

## ASSESSMENT CHECKLIST

Use this checklist as a good practice guide for assessment design, evaluation and renewal.

<b>Alignment of assessment with course and program aims</b>	Yes	No	Unsure
1. Assessment is an integral part of my course planning.			
2. Course assessment contributes to overall program goals/ aims/ objectives.			
3. Assessment enables students to demonstrate forms of learning described in all course learning objectives.			
4. Assessment contributes to the development of disciplinary mastery.			
5. Assessment contributes to the development of other program level goals including accreditation standards and graduate skills or attributes.			

<b>Assessment of learning</b>	Yes	No	Unsure
1. Assessment judges student performance against explicit, relevant criteria and standards.			
2. Assessment task is appropriate, given students' prior learning in my discipline.			
3. Examiner expectations about performance standards for specific assessment tasks are made transparent for students through the use of marking guidelines, assessment instructions and or marking rubrics			
4. Assessment tasks meets all course learning objectives, both disciplinary content and relevant graduate skills where appropriate			
5. There is a moderation process for reaching consensus amongst all teaching team members about expected standards of student performance in assessment.			

<b>Assessment for learning</b>	Yes	No	Unsure
1. The first assessment item occurs early enough in the semester to engage students with their course (USQ policy states that first assessment item should be submitted after week 4).			
2. The first assessment item is a manageable task designed to build students' skills, knowledge and confidence.			
3. Assessment tasks contribute to the development of the graduate skills stated in the course learning objectives, if appropriate.			
4. Assessment tasks target coherent, integrated forms of learning rather than disconnected fragments.			
5. Assessment tasks engage students in active, authentic learning experiences.			



Feedback on Assessment	Yes	No	Unsure
1. Feedback on assessment provides specific information about how students can improve their work beyond their present standard of performance.			
2. Feedback is provided in time so students can use it to improve their performance in subsequent tasks.			
3. Assessment feedback activities are used to develop students' capacity for judgment and their understanding of assessment norms and standards e.g, have students peer evaluate each other based on the marking rubric.			
4. Assessment feedback provided to students incorporates the type of academic skills and or support required for students to learn the errors and or changes required from them for the next assessment or to improve.			

Fairness	Yes	No	Unsure
1. Assessment in a given course presents a reasonable workload for students.			
2. Assessment in a given course presents a realistic workload for course team members.			
3. Assessment provides a comparable experience for all students, regardless of background, access or mode of study.			

### Enquiries

Contact your LTSU representative: <http://www.usq.edu.au/learnteach/ltsu>.

### Bibliography

Boud, D. (2009). *Assessment 2020: seven propositions for assessment reform in higher education*. University of Technology Sydney: Australian Learning and Teaching Council.

Chickering, A. W., & Ehrmann, S. C. (1996). Implementing the seven principles: technology as lever. *AAHE Bulletin*, 3-6.

Chickering, A. W., & Gamson, Z. F. (1987). Seven principles for good practice in undergraduate education. *AAHE Bulletin*, 39(7), 3-7. Retrieved June 23, 2010 from <http://learning.cqu.edu.au/FCWViewer/getFile.do?id=29114>.

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