

	Aligned SLOs	Weighting
1.	#	
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• <i>Involves complex, ill structured challenges that require judgement, multiple steps, and a full array of tasks</i>	Yes
• <i>Is seamlessly integrated with core learning activities</i>	Yes

• <i>Is performance-based</i>	Yes
• <i>Is motivating, enjoyable, sustains interest and is challenging but achievable</i>	Yes
• <i>Emphasises assessment for learning purposes rather than just for grading, and incorporates social, cognitive and reflective processes of learning</i>	Yes
• <i>Incorporates self, peer and/or client assessment</i>	Yes
• <i>Stimulates a wide range of active responses</i>	Yes
• <i>Requires significant student time and effort in collaboration with others</i>	Yes

Deakin University (n.d.); Herrington & Herrington (2006)

Also see Emeritus Professor Geoff Scott's (2016) website for [Powerful Assessment Exemplars](#).

Step 3: Review submission and feedback milestones

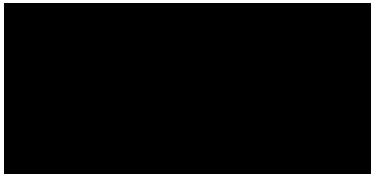
Is assessment distributed across the study period (Learning, Teaching and Assessment Policy Item 5.4.2) and, importantly, is there opportunity for formative feedback early in the study period (Item 8.7.1.)?

The difference between formative and summative assessment “hinges on purpose” (Veness, 2013, p. 29).

Formative assessment: its purpose is to gather feedback that can be used by teaching staff and students to guide improvements in the ongoing teaching and learning context.

Summative assessment: its purpose is to measure the level of students' success or proficiency that has been achieved at the end of an instructional unit, by comparing it against some standard or benchmark.

<i>Feedback</i>	<i>Marks towards final grade</i>
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If assessment tasks are not integrated, are there opportunities nonetheless for consequential feedback – that is, students can apply feedback from one task to another task within your subject to enhance their performance?

You may find it helpful to map your assessment and feedback milestones (as well as learning and teaching landscape), utilising the JCU Subject Sequence Template, under [Guides and Planning Tools](#).

My assessment is:

<i>Valid, aligning with the subject learning outcomes and assessing what it purports to assess?</i>	Yes
<i>Authentic, providing opportunities for students to apply targeted knowledge and skills in purposeful and novel contexts?</i>	Yes
<i>Distributed across the study period with opportunities for formative feedback</i>	Yes

References

Bloom, B., Engelhart, M. Furst, E., Hill, W. & Krathwohl, D. (1956). *Taxonomy of educational objectives*0.00.2248 22 1 .8 (Ka 18.9pmn