Assessment Task Design (ATD) Framework

Mode or Medium

Subject Matter or Topic

Roles and Relationships

Type of Text

Task Purpose

TEXTS (Artefacts) providing credible evidence of graduate (student) learning outcomes.

Social Context

Cultural Context

**The meaning of ‘text’**

For the purposes of this discussion, ‘text’ is considered more broadly than a written form of communication such as a book or other paper-based artefact. Knapp and Watkins (2005, 13) define ‘text’ as ‘any meaning-producing event, be it a book, a film, an advertisement, a phone conversation and so on’. Therefore, the essays, reports, oral presentations, interviews, posters or blogs that students produce when engaging in assessment tasks are all accepted as lying within this definition of ‘text’. As illustrated by these examples, a text can incorporate written, spoken and non-verbal or visual elements (e.g. diagrams, figures, gestures, photographs) referred to as ‘modes’. Texts which combine two or more modes are referred to as ‘multi-modal’.

Task Purpose

What course learning objectives will students be required to demonstrate? These should be very clear and be mapped back to the subject learning outcomes and possibly some of the graduate attributes.

Type of Text

What types of text will allow students to demonstrate this learning? Has the right “text” been chosen? Is there another “text” that might better demonstrate or enhance the learning?

Subject Matter or Topic

What will be the context of the text? This is the core topic of the task.

Mode or Medium

Mode: What written, spoken or visual elements should the text include? Medium: What face-to-face, paper based, electronic or other mediums should be used for communication of the text?

Roles and Relationships

What is the student’s role? What is the relationship with the text audience? What is the student’s relationship to the subject matter?

**Hughes, C. (2009). Assessment as text production: drawing on systemic functional linguistics to frame the design and analysis assessment task. *Assessment and Evaluation in Higher Education. 34:5, 553-563, DOI: 10.1080/02602390802187316***

Assessment Task Design (ATD) Framework – Constructive Alignment

Assessment Task 1

Learning Outcomes

Upon successful completion

Assessment Task Design (ATD) Framework – Assessment 1

Mode or Medium

Subject Matter or Topic

Roles and Relationships

Type of Text

Task Purpose

TEXTS (Artefacts) providing credible evidence of graduate (student) learning outcomes.

Social Context

Cultural Context

Alignment

Assessment Task 3

Task Purpose

Subject Matter or Topic

Type of Text

Mode or Medium

Roles and Relationships

Assessment Task 2

Task Purpose

Subject Matter or Topic

Type of Text

Mode or Medium

Roles and Relationships

Assessment Task 1

Task Purpose

Identify health issues for Australian youth.

Physical activity and skills needed to improve health.

Subject Matter or Topic

Type of Text

Mode or Medium

Roles and Relationships

Learning Outcomes

Upon successful completion of this subject, students should be able to:

* Clearly express ideas that;
* Identify strategies for

Rubric – Assessment 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Element | Criteria | Fail | Pass | Credit | Distinction | High Distinction |
| Identify health issues for Australian youth. | Historic aspects of health in Australia |  |  |  |  |  |
| Current aspects of health |  |  |  |  |  |
| Physical activity and skills needed to improve health |  |  |  |  |  |  |
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Claire Hughes (2009) Assessment as text production: drawing on systemic functional linguistics to frame the design and analysis of assessment tasks, Assessment & Evaluation in Higher Education, 34 (5), 553-563 DOI: 10.1080/0202930802187316