# Activity: Assessment outline

## Instructions

For this activity, you will create an assessment using the template provided. This template can be applied to any assessment. However, drawing upon the content discussing authentic assessment in this module, you may wish to think of an activity or assessment that you could use in your course that follows these practices.

**Before you begin this activity, be intentional about your practice. Think about:**

* Why you have chosen this specific activity/assessment.
* If authentic assessment is appropriate for your course and your learners.
* If you are using authentic assessment, are the real-world applications/material that you have chosen relevant to your course and help learners achieve the learning outcomes?

# Need to know:

In this section, include:

* deadline,
* weighing,
* submission information, and
* other key technical requirements (see below).

# Learning outcomes:

* List the learning outcomes that this activity/assessment aligns to.

# Rationale:

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| --- |
| **Authentic assessment tip:** How does this activity connect to real-life, industry, or discipline-specific concepts covered in the course? Communicate to students how this will help them develop specific competencies they can apply in their future careers. |

* In 3–5 sentences, explain to learners the purpose of the activity/assessment.

# Instructions:

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| **Authentic assessment tip:** Make clear how learners are expected to engage with the application-based material that you’re asking them to connect with in the activity/assessment. |

* Outline a clear step-by-step process. What should student do first?
* Is there anything students should avoid?

# Technical requirements:

If relevant:

* What is the length (e.g., word count; time)?
* What are the number of sources students are expected to use?
* What are the formatting specifications?
* Is a reference/title page needed?

# Rubric:

* Include clear, transparent grading criteria so that your learners understand the expectations of the activity/assessment.