

Faculty of Humanities and Social Sciences

Summative Assessment Tasks and the Graduate Attributes

Description	Function/Focus	* Relevant GAs (except 1a, 1b, 1c)	Assessment Resources
Abstract			
Brief, highly structured text encapsulating salient aspects of a longer piece of work to make judgments about its relevance for a particular purpose.	Demonstrates ability to identify relevant aspects and to express these concisely.	3a, 4b	http://www.adelaide.edu.au/writingcentre/learning_guides/learningGuide_writingAnAbstract.pdf http://writingcenter.unc.edu/handouts/abstracts/ https://student.unsw.edu.au/sample-abstracts-writing
Annotated Bibliography			
Comprises a list of citations with each one followed by a short critical annotation.	Demonstrates critical understanding of the literature on a particular topic	2a, 2b, 3a, 4b, 5b,	http://services.unimelb.edu.au/_data/assets/pdf_file/0010/706951/Writing_an_annotated_bibliography_100113.pdf https://academicskills.anu.edu.au/resources/handouts/writing-annotated-bibliography https://student.unsw.edu.au/annotated-bibliography http://writing.wisc.edu/Handbook/AnnotatedBibliography.html
Article (newspaper, newsletter)			
Short text on a particular topic for a specific audience for publication.	Demonstrates ability to identify and use a range of written communication styles depending on the audience to a publication standard.	3d, 4a, 4b, 7b, 8b.	http://www.onestopenenglish.com/community/lesson-share/pdf-content/exams/exams-article-writing-cae-and-cpe-lesson-plan/147546.article http://owl.english.purdue.edu/owl/resource/735/01/
Case Study			
In-depth study of a person, organisation or other entity involving analysing and interpreting complexity and variability.	Demonstrates student understanding of the complexity of 'real life' situations and the ability to write coherently.	2a, 2b, 3a, 3c, 3d, 4b, 5b, 6a, 6b, 7a, 8a, 8b.	http://www.monash.edu.au/lis/lionline/quickrefs/27-case-study.xml Assessment by Case Studies and Scenarios http://teaching.unsw.edu.au/assessment-case-studies-and-scenarios
Critique or review			
Provides constructive criticism of a work (book, article, research, performance). Includes comment on appropriateness of approach taken by the author/creator.	Demonstrates high order understanding of a work in relation to the field of knowledge and coherent analysis in relation to the field.	2a, 2b, 3a, 4b, 6a,	http://www.writing.utoronto.ca/advice/specific-types-of-writing/book-review https://academicskills.anu.edu.au/resources/handouts/writing-critical-book-review Critical Review (of a book): http://writing.wisc.edu/Handbook/CriReadingBook.html

Debate			
Two teams take opposing positions on a topic and present arguments for their respective positions.	Demonstrates higher order cognitive skills, ability to research a topic, to understand a topic from a range of perspectives, and to present persuasive arguments orally to an audience.	2a, 2b, 3a, 3b, 3c, 3d, 4b, 4c, 6a, 8a,	The How and Why to Debates - BSI Education http://www.google.com.au/url?sa=t&rct=j&q=forms%20of%20assessment%20debating&source=web&cd=2&ved=0CDAQFjAB&url=http%3A%2F%2Fwww.bsieducation.org%2Feducation%2Fdownloads%2Fijgs%2Fteaching-materials%2Fstand-alone%2FLecture-material-Hows-whys-of-debates.doc&ei=T5wWUtjAFoO_IQW/Hy4HICw&usq=AFQjCNF0xILshzGWMUrePFCfxtLQnuMPQ&bvm=bv.51156542.d.dGI http://www.docstoc.com/docs/71010843/Debate-Assessment-Rubric
Diary			
Students write about an event from the perspective of a participant eg character in a book, film or play; member of a group subjected to a specific regime; historical personality.	Demonstrates deep understanding of the issues and ability to see the perspectives of others.	2b, 3a, 3b, 3c, 4b, 8a	http://www.lancs.ac.uk/users/interculture/cat3.htm
Essay/Discussion Paper			
Extended piece of writing that addresses a set question by researching the topic. May involve any of the following or combinations of them.	Demonstrates a range of skills including clarifying/interpreting a question, accessing and evaluating information, organising material and a writing for particular purposes or combinations of these (eg describing, comparing, arguing, recounting, analysing, critiquing)	2a, 2b, 3a, 3c, 4b, 5b, 6a, 6b	http://services.unimelb.edu.au/data/assets/pdf_file/0012/468867/5299-ASU_TertiaryEssayWritingWeb.pdf http://www.humanities.manchester.ac.uk/studyskills/essentials/writing/how_to_write.html http://www.queensu.ca/ctl/resources/videos/purposefulassessment/RubricforDiscussion.pdf
description	Demonstrates understanding of an issue, idea, text, event, theory etc. by accurately representing its characteristics.	2a, 2b, 4b,	History / Politics (A good guide for all kinds of HUMSS essay writing): http://hss.adelaide.edu.au/historypolitics/students/undergraduate/resources.html
explanation	Demonstrates understanding of causal relationships within an issue, idea, text, event, theory etc.	2a, 2b, 3a, 3b, 4b	
analysis	Demonstrates ability to argue a position about an issue, idea, text, event, theory etc by breaking it down into its components.	2a, 2b, 3a, 3c, 4b, 5b, 6a, 6b	
synthesis	Demonstrates ability to argue a position by using relevant ideas from a number of sources, theories, authors, etc	2a, 2b, 3a, 3c, 4b, 5b, 6a, 6b,	

comparison	Demonstrates ability to argue a position which involves identifying similarities and difference between issues, ideas, texts, events, theories, etc	2a, 2b, 3a, 3c, 4b, 5b, 6a, 6b	
critique	Demonstrates ability to make analytical judgments about an issue, idea, text, event, theory etc in relation to an existing framework or theory.	2a, 2b, 3a, 3c, 4b, 5b, 6a, 6b	
Exams			
<i>Invigilated, Unseen</i> Questions are answered in supervised setting without access to course-based materials	Demonstrates a broad understanding of a course, ability to recall information and ideas and to write coherently in a restricted timeframe.	3a, 4b, 6a, 6b	http://services.unimelb.edu.au/_data/assets/pdf_file/0006/470904/Revising_for_exams_Update_051112.pdf http://services.unimelb.edu.au/_data/assets/pdf_file/0008/471284/Writing_essays_in_exams_Update_051112.pdf
<i>Invigilated, Open book</i> Questions are answered in supervised setting with access to some course-based materials	Demonstrates ability to respond to unseen questions using limited resources within a restricted timeframe.	3a, 4b, 6a, 6b	http://www.latrobe.edu.au/students/learning/allu-documents/Exam-Revision-Strategies-Edt.pdf http://www.humanities.manchester.ac.uk/studyskills/assessment_evaluation/assessment/exams_revision.html
<i>Invigilated, Prepared questions</i> Students prepare questions and then reproduce answers in a supervised setting.	Demonstrates ability to prepare answers to questions and to reproduce these within a restricted timeframe.	2a, 2b, 3a, 3c, 4b, 5b, 6a, 6b	http://www.humanities.manchester.ac.uk/studyskills/assessment_evaluation/assessment/exam_types.html
<i>Take home</i> Students have a limited time to answer questions using any course materials in an unsupervised setting.	Demonstrates ability to address more complex questions under time restrictions.	2a, 2b, 3a, 3c, 4b, 5b, 6a, 6b	Open Book and Take Home: https://student.unsw.edu.au/open-book-and-take-home-exams
<i>Oral</i> Students are required to explain a topic, concept or idea verbally and respond to questions from academic staff on the topic.	Demonstrates understanding of a topic and ability, to recall complex ideas and to give coherent and succinct answers under examination conditions.	2a, 2b, 3a, 3c, 4b, 5b, 6a, 6b	http://www.newcastle.edu.au/teaching-and-learning/surviving-first-year-exams/different-types/oral.html http://www.cgu.edu/pages/902.asp http://www2.open.ac.uk/students/skillsforstudy/tips-for-oral-exams.php

Field Trip Report			
Extended piece of writing documenting particular topics explored through a field trip.	Demonstrates the ability to perform practical, field-based activities, and to systematically and accurately record and analyse observations/ events/outcomes and to document the experience to a particular audience in an agreed format. May also demonstrate group work.	2a, 2b, 3a, 3d, 4b, (4c)	https://academicskills.anu.edu.au/sites/default/files/handout_pdfs/Field%20trips%20and%20field%20reports%20%5Bnew%5D.pdf
Field Trip Journal/Notes			
Record of observations and reflections on a field-trip.	Demonstrates the ability to perform practical field-based activities, and to systematically and accurately record and analyse observations/events/outcomes May also demonstrate group work.	2a, 2b, 3a, 3b, 3c, 3d, (4c), 6a, 7a, 8a, 8b.	http://emedia.rmit.edu.au/learninglab/content/reflective-journal
Journals			
Personal introspective analysis undertaken over time, documenting development of learning, beliefs, values, views, etc	Demonstrates an ability to take personal responsibility for learning through sustained reflection and self-critique.	3a, 3b, 3c, 4b, 6a, 6b, 7a, 8a, 8b.	http://www.queensu.ca/ctl/resources/videos/purposefulassessment/AssessingLearningthroughJournalEntries.pdf http://emedia.rmit.edu.au/learninglab/content/reflective-journal
Journal Article			
Scholarly piece of writing which contributes to the literature of a field and is intended for publication.	Demonstrates high level skills in information literacy, analysis and synthesis and critique, intellectual independence and academic writing.	2a, 2b, 3a, 3c, 4b, 6a, 6b.	http://www-distance.syr.edu/writingtips.html http://www.gla.ac.uk/media/media_41223_en.pdf http://www.faeexmdev.plymouth.ac.uk/RESINED/writingup/A%20guide%20from%20Denis%20Hayes.htm
Literature Review			
Scholarly piece of writing which identifies and critically and systematically evaluates the available literature on a topic.	Demonstrates a high level of understanding of a topic and the literature associated with it, and the ability to use the literature to argue a particular position.	2a, 2b, 3a, 4b, 6a, 6b,	http://www.icre.pitt.edu/cbe/documents/Rubrics/Literature%20Review%20Scoring%20Rubric.pdf https://www.dlsweb.rmit.edu.au/lsu/content/2_assessmenttasks/assess_tuts/lit_review_LL/conclusion.html http://writing.wisc.edu/Handbook/ReviewofLiterature.html http://www.rlf.org.uk/fellowshipscheme/writing/literaturereviews/index.cfm

Online			
<p>Discussion Forum Asynchronous group interaction involving short postings about set topics which are organised into threads.</p>	Demonstrates ability to interact with others on a specific topic in an electronic environment	3a, 4b, 4c, 5b, 6b	http://www.adelaide.edu.au/myuni/staff/resources/tutorials/content/Differences_between_Discussion_Boards_Blogs_and_Wikis.html http://www.brookes.ac.uk/services/ocslid/resources/briefing_papers/online_discussions.pdf
<p>Blog Online posts made by the owner(s)/author(s). Readers can comment. Documents opinions, views over time.</p>	Demonstrates an ability to take personal responsibility for learning through sustained reflection and self-critique.	3a, 3b, 3c, 4b, 5b, 6a, 6b,	http://teaching.unsw.edu.au/printpdf/532 http://www.youtube.com/watch?v=NN2I1pWXjXI&feature=youtu.be http://www.adelaide.edu.au/myuni/staff/resources/tutorials/content/Differences_between_Discussion_Boards_Blogs_and_Wikis.html
<p>Wikis Collaborative online tool which can be used by a group to achieve consensus through progressive iterations of documents.</p>	Demonstrates ability to work collaboratively to create a shared document in an online context	3a, 3b, 3c, 4a, 4b, 4c, 5b, 6a, 6b,	http://www.adelaide.edu.au/myuni/staff/resources/tutorials/content/Differences_between_Discussion_Boards_Blogs_and_Wikis.html
<p>Quizzes Short test with questions usually in multiple choice form and marked automatically</p>	Demonstrates understanding of content and recall of facts.		https://www.adelaide.edu.au/its/training/manuals/Assessment_in_MyUni.pdf http://tep.uoregon.edu/resources/assessment/multiplechoicequestions/mc4critthi nk.html http://www.newcastle.edu.au/teaching-and-learning/surviving-first-year-exams/different-types/multiple-choice.html
<p>Virtual Classroom Students engage in activities online in a simulated classroom.</p>	Demonstrates ability to participate in an integrated online environment including discussion, blogs, wikis, working in groups, quizzes, presentations.	3a, 3b, 3c, 3d, 4b (4c), 5b, 6b, 7a, 8a	http://www.elearning.uq.edu.au/content/virtual-classroom http://www.virtualclassrooms.info/
<p>Scenarios Real world problems form the basis of exercises and discussion often requiring decisions and their consequences.</p>	Demonstrates ability to engage with the complexity of real world problems.	3a, 3b, 3c, 3d, 4b (4c), 5b, 6b, 7a, 8a	<p>Problem-Based Learning (PBL) resource for Staff at Flinders: http://www.flinders.edu.au/teaching/quality/teaching-methods/problem-based-learning.cfm</p> <p>Work-Integrated (WIL) Learning Resource for Staff at Flinders: http://www.flinders.edu.au/ppmanual/teaching-course-management/guidelines-design-work-integrated-learning.cfm</p> <p>For writing professional, technical reports: http://owl.english.purdue.edu/owl/section/4/16/</p>

Facebook Social networking website that facilitates online communication and sharing material such as photos, videos and stories.	Demonstrates ability to use contemporary technologies and work collaboratively in a real world context.	3d, 5a, 5b, 7a, 8b	http://www.ejbest.org/upload/eJBEST_Backer_2010_4(1).pdf
YouTube Students make short films to demonstrate a skill or ability and then post them on YouTube	Demonstrates ability to use contemporary technologies for specific purposes.	5b,	http://kookykevinc.edublogs.org/2013/04/03/creating-youtube-channels-to-host-student-work/
Peer Assessment			
Students provide critical comments on the work of their peers according to set criteria	Demonstrates the ability to interpret the work of others and to analyse the work according to set criteria.	3a, 4a, 6a, 6b.	http://www.uts.edu.au/research-and-teaching/teaching-and-learning/assessment/involving-students/peer-assessment http://mams.rmit.edu.au/71ra0k9io8yzz.pdf http://www.ukcle.ac.uk/resources/assessment-and-feedback/group/
Performance			
Students perform a reading, play, musical recital etc.	Demonstrates skills in particular creative forms including the ability to present a specific interpretation. May also demonstrate group work.	2a, 2b, 3a, 3b, 3c, 4a, 4b, (4c)	http://www.webducate.net/amp/examples/batty/presentation.html
Poster			
A visual representation of an idea, issue or process	Demonstrates ability to synthesise information and learning and to present this succinctly using text and graphics. Often combined with oral presentation	2a, 2b, 3a, 3b, 3c, 3d, 4a, 4b, 5a, 5b, 6a,	http://www.ucd.ie/t4cms/UCDTLA0039.pdf http://www.brunel.ac.uk/_data/assets/pdf_file/0014/161006/Assessment-Criteria_Research-Student-Poster-Conference_13-14March2012_forweb.pdf http://www.units.muohio.edu/lillycon/guidelines/poster_rubric.pdf http://www2.napier.ac.uk/getready/writing_presenting/academic_posters.html
Presentation			
Formal or informal oral presentation to a particular audience about a specific topic. Often includes the use of presentation technologies.	Demonstrates the capacity to research a topic and to prepare and deliver an oral presentation to a particular audience. May demonstrate the appropriate use of presentation technologies. May also demonstrate group work.	2a, 2b, 3a, 4a, 4b, (4c), (5a), (5b), 6a, 6b	Group presentation. http://www.cshe.unimelb.edu.au/assessinglearning/03/group.html http://www.griffith.edu.au/_data/assets/pdf_file/0018/162720/oral.pdf http://www.latrobe.edu.au/students/learning/allu-documents/Preparing-for-an-ORAL-PRESENTATION.pdf http://www.humanities.manchester.ac.uk/studyskills/develop_learner/presentations/index.html

Quiz			
Short exercises to test recall of ideas. Includes multiple choice and short answers. May be computer generated or enhanced.	Demonstrates understanding and recall of ideas undertaken in a short timeframe.	(5b)	Brief Piece – Multiple Choice and SA: http://www.monash.edu.au/lls/llonline/study/exam/2.3.xml Multiple Choice: https://student.unsw.edu.au/multiple-choice-exams
Reflective Writing			
Personal introspective analysis documenting development of learning, beliefs, values, views, etc.	Demonstrates the development of ideas over time and the ability to be self-critical.	3a, 3b, 3c, 4b, 6b	http://services.unimelb.edu.au/_data/assets/pdf_file/0011/675776/Writing_Reflectively_051112.pdf http://www.humanities.manchester.ac.uk/studyskills/essentials/reflective_learning/reflective_learning.html https://student.unsw.edu.au/what-reflective-writing
Research Paper			
Results of a research project framed within a discipline.	Demonstrates the ability to research a topic and present the results according to the methodologies and writing requirements of a discipline.	2a, 2b, 3a, 3b, 3c, 3d, 4b, 5a, 5b, 6a, 6b, 7a, 8a.	http://owl.english.purdue.edu/owl/resource/658/01/
Report (Project)			
An extended piece of writing addressing real-world issues, presented in a structured format for a specific audience.	Demonstrates the ability to research a specific topic and to write an extended document for particular audiences. May also demonstrate team work.	2a, 2b, 3a, 3b, 3c, 3d, 4b, (4c), 6a, 6b, 7a, 8a, 8b	http://www.adelaide.edu.au/writingcentre/learning_guides/learningGuide_writingAREsearchReport.pdf http://www.monash.edu.au/lls/llonline/quickrefs/06-essay-or-report.pdf
Short Answers			
Brief responses to specific questions.	Demonstrates the ability to recall information and to write clearly, coherently and succinctly about a number of identified issues.	3a, 4b	Writing Definitions: http://owl.english.purdue.edu/owl/resource/622/1/
Simulation			
Students engage in scenarios that present real world problems in a discipline context.	Demonstrates the ability to recognise complex, real world problems and to determine effective responses to them. May also demonstrate team work	2a, 2b, 3a, 3b, 3c, 3d, 4b, (4c), 8a, 8b.	In-Class Simulation Games: Assessing Student Learning http://jite.org/documents/Vol2/v2p001-013-59.pdf Simulated Worlds: Rapid Generation of Web-Based Role-Play http://ausweb.scu.edu.au/aw01/papers/refereed/ip/paper.html Fablusi http://www.fablusi.com/ Simulating War: Studying Conflict through Simulation Games http://www.kcl.ac.uk/sspp/departments/warstudies/people/professors/sabin/simwar.aspx

Summary			
Concise text which accurately and coherently represents the substance of a longer text.	Demonstrates ability to identify and interpret the main ideas in a text and to document this concisely.	3a, 4b	http://www.sdc.uwo.ca/writing/handouts/Summary%20Writing.pdf http://public.wsu.edu/~mejia/Summary.htm
Textual Analysis/Close Reading			
A range of methodologies are used to recover meaning from text. Includes what is said and how it is said.	Demonstrates ability to apply methodologies in analysing text .	3a, 3c, 4a, 8b	http://www.scribd.com/doc/21333699/Techniques-for-Textual-Analysis-and-Close-Reading
Thesis/Dissertation			
Document reporting the results of student-designed and conducted research which argues a particular position according to discipline-based theories and methodologies.	Demonstrates ability to operate at a high level within a discipline including knowledge, theories and methodologies	2a, 2b, 3a, 3b, 3c, 4b, 6a, 6b, 7a, 8a.	http://www.heacademy.ac.uk/assets/hlst/documents/projects/benchmarking/benchmark_diss_blackpool.pdf http://www.humanities.manchester.ac.uk/studyskills/assessment_evaluation/dissertations/index.html
Tutorial/Seminar Paper			
Student-led small group session involving presentation on a particular topic, discussion around the topic and an academic paper.	Demonstrates the ability to research, reference and present a topic, manage discussion and write academically.	2a, 2b, 3a, 3c, 4b, 4c, 6a,	http://www.monash.edu.au/lis/lonline/speaking/presentations/1.xml https://academicskills.anu.edu.au/resources/handouts/giving-tutorial-presentation Speaking in tutorials [DOCX 21KB]
General Assessment Resources			
Group Assessment			
http://www.deakin.edu.au/itl/pd/tl-modules/teaching-approach/group-assignments/topic01.php			
http://www.brookes.ac.uk/services/ocsltd/resources/assess_grpwk.html			
http://www.cshe.unimelb.edu.au/assessinglearning/docs/Group.pdf			
Online Assessment			
http://www.cshe.unimelb.edu.au/assessinglearning/03/online.html			
http://www.acousticlab.org/dots_sample/module2/RoblesAndBraathen2002.pdf			
http://www.cshe.unimelb.edu.au/assessinglearning/docs/Online.pdf			
Large Groups			
http://www.heacademy.ac.uk/assets/York/documents/resources/database/id12_Briefing_on_the_Assessment_of_Large_Groups.rtf			
http://www.cshe.unimelb.edu.au/assessinglearning/ppt/LargeClasses.ppt			

*NOTE: The Graduate Attributes identified here are indicative only. Others may also be involved depending on the context, focus and whether groups are involved. They also omit the knowledge-based (1a, 1b, 1c) Attribute on the basis that this is highly variable depending on the all assessment task.