Tip sheet – Providing students with comprehensive assessment information and support in FLO

During topic development, assessment tasks (see Appendix 1 in Assessment Practice Procedures) are carefully designed to ensure that they accurately measure students' learning in relation to the expected Learning Outcomes (LOs). Learning activities are then constructed to help students develop the necessary competencies needed to successfully complete these assessment tasks. This alignment process ensures that the activities and resources within a FLO topic are meaningful, useful and aligned to support student learning. To help students to be successful with assessment, assessment information must be communicated to students well in advance and be readily accessible. (Good Practice Guide, Assessment Principles).

In this tip sheet, we will discuss multiple ways of communicating assessment information to students in FLO. These methods of communication include where information about assessment should be placed within your topic FLO site and when this information needs to be available to students. The FLO examples shown in the images in this tip sheet can also be viewed in the demonstration FLO topic, MOCK3003.

Standard assessment information that appears in a FLO site

Some assessment-related FLO tools automatically appear in your FLO site, such as the Statement of Assessment Methods (SAM), assignment extension requests, and text-matching draft submissions. As a Topic Coordinator you may also need to provide specific information about the assessment at certain times:

1. **Before teaching/orientation week:** information about assessment in the topic
2. **Well in advance of due dates:** A mechanism in FLO for students to submit their assessment, with instructions for completing the assessment (eg rubrics, marking guides, exemplars)
3. **As soon as possible after the assessment deadline:** feedback and support

Statement of Assessment Methods (SAM)

The Statement of Assessment Methods (SAM) is one of the key documents providing assessment information to students. Every topic will have a SAM and it should be available within the topic FLO site as soon as students get access (one week before the start of teaching). The SAM contains details of each assessment task required to successfully complete the topic. The SAM is automatically linked from your topic FLO site (digital learning guideline 3.2).

Providing information about assessment (before teaching begins)

It is recommended that you choose a single location in your FLO site for general assessment information (i.e. Assessment hub module if using the FLO starter site).

It is also helpful to provide additional information to students regarding:

- why specific assessment methods were selected and how they correspond to expected Learning Outcomes (digital learning guideline 2.1 and 2.2)
- how and where students should ask questions about assessment (eg Assessment discussion forum)
- how to identify FLO activities and resources related to assessments
- what students should do to plan for assessment, before submission dates
- prior preparation required before beginning any assessment task (eg readings)
- advance notice of special assessment requirements (eg groupwork requirement, essential software)

- student choices in assessments and how they can make these choices in FLO (eg. project/theme FLO sign-up sheets, group work)
- how to find the existing links to the University assessment resources, including policy and guidance for students and staff about extensions, resubmission policy and Assessment Variation Procedures
- where students can get additional assessment support from University-wide services
- how assessed learning activities in FLO relate to the expected learning outcomes
- use of assessment instructions, rubrics and marking guide (Tip sheet – Rubrics and marking guides in FLO)
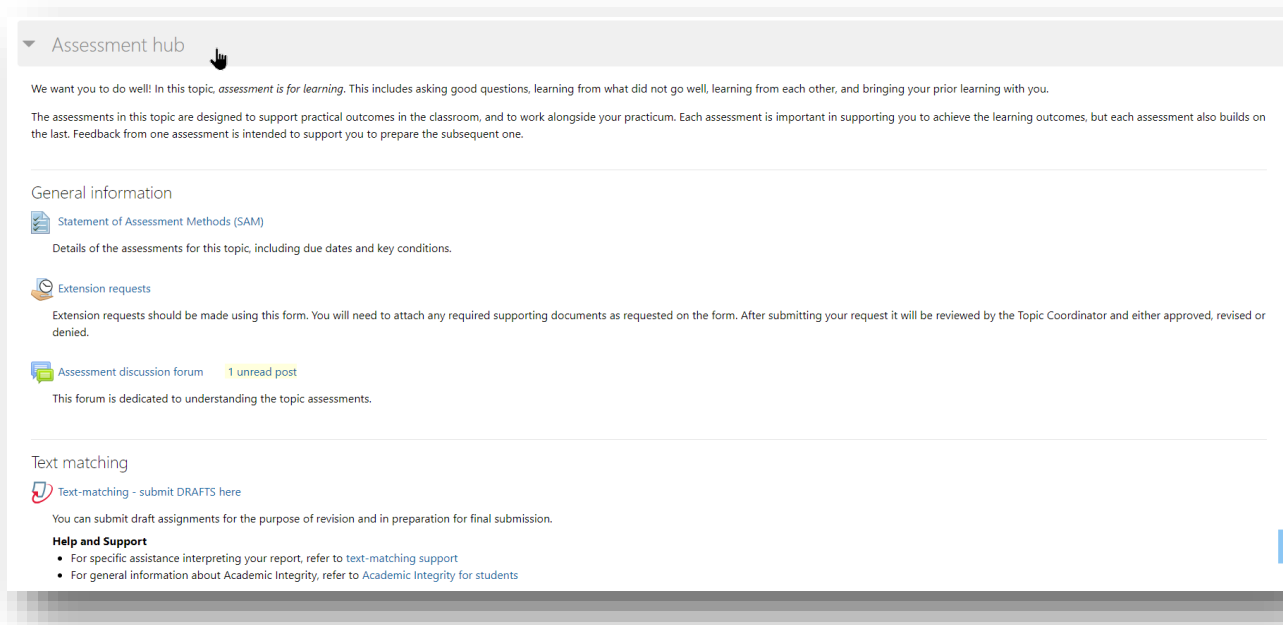
Figure 1 Assessment hub (MOCK3003)

Providing instructions for completing an assessment (prior to submission)

Instructions and supporting information that assists students to work on each assessment should be provided **well in advance of final due dates**.

This instructional information specific to each assessment is best placed within the FLO tool used for the assessment. eg. assignment tool, blog, forum, quiz, Mahara ePortfolio, Wiki.

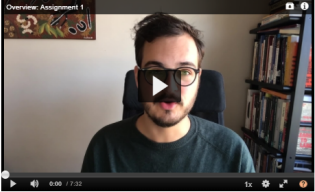Information that students require (though these may differ depending on the assessment task) is:

- a summary of the assessment and key information such as word count or format
- introductory text or a video explaining the assessment
- examples of assessments (eg step by step instructions, exemplars and examples)
- practice assessments (eg using software)
- specific instructions for assessment activities (eg quiz time limits, multiple tries, the ability to flag questions and move on, negative marking, practice quizzes etc.)
- guidance on information and digital literacy needed for the task
- a copy of the rubric (eg PDF or Word) that will be used for marking
- explanation of the assessment rubric and marking criteria
- due dates in FLO that match the SAM

- announcements as to when marking is taking place and when feedback and grades for assessment will be available.

Figure 2 Instructions and rubrics within an assignment activity (MOCK3003)

Support and feedback for assessments (after assessment submission)

During and after marking and [feedback,](#) students may need further explanation about assessment. Ways to support this:

- direct students to Gradebook for feedback/results
- refer to University [Assessment Policy](#) and ensuring students are aware of the [Student Academic Integrity](#) Policy
- offer interactive opportunities to discuss feedback (eg forums, FAQs)
- enable teaching staff to answer assessment questions, synchronously and asynchronously
- provide effective, useful, [constructive](#), and [progressive feedback](#) in FLO to allow students to improve the quality of their learning
- provide several means of feedback, in text, audio, video, rubric, gradebook, checklist, annotations
- refer students to academic support services for help with academic and study skills (eg [Student Learning Support Service\)](#))

Considerations for online study

Provide opportunities for synchronous and asynchronous assessment communication

[Synchronous/real-time online sessions](#) can be valuable for students by providing opportunities for discussion and clarification of assessment with their peers and/ or teaching staff. Students can ask questions and receive comments in an interactive session.

Students often choose to study online because they cannot commit to a specific hour or day. Students may not have access to a webcam/microphone or a secure environment to attend synchronous sessions. Scheduled synchronous online sessions should only be used where it is appropriate to the cohort or discipline. Where scheduled online sessions are a key component of an online topic, this must be communicated to students prior to enrolment ([digital learning guideline](#) 1.11). Any online session related to

assessment should be recorded for those who can't attend at a specific time. According to Assessment Policy, attendance at online classes cannot be part of assessment.

To schedule synchronous flexible online sessions in FLO with your students, there are tools available to [engage with students in synchronous sessions](#).

To provide students with important asynchronous interactive opportunities to discuss the assessment, you can use an FAQ or [forum](#) ([digital learning guideline](#) 7.2).