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| Activity 1: Learning and Assessment Continuum (formative) Activity 2: Forum (formative) | | | | we | |
| Learning Outcome |  | | | | |
|  | Assessment criteria | Level 3 -  Exemplary | Level 2 -  Proficient | | Level 1 -  Developing |
|  |  | **In the synchronous session, you:** | **In the synchronous session, you:** | | **In the synchronous session, you:** |
| 1. Apply principles of effective authentic learning and assessment to curriculum planning. | Evaluates own teaching context and determines appropriate applications of authentic learning activities and assessment methods | * participate fully by   + critically reflecting on your own assessment experiences   + evaluating your experiences in terms of their “authenticity’, related to the literature (Lombardi, Herrington, et.al.)   + insightfully sharing your assessment stories with the class | * participate fully by   + reflecting on your own assessment experiences   + evaluating your experiences in terms of their “authenticity’   + sharing your assessment stories with the class | | * attend, but do not participate fully |
|  |  | **In the forum discussion you:** | **In the forum discussion, you:** | | **In the forum discussion, you:** |
| 1. Communicates effectively in selected media and modes. | Responds to communications from others and creates opportunities for others to contribute. | * collegiallydiscussed the topic by:   + establishing and maintaining a supportive and encouraging environment that fosters ‘give and take’ with a conversational tone   + building on the literature and examples provided by others, to contribute additional relevant and correct knowledge | * collegially discussed the topic by:   + maintaining a supportive environment that fosters ‘give and take’ with a conversational tone   + restating the facts or examples provided by others and contributing additional relevant knowledge | | * collegially discussed the topic by:   + contributing to a supportive environment and providing occasional ideas in a conversational tone |
| **Grade** | **Comments** | | | | |