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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
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| **Grade** | **Comments** |