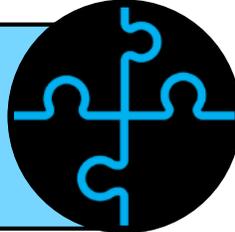


Assessment cards

Principle

1

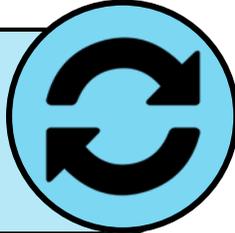
Assessment design takes a whole of course approach



Principle

2

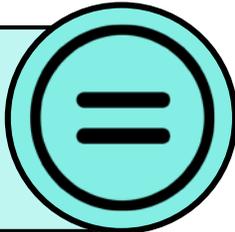
Assessment is continuous and powerful



Principle

3

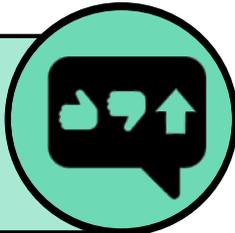
Assessment practices are inclusive, fair and equitable



Principle

4

Assessment incorporates high quality feedback



Principle

5

Assessment is based on set criteria and standards



Principle

6

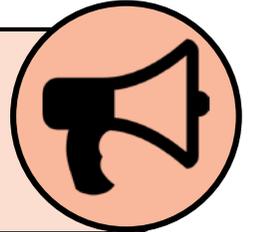
Assessment is benchmarked, moderated, reviewed and continuously improved



Principle

7

Assessment requirements are clearly communicated



Assessment @
Southern Cross University

Assessment cards



Each of these cards illustrates a single assessment principle from the University's Assessment Policy on one side, and on the flip side a series of key questions to stimulate reflection and guide planning in relation to assessment design.

These cards are also effective as a set of activity cards in professional learning contexts.

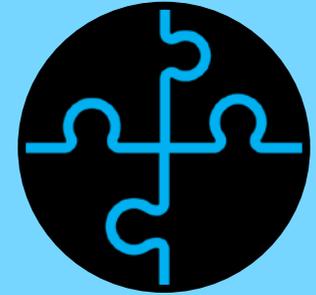
The concept of the cards is adapted from the REAP *Re-engineering Assessment Practices in Higher Education* project (2007) and the *Ulster Viewpoints Project* funded by the JISC in the UK (2008-2012). Questions used on each card were adapted from the Office of Learning and Teaching project *Assessment Design Decisions Framework* (2014) .



Principle

1

Assessment design takes a whole of course approach



- Assessment is aligned with intended course and unit learning outcomes.
- Assessment shapes learning and teaching activities.
- A wide variety of assessment tasks are used across the course.



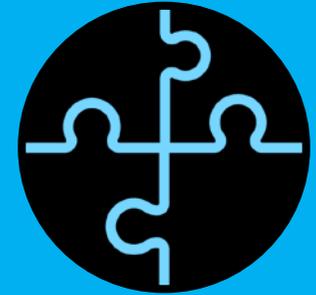
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Principle

1

Questions to ask



- What assessment tasks best encompass the key learning outcomes for the unit?
- How much choice do students have in the topics, methods, criteria, weighting and/or timing of assessment tasks in your unit?
- When during the unit do students apply what they have learned from the completion of a task to subsequent work?



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Principle

2

Assessment is continuous and powerful



- Formative and summative assessments are woven together throughout the unit.
- Assessment is powerful through real-world tasks related to future disciplinary or professional practices.
- Assessment encourages time, interaction and dialogue on deep and challenging learning tasks.
- Assessment tasks are designed to facilitate academic integrity.



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Principle

2

Questions to ask



- How do your assessment tasks encourage regular study during and outside of formal learning sessions?
- How do your assessment tasks encourage deep learning rather than surface learning?
- How do non-graded tasks, with opportunities for feedback, support graded activities?
- How do accepted forms of assessment in your discipline match with the overall purpose of assessment?



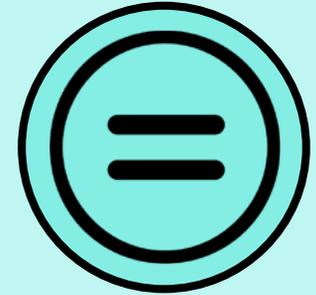
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Principle

3

Assessment practices are inclusive, fair and equitable



- Assessment is designed to be inclusive, fair and equitable.
- Assessment tasks are written in simple, clear and plain English.
- Assessment workloads are manageable for students and staff.
- Assessment facilitates students' induction into higher education.



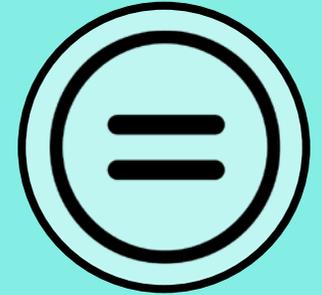
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Principle

3

Questions to ask



- How does each assessment task build capacity for students to engage with future study?
- How do you make assessment engaging for all students?
- How do you support students who under perform or miss earlier tasks so they have a chance to complete later tasks?



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Principle

4

Assessment incorporates high quality feedback



- Assessment provides opportunities for students to act on formative feedback.
- Feedback is clear, constructive, respectful, and timely.
- Feedback guides students to judge and improve the quality of their work.
- Feedback facilitates a positive attitude towards future learning.



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Principle

4

Questions to ask



- How do you design feedback so students can respond to it constructively?
- To what extent is feedback attended to and acted upon by students? And, if so, in what ways?
- How does the final graded activity in a unit build upon prior tasks?



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Principle

5

Assessment is based on set criteria and standards



- Assessment is based on clearly articulated criteria and standards aligned with learning outcomes.
- Assessment is evaluated solely on the basis of students' achievement against criteria and standards.
- Assessment is valid and reliable.
- Standards-based assessment is aligned to disciplinary standards and requirements.



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Principle

5

Questions to ask



- To what extent do students in your unit have opportunities to engage actively with learning outcomes, criteria and standards:
 - before an assessment task?
 - during an assessment task?
 - after an assessment task?
- How does the rationale for each assessment task link to the overall aim of the unit and the course?



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Principle

6

Assessment is benchmarked, moderated, reviewed and continuously improved



- Assessment is moderated, reviewed and continuously improved.
- Assessment is peer reviewed to ensure course and unit learning outcomes are aligned.
- Benchmarking of assessment ensures consistency with the level and field of education of the qualification awarded.
- Assessment benchmarking uses national/international comparatives.
- Professional learning in contemporary assessment practice is available.



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Principle

6

Questions to ask



- What data are available to draw upon to help you design assessment?
- How do you engage in peer review of assessment within and outside of the University?
- Do you engage students in the future design of assessment?



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Principle

7

Assessment requirements are clearly communicated



- Assessment requirements are communicated with sufficient clarity to enable students to understand and complete their assessment tasks to the standards required.



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Principle

7

Questions to ask



- How do you best convey to students what they need to do to address the assessment tasks?
- How do you use examples of past students' work to clarify what constitutes good work for current students?
- How do you make best use of marking rubrics to clarify students' expectations of assessment tasks?
- What does writing or revising a rubric tell you about the design of the assessment task?



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