

## An example of how to design and align an assessment (e.g., a video group assignment)

Step	Considerations	Example										
1	What is the purpose of the assessment within the course as a whole? Which specific course-level learning outcome(s) and related graduate capabilities does this assessment relate to?	For a group video assignment, in addition to '1. Disciplinary knowledge & Practice' you may want your students to develop the following capabilities:  <b>4a.</b> Communication (oral), <b>4.c</b> Engagement (collaboration), and <b>5a.</b> Independence										
2	What specific aspect(s) of each of the identified capabilities do you want to focus on?	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #444; color: white; text-align: left;">Capabilities</th> <th style="background-color: #444; color: white; text-align: left;">Aspects</th> </tr> </thead> <tbody> <tr> <td>1. Disciplinary knowledge &amp; content</td> <td> <ul style="list-style-type: none"> <li>Relevance and accuracy of the video content</li> </ul> </td> </tr> <tr> <td>4a. Communication (oral)</td> <td> <ul style="list-style-type: none"> <li>Video presentation skills (body language, voice)</li> <li>Video production skills (technical aspects such as sound, camera angle, framing, etc.)</li> <li>Clarity and structure of the video presentation</li> </ul> </td> </tr> <tr> <td>4c. Engagement (collaboration)</td> <td> <ul style="list-style-type: none"> <li>Planning and managing of the group work assignment</li> <li>Conflict resolution</li> </ul> </td> </tr> <tr> <td>5a. Independence</td> <td> <ul style="list-style-type: none"> <li>Self-management (managing own learning and contribution to the group assignment)</li> </ul> </td> </tr> </tbody> </table>	Capabilities	Aspects	1. Disciplinary knowledge & content	<ul style="list-style-type: none"> <li>Relevance and accuracy of the video content</li> </ul>	4a. Communication (oral)	<ul style="list-style-type: none"> <li>Video presentation skills (body language, voice)</li> <li>Video production skills (technical aspects such as sound, camera angle, framing, etc.)</li> <li>Clarity and structure of the video presentation</li> </ul>	4c. Engagement (collaboration)	<ul style="list-style-type: none"> <li>Planning and managing of the group work assignment</li> <li>Conflict resolution</li> </ul>	5a. Independence	<ul style="list-style-type: none"> <li>Self-management (managing own learning and contribution to the group assignment)</li> </ul>
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3	What assessment method(s) and tool(s) are most appropriate for measuring these aspects?	Two possible tasks might be: 1. A video presentation as the end product to assess the capabilities <b>1 &amp; 4.a</b> 2. A reflective piece of writing to assess the capabilities <b>4.c &amp; 5.a</b>  For the assessment tools, you will need two rubrics: 1. A rubric for the video presentation 2. A rubric for the written individual reflection  Pitch your assessment at the appropriate level of academic rigour. The holistic rubrics are a useful tool.										
4	How will you facilitate the student learning of the capabilities being developed through this assessment?	You might: <ul style="list-style-type: none"> <li>Provide online self-study resources</li> <li>Provide examples of the type of video and reflection expected</li> <li>Teach students appropriate skills within lectures or other learning experiences</li> <li>Incorporate a formative feedback stage into the assessment, e.g. you or students provide formative feedback on video prototypes/versions</li> </ul>										
5	Do your course-level learning outcomes clearly communicate and capture the purpose of this assignment? (Go back to number 1 and reflect.)	An example of a current broad learning outcome might be "Develop effective teamwork and communication skills". This learning outcome could be modified into two specific and indicative ones.										
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This resource is part of a package of resources prepared by the University of Auckland Business School's Innovative Learning Team (ILT). The resources were designed to provide initial and just-in-time support for Business School staff in their preparation for implementing the University's new Assessment 2020 policy. The resources link to an extended series of live forums offered in August and September 2019 where staff were encouraged to ask questions and exchange ideas, strategies, and practical tips.

For further information, please see <https://www.learningexchange.ac.nz/assessment-2020/>

Version 190905