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: **4a.** Communication (oral), **4.c** Engagement (collaboration), and **5a.** Independence
2	What specific aspect(s) of each of the identified capabilities do you want to focus on?	<table><tr><td>*Capabilities*</td><td>*Aspects*</td></tr><tr><td>1. Disciplinary knowledge & content</td><td>• Relevance and accuracy of the video content</td></tr><tr><td>4a. Communication (oral)</td><td>• Video presentation skills (body language, voice) • Video production skills (technical aspects such as sound, camera angle, framing, etc.) • Clarity and structure of the video presentation</td></tr><tr><td>4c. Engagement (collaboration)</td><td>• Planning and managing of the group work assignment • Conflict resolution</td></tr><tr><td>5a. Independence</td><td>• Self-management (managing own learning and contribution to the group assignment)</td></tr></table>
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 **1 & 4.a** 2. A reflective piece of writing to assess the capabilities **4.c & 5.a** 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: • Provide online self-study resources • Provide examples of the type of video and reflection expected • Teach students appropriate skills within lectures or other learning experiences • Incorporate a formative feedback stage into the assessment, e.g. you or students provide formative feedback on video prototypes/versions
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. <table><tr><td>*Learning outcome*</td><td>*Graduate profile capability*</td></tr><tr><td>Present in a video format a summary of a course topic applying basic video presentation and production techniques.</td><td>1. Disciplinary knowledge & content 4a. Communication (oral)</td></tr><tr><td>Effectively participate in planning and managing a group assignment using group and self-management techniques.</td><td>4c. Engagement (collaboration) 5a. Independence</td></tr></table>