><b>Case study</b> A case study involves a situation, information and issues that provide deep authentic learning opportunities for students. The case could be the account of a real experience, including authentic details, or a real experience in which some elements are changed to prevent identification, or it could be completely hypothetical. The aim is to give students opportunities to explore and apply skills and theories that they have learnt in a related field of study.</p> <p><b>Project</b> Projects are an extended piece of work involving inquiry based activities. Projects may be small or large, undertaken by individuals or in groups</p>	<ul style="list-style-type: none"> <li>Relatively easy to set, but marking load can be high.</li> <li>Make the topic challenging to encourage student engagement and application.</li> <li>Make sure instructions are clear to focus students on the task.</li> <li>Provide instructions to guide the format and presentation of the work.</li> <li>Marking can be difficult for diverse projects, consider a marking guide/rubric to assess generic criteria.</li> <li>Scaffold the learning to provide opportunities for formative feedback.</li> </ul>	<p>Macdonald, R., &amp; Savin-Baden, M. (2004). <i>A briefing on assessment in problem-based learning</i>. Retrieved from <a href="http://www.bioscience.heacademy.ac.uk/ftp/Resources/gc/assess13.pdf">www.bioscience.heacademy.ac.uk/ftp/Resources/gc/assess13.pdf</a></p> <p>Centre for Learning and Professional Development, University of Adelaide. (n.d.). <i>Leap into problem based learning</i>. Retrieved from <a href="http://www.adelaide.edu.au/clpd/resources/leap/leapinto/ProblemBasedLearning.pdf">www.adelaide.edu.au/clpd/resources/leap/leapinto/ProblemBasedLearning.pdf</a></p> <p>University of Manchester. (2010). <i>The Centre for Excellence in Enquiry-Based Learning</i>. Retrieved from <a href="http://www.campus.manchester.ac.uk/ceeb/">http://www.campus.manchester.ac.uk/ceeb/</a></p>

<p>and have outcomes such as a report, design, art work, wiki, a poster or working product.</p>		
<p><b>Practical</b> Performance tests involve either a hands-on activity, such as using a particular analytical laboratory technique or taking a patient history, or the development of products, such as a building design or computer software. They can be undertaken in classroom or laboratory settings and are useful for replicating real world conditions and contexts. Practicals encourage students to take ownership of the learning process and become active learners.</p> <p><b>OSCE / OSPE</b> Objective structured clinical examinations / objective structured performance examinations are used for testing skill performance and mastery in a variety of disciplines.</p>	<ul style="list-style-type: none"> <li>▪ Can be marked on the spot and instant feedback provided.</li> <li>▪ Marker subjectivity can affect fair grading. Use a marking guide/rubric for improved assessor reliability.</li> <li>▪ Plan strategies to minimise performance anxiety.</li> <li>▪ Generally time consuming, consider electronic technologies, e.g. electronic tools to streamline marking and recording of skill for later reflective practice and marking.</li> <li>▪ Consider scaffolded learning experiences to support mastery learning, e.g. include practical demonstrations, peer teaching and review and reflective practice.</li> </ul>	<p>Hughes, L., &amp; John, D. (n.d.). <i>Using student-led formative mock OSCEs to identify areas for improvement</i>. Retrieved from <a href="http://www.heacademy.ac.uk/resources/detail/resource_database/casestudies/welsh_case_studies_peer_assessment">http://www.heacademy.ac.uk/resources/detail/resource_database/casestudies/welsh_case_studies_peer_assessment</a></p>
<p><b>Portfolio</b> A portfolio is a purposeful collection of student work showing efforts, progress and achievements over time. It may include a reflective component. A conventional portfolio is paper-based, although this is increasingly being replaced by on-line portfolios. The ePortfolio provides an electronic space for reflection, storage of evidence and showcasing of learning and professional development.</p>	<ul style="list-style-type: none"> <li>▪ Allow time for students to learn how to use electronic portfolio software.</li> <li>▪ Be clear about what the purpose of the portfolio assessment task is for, the evidence to be collected, the reflective and self-evaluative component and any skills students are expected to learn.</li> <li>▪ Marking can be time consuming, identify manageable criteria for marking.</li> <li>▪ Consider how student reflections will be managed and marked.</li> </ul>	<p>View <a href="#">Curtin's iPortfolio</a></p> <p>Baume, D. (2001). Assessment series No.6: A briefing on assessment of portfolios. Retrieved from <a href="http://www.heacademy.ac.uk/assets/York/documents/resources/database/id6_Briefing_on_the_Assessment_of_Portfolios.rtf">http://www.heacademy.ac.uk/assets/York/documents/resources/database/id6_Briefing_on_the_Assessment_of_Portfolios.rtf</a></p>
<p><b>Presentations</b> A range of different presentations strategies are possible, from classroom presentations to real world presentations and can take different forms such as role plays, facilitating group activities or seminars, conference presentations, debating, presenting a product, question and answer time, and formal speeches. Presentations allow students to demonstrate originality, creativity and can assess a range of outcomes as well as generic outcomes.</p> <p><b>Conference</b> A mini conference involves the engagement of students in activities related to conference planning, abstract review process, preparation of conference proceedings, presentations (oral and poster) etc. Tasks can be allocated to an individual or group of students. Presentations can be prepared around the course content or research evidence. This assessment is particularly useful to support skill development related to professional practice.</p> <p><b>Oral presentation/viva</b> Oral presentations are usually made to a class on a prepared topic and may include the use of presentation aids such as PowerPoint or handouts. It may be undertaken individually or as a group</p>	<ul style="list-style-type: none"> <li>▪ Can be marked on the spot and instant feedback can be provided.</li> <li>▪ Set minimum and maximum presentation time limits.</li> <li>▪ Plan strategies to minimise performance anxiety, e.g. incorporate other opportunities for presenting and rehearsal of ideas.</li> <li>▪ Plan strategies to enable equivalency of presentations across internal and external students, if relevant. Consider using eTechnologies to facilitate this.</li> <li>▪ Avoid focusing too much attention on the appearance of a presentation (e.g. poster appearance) at expense of content, unless the design is part of a creative works.</li> <li>▪ Use a marking guide/rubric that allows for rapid marking and assessor reliability.</li> <li>▪ Consider allocating marks for the presentation itself to discourage presenters reading to class rather than engaging them in the activity.</li> <li>▪ If group presentations are used make sure the presentation instructions and marking criteria address how group members will be marked.</li> <li>▪ Consider the potential for using peer review in the assessment of</li> </ul>	<p>Reimann, N. (n.d.). <i>Getting to grips using posters for formative feedback</i>. Northumbria University, U.K.: Centre for Excellence Assessment in Learning. Retrieved from <a href="http://www.northumbria.ac.uk/static/5007/cetlpdf/signpost9.pdf">http://www.northumbria.ac.uk/static/5007/cetlpdf/signpost9.pdf</a></p> <p>Teaching and development Educational Unit, the University of Queensland. (n.d.). <i>Oral assessment</i>. Retrieved from <a href="http://www.tedi.uq.edu.au/resources/oral-assessment">http://www.tedi.uq.edu.au/resources/oral-assessment</a></p>

<p>and can test communication and presentation skills, especially under pressure.</p> <p><b>Poster presentation</b> A poster is a visual representation of a topic or outcomes of a learning activity and assesses students' capacity to present material succinctly in a visually appealing manner. Posters can use different media, including learning technologies, and can be created individually or in groups.</p>	<p>the presentation.</p> <ul style="list-style-type: none"> <li>Consider awarding recognition/prizes to best presentations, e.g. display quality posters in a public space, share patient education resources with industry.</li> </ul>	
<p><b>Reflective practice</b> Reflections can be incorporated into a variety of assessment tasks. A reflective task provides an opportunity for students to express their feelings, thoughts and beliefs about the content and process of learning and themselves as learners using an informal writing style and structure. Reflective practice is a useful lifelong learning strategy.</p> <p><b>Journal</b> Journals (also called learning logs or learning diaries) are written by students over a period of time, such as one study period and can be used by students to reflect on their learning experiences. A blog can provide an electronic format for recording and storing journal entries.</p>	<ul style="list-style-type: none"> <li>Consider providing a framework to guide reflective writing.</li> <li>Ensure confidentiality of journal content.</li> <li>Provide time in class for reflection and journal keeping.</li> <li>Engage in the reflective process, e.g. respond to individual work by commenting or a sharing a journal entry.</li> <li>Consider the purpose of the reflective assessment task to determine if or how it will be marked.</li> </ul>	
<p><b>Review – self and peers</b> Self-review involves a student contemplating and analysing their own work, whilst peer-review involves students considering the work of others. Review tasks encourage students to engage in learning, enhance understanding and identification of strengths and opportunities for improvements. Peer review can assist students to reflect on their own performance in light of other students' work. Self and peer review are particularly suitable for formative assessment. Using peers to mark other students' work to contribute to a student's final score can be contentious unless carefully planned and precise marking criteria provided; instead consider using peer review as a means of providing formative feedback.</p>	<ul style="list-style-type: none"> <li>Establish a high-trust, low-risk environment.</li> <li>Ensure anonymity and confidentiality if peer review used.</li> <li>Establish criteria for peers to judge other student's work.</li> <li>Provide the opportunity to discuss the review process and the importance of depersonalised, constructive comments.</li> </ul>	<p>ASKe. (n.d.). <i>Improve your students' performance in 90 minutes</i>. Oxford Brookes University. Retrieved from <a href="http://www.brookes.ac.uk/aske/documents/2576_123-Improve90Mins.pdf">http://www.brookes.ac.uk/aske/documents/2576_123-Improve90Mins.pdf</a></p> <p>ASKe. (n.d.). <i>Making peer feedback work in three easy steps!</i> Oxford Brookes University. Retrieved from <a href="http://www.brookes.ac.uk/aske/documents/2788_123-PeerFback.pdf">http://www.brookes.ac.uk/aske/documents/2788_123-PeerFback.pdf</a></p> <p>Beven, P., &amp; Sambell, K. (2008). Red guide, paper Student peer mentoring: An assessment for learning (AfL) perspective, Red Guide Paper 51, Retrieved from <a href="http://www.northumbria.ac.uk/static/5007/arpdf/academy/redguide51.pdf">http://www.northumbria.ac.uk/static/5007/arpdf/academy/redguide51.pdf</a></p> <p>Davies, P. (n.d.). <i>Computerized peer-assessment of essays</i>. Retrieved from <a href="http://www.heacademy.ac.uk/resources/detail/resource_database/casestudies/welsh_case_studies_peer_assessment">http://www.heacademy.ac.uk/resources/detail/resource_database/casestudies/welsh_case_studies_peer_assessment</a></p> <p>Harvey, J. (n.d.). <i>How am I doing? Using peer reviews to improve assessment</i>. Northumbria University, U.K.: Centre for Excellence Assessment in Learning. Retrieved from <a href="http://www.northumbria.ac.uk/static/5007/cetpdf/signpost10.pdf">http://www.northumbria.ac.uk/static/5007/cetpdf/signpost10.pdf</a></p> <p>Race, P. (2001). <i>A briefing on self-, peer- and group assessment, discusses how and what to assess in group work, considering both the process and the end products of group work</i>. Retrieved from <a href="http://www.heacademy.ac.uk/resources/detail/ourwork/assessment/assessment_series">www.heacademy.ac.uk/resources/detail/ourwork/assessment/assessment_series</a></p> <p>University of Strathclyde, Glasgow.</p>

		(2007). <i>PEER project. Re-engineering Assessment Practices in Higher Education</i> . Retrieved from <a href="http://www.reap.ac.uk/PEER.aspx">http://www.reap.ac.uk/PEER.aspx</a>
<p><b>Simulations &amp; gaming</b></p> <p>Simulations provide a safe environment that replicates the real world context using 'live' or 'virtual' scenarios. Simulations are suited to the assessment of skill performances in a range of disciplines, e.g. care of virtual patients, experiments in virtual labs, stock market performance etc. The evolving field of simulation and gaming is limitless.</p>	<ul style="list-style-type: none"> <li>May take time to assess if simulated equipment is limited in supply.</li> <li>Need to consider equipment failure or on-line access issues that affect testing.</li> </ul>	<p><a href="http://www.nobelprize.org/educational/http://secondlife.com/whatis/?lang=en-US">http://www.nobelprize.org/educational/http://secondlife.com/whatis/?lang=en-US</a></p> <p><a href="http://www.transformingassessment.com/">http://www.transformingassessment.com/</a></p> <p>Information Resources Management Association. (2011). <i>Gaming and simulations concepts, methodologies, tools and applications</i>. Hershey: IGI Global.</p> <p>Vincenti, G., &amp; Braman, J. (2011). <i>Teaching through multi-user virtual environments applying dynamic elements to the modern classroom</i>. Hershey: IGI Global.</p>
<p><b>Work-integrated learning (WIL)</b></p> <p>The Tertiary Education Quality and Standards Agency considers WIL to be structured, purposeful learning and assessment strategies within a work environment, real or simulated. An external workplace experience provides a unique authentic real life learning experience and assist in preparing students to be job ready. WIL tests may involve performance tests in the workplace on specific cases or tasks, or may involve the assessment of skills and abilities (particularly professional behaviours) in the workplace over the duration of the placement. The assessments may be conducted by Curtin staff or by staff in the workplace (e.g. supervisor).</p> <p><b>Fieldwork</b></p> <p>Curtin regards fieldwork as any work experience/requirements that are conducted outside of Curtin to meet course expectations.</p>	<ul style="list-style-type: none"> <li>Fieldwork experiences can be inconsistent and variable across the student group.</li> <li>Consider student accidents, public liability, indemnity and criminal history screening checks.</li> <li>Assign a mark to fieldwork assessments is difficult, consider competency based assessment and pass/fail grades.</li> <li>Marker subjectivity can affect fair grading. Use a marking guide/rubric for improved assessor reliability.</li> <li>Plan strategies to minimise performance anxiety, e.g. consider training assessors in this regard and self-assessment.</li> </ul>	<p>View Curtin's <a href="#">Fieldwork education at Curtin, related policies</a> and Assessment in fieldwork education, section 4.1 in the <a href="#">Assessment and student progression: Consolidated policies and procedures</a></p> <p>View the <a href="#">Australian Collaborative Education Network</a></p> <p>Ball, I., &amp; Manwaring, G. (2010). <i>Making it work: A guidebook exploring work-based learning</i>. Retrieved from <a href="http://www.heacademy.ac.uk/assets/sites/sheef/Publications/WBL_Guidelines_QAA_2010.pdf">http://www.heacademy.ac.uk/assets/sites/sheef/Publications/WBL_Guidelines_QAA_2010.pdf</a></p> <p>Gibson, M. (n.d.). <i>Authenticity, autonomy and writing: Making the most of site visits</i>. Northumbria University, U.K.: Centre for Excellence Assessment in Learning. Retrieved from <a href="http://www.northumbria.ac.uk/static/5007/cetlpdf/signpost2.pdf">http://www.northumbria.ac.uk/static/5007/cetlpdf/signpost2.pdf</a></p> <p>Gray, D. (2001). <i>Assessment series No. 11: A briefing on work-based learning</i>. Retrieved from <a href="http://www.heacademy.ac.uk/assets/York/documents/resources/database/id11_Briefing_on_Work_based_Learning.rtf">http://www.heacademy.ac.uk/assets/York/documents/resources/database/id11_Briefing_on_Work_based_Learning.rtf</a></p> <p>University of Leeds. (2012). <i>Assessment and learning in practice settings: Centre for Excellence in Teaching and Learning</i>. Retrieved from <a href="http://www.alps-cetl.ac.uk/">http://www.alps-cetl.ac.uk/</a></p>
<p><b>Written work</b></p> <p><b>Annotated bibliography</b></p> <p>A bibliography provides an account of work on a particular topic. The source of the information is identified and presented in alphabetical order and following each referenced source a summary and evaluation of the content is presented.</p> <p><b>Essay</b></p> <p>Essays require students to select, organise and integrate material on a given topic. They also test writing skills and the skills of developing an argument and using evidence to support it. Essays may vary from a single page (about 300 typed words) to major assignments of</p>	<ul style="list-style-type: none"> <li>Relatively easy to set, but marking load can be high.</li> <li>Keep written responses manageable, e.g. is a 3000 word necessary if less can test the same.</li> <li>Make the topic complex to encourage application not regurgitation and contextualised to minimise plagiarism.</li> <li>Make sure wording is clear to encourage responses that answer/address what you are asking.</li> <li>Provide instructions to guide the format and presentation of the work.</li> </ul>	<p>ASKe. (n.d.). <i>Improve your students' performance in 90 minutes</i>. Oxford Brookes University. Retrieved from <a href="http://www.brookes.ac.uk/askedocuments/2576_123-Improve90Mins.pdf">http://www.brookes.ac.uk/askedocuments/2576_123-Improve90Mins.pdf</a></p> <p>Curtin University. <i>Blogs and journals</i>. Retrieved from <a href="http://cel.curtin.edu.au/learning_technologies/blogs_journal.cfm">http://cel.curtin.edu.au/learning_technologies/blogs_journal.cfm</a></p> <p>Curtin University. <i>Discussion board</i>. Retrieved from <a href="http://cel.curtin.edu.au/learning_technologies/discussion_board.cfm">http://cel.curtin.edu.au/learning_technologies/discussion_board.cfm</a></p> <p>Montgomery, C. (n.d.). <i>Practice makes perfect: Working towards a summative essay through drafts and edits</i>. Northumbria University, U.K.:</p>

ten pages (3000 words). Essays may be written under timed exam conditions or set as research assignments. Essays which are merely factual, or for which a set model answer can be produced, are unlikely to test thinking skills, and will almost certainly encourage plagiarism.

#### **On-line postings**

There are a variety of Web-based tools that can be used for assessment purposes, these include: wikis, blogs, podcasts, Blackboard discussion boards.

#### **Short answer tests**

Short answer questions require a brief answer consisting of a phrase, sentence or short paragraph. For example, briefly explain the purpose of ... They can be used to review content and are useful for testing student's writing skills, specifically summarisation and concise expression.

#### **Report (including research report)**

The report is a common way of presenting information and recommendations or conclusions related to a specific purpose. Reports are written based on gathering and analysing information using a discipline specific methodology and format. They can be used to assess laboratory experiments, field work or case studies. Generic skills, such as information technology literacy and problem solving, can be assessed.

- Use a marking guide/rubric for improved assessor reliability.
- Take the time to explore the marking guide/rubric with students to make requirements of essay or report explicit. Consider getting students to work collaboratively on a marking guide.
- Scaffold the writing process to provide formative feedback e.g. using peer review and draft submissions to develop writing skills.
- Allocate marks for academic writing, including referencing.
- Consider strategies to improve marking efficiency and effectiveness, e.g. generic feedback sheets, electronic repository of standard feedback comments and electronic marking tools.

Centre for Excellence Assessment in Learning. Retrieved from <http://www.northumbria.ac.uk/static/5007/cetipdf/signpost8.pdf>

Sambell, K. (n.d.). *Making it real: Bringing summative assessment to life through the production of study guides*. Northumbria University, U.K.: Centre for Excellence Assessment in Learning. Retrieved from <http://www.northumbria.ac.uk/static/5007/cetipdf/signpost6.pdf>

University of Hertfordshire. (n.d.). *Business School Wiki use: Case studies*. Retrieved from <http://www.herts.ac.uk/about-us/learning-and-teaching/learning-teaching-institute/resources/business-school-wiki-use---case-studies.cfm>

Wakelin, D. (n.d.). *Breaking it down: Providing rapid feedback as a benchmark for new students*. Northumbria University, U.K.: Centre for Excellence Assessment in Learning. Retrieved from <http://www.northumbria.ac.uk/static/5007/cetipdf/signpost17.pdf>

Informed by the works of Biggs and Tang (2011); Brown, Bull and Pendlebury (1997); Maki (2010); Palomba and Banta (1999); Race (2007) and Race and Pickford (2007).

## References

- Biggs, J.B., & Tang, C. (2011). *Teaching for quality learning at university: What the student does* (4<sup>th</sup> ed.). Maidenhead: Open University Press.
- Brown, G., Bull, J., & Pendlebury, M. (1997). *Assessing student learning in higher education*. London: Routledge.
- Maki, P. (2010). *Assessing for learning: Building a sustainable commitment across the institution* (2<sup>nd</sup> ed.). Virginia: Stylus.
- Palomba, C.A., & Banta, T.W. (1999). *Assessment essentials: Planning, implementing, and improving assessment in higher education*. San Francisco: Jossey-Bass.
- Race, P. (2007). *The lecturer's toolkit: A resource for developing assessment, learning and teaching* (3rd ed.). London: Routledge.
- Race, P., & Pickford, R. (2007). *Making teaching work: Teaching smarter in post-compulsory education*. London: Sage Publications.
- Wiggins, G. (1998). *Educative assessment: Designing assessments to inform and improve student performance*. San Francisco: Jossey Bass.