

Designing a set of assessment tasks

Teachers design a set of assessments that enable students to best demonstrate the knowledge, skills and understanding they have developed to achieve their personal learning goals and to develop their capabilities.

Identify the student/student cohort and school context:

- What are the students' learning strengths and areas for development?
- What facilities and resources (including support personnel) do the students have access to?
- What are the post-school pathways for the student(s)?

The responses to the above questions should form the basis of the information in the student/cohort and context description sections of the learning and assessment plan.

Using the subject outline:

- What are the key areas of learning and particular capabilities that can be used or adapted to support the development of each student's learning? (Note - key areas of learning are not compulsory and the lists are not exhaustive.)
- What activities will support students to:
 - identify their learning goals, needs and abilities
 - develop and work towards achieving their personal learning goals
 - develop their capabilities?
- Outline the assessment tasks to be completed. (3 – 5 assessments for a 10-credit subject and 6 -10 assessments for a 20-credit subject.)

Within the set of assessments:

- Do students have the opportunity to demonstrate their learning against the personal learning goals and capabilities selected?
- Do the assessment tasks support student success by providing relevant variety in the format and presentation of the evidence of learning?
- Does the combination of tasks provide opportunities for students to demonstrate achievement i.e. 'completed', against the:
 - capabilities selected for development in the subject?
 - student's personal learning goals?