
Tip sheet – Scaffolding assessment in FLO

The metaphor of [scaffolding](#) is a useful proxy for supporting learning. You may be familiar with the idea that we can [chunk and sequence content](#) and activities so that there is a natural, [layered progression](#) from simple, introductory ideas towards greater complexity, sophistication, depth or clarity. We can also think about *the student* scaffolding their own assessment support and processes.

The FLO site is a place where assessment scaffolding can be configured, and where marking occurs. Use activities, content and [instructional text](#) in the site to provide assessment details, context, direction, and guidance.

Organise assessment tools and information in one place

Use an assessment-dedicated module as the as the ‘home’ for all things related to assessment in your topic and locate it prominently in the FLO site.

Select the appropriate tool to facilitate the design of the assessment task, for example assignment tool, forum, wiki, blog, quiz, ePortfolio. The assessment may have a range of linked tools that scaffold stages or parts of the assessment task. Use the FLO [tool selection matrix](#) to see a range of options and their features.

Provide assessment guidance

It is recommended that you do the assessment task yourself first, so you can scaffold guidance appropriately. Benefits: you will have a student-like experience; you will be able to test drive your idea, calculate reasonable ‘time on task’, detail what the task actually involves so you can write instructions - and you will have an example to show the class.

You could orient students to the task with an ‘explainer’ [video](#), where you can think-aloud through the task, and add supporting details and context.

Provoke the ‘why’ of the assessment in the guidance information or video to support relevancy. Link to the learning outcomes, and any wider contexts for the assessment. Develop evaluative criteria, or provide a [rubric](#) or [marking guide](#) together with opportunities to engage with, unpack and interpret the criteria personally and meaningfully. This may be as simple as provoking questions about ‘what this means’ in an assessment-dedicated or general forum. Or, you could support students to develop the assessment criteria themselves as a shared exercise - consider using a [wiki](#) as a collaborative authoring space.

Provide lots of opportunities for students to ask questions and clarify the assessment task, by multiple means –

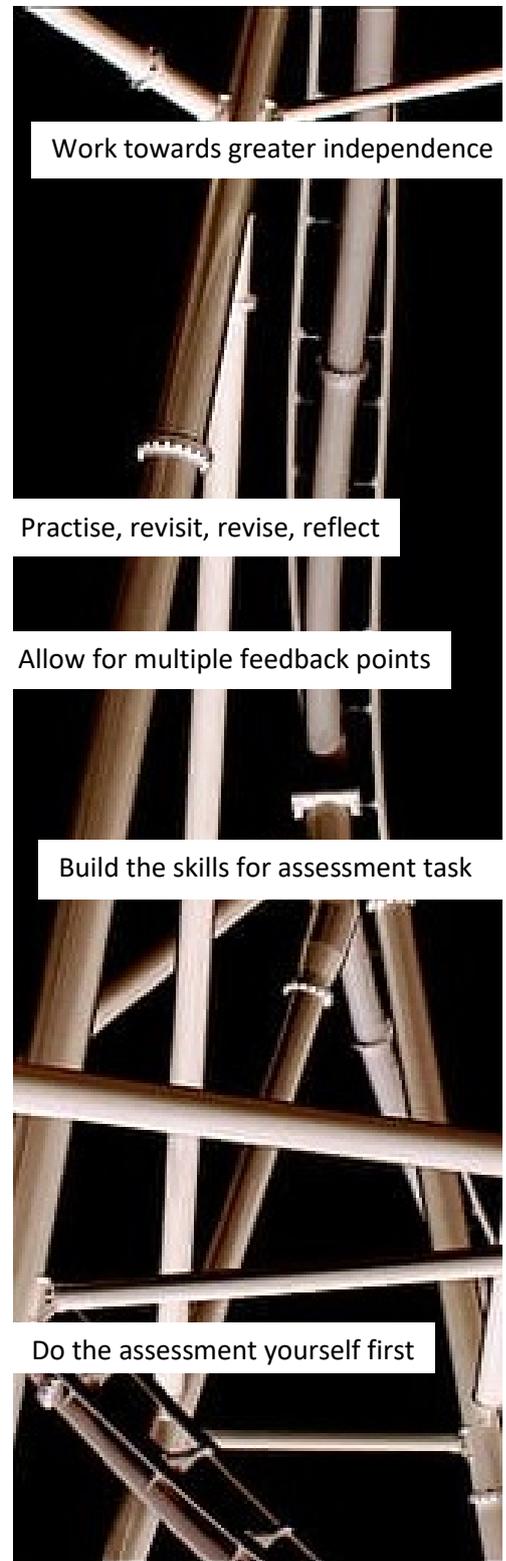


Image: <https://www.pikrepo.com/>

[forums](#), tutorials, [Collaborate sessions](#), and one-to-one support, as appropriate.

Build the skills for the assessment task

Think about what literacies and academic skills students need to practice, understand, work through, format and present their assessment piece. Embed activities or resources into FLO to support this. Contact the [Student Learning Support Service](#) (SLSS) or the [Library's Learning and teaching team](#) to discuss options for facilitating development of required skills and the knowledge.

Practise is especially important when using technology. In FLO, you can create practise versions by duplicating an activity and setting no grade – for instance, as a [practise quiz](#).

Scaffold progress towards greater independence

Break a holistic assessment into stages so that you can [provide feedback](#) at each stage. For instance, a [forum](#) for understanding the task (with feedback from peers and teaching staff) > a [Lesson tool](#) for navigating decision points (with feedback built in to each branching point) > [Assignment tool](#) for submitting a reflection (with feedback comments and grade given). This helps to scaffold the assessment in discrete 'chunks'. Or support peer feedback where this is appropriate – [see this example](#) of a group project assignment which incorporates a mix of peer-based and teacher feedback.

Build resourcefulness. Rather than link to student support services from your FLO site, show students where they are in the [student portal](#).

You can add a '[progress block](#)' which displays the tasks' completion status, customised to each student. Other [progress tools](#) available in FLO include conditional release options and use of digital badges.

Resources

Flinders [First Year Support Strategies](#) (FYSS) resources and [transition pedagogy](#)

(Photo by [Isis França](#) on [Unsplash](#))