
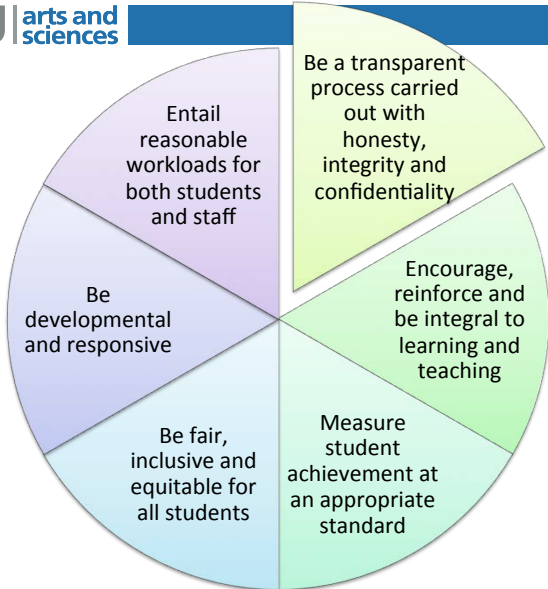


Foundations and Fundamentals of Assessment in 2013



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Be a transparent process carried out with honesty, integrity and confidentiality

Encourage, reinforce and be integral to learning and teaching

Measure student achievement at an appropriate standard


Be fair, inclusive and equitable for all students

Be developmental and responsive

Entail reasonable workloads for both students and staff

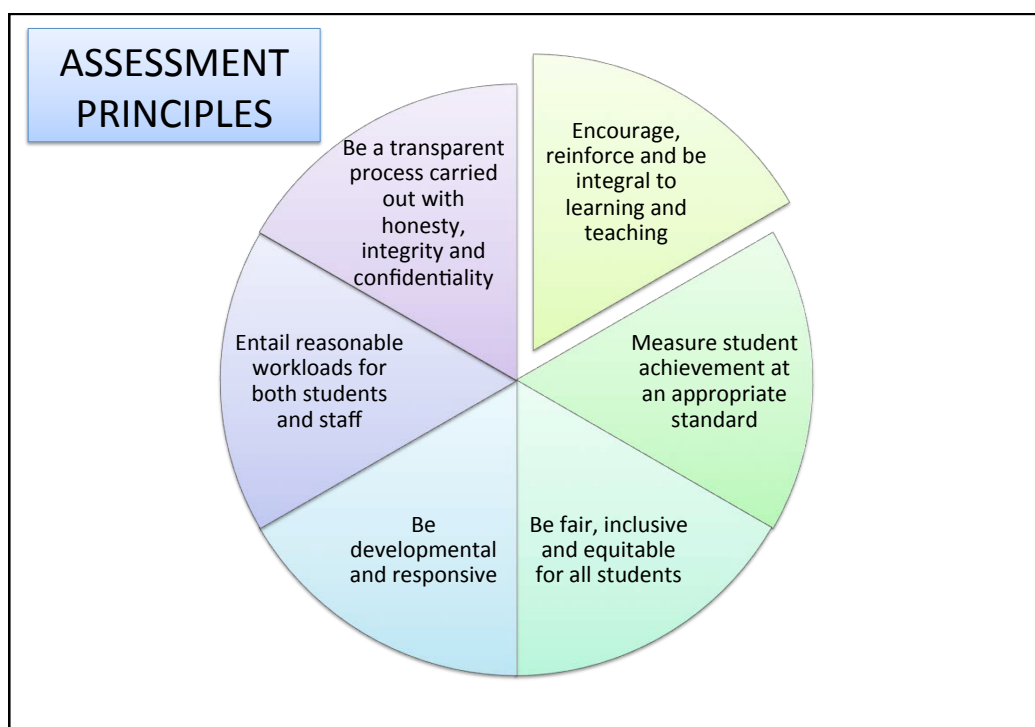
Presentation: Kristina Everett with thanks to Theda Thomas

Be a transparent process carried out with honesty, integrity and confidentiality



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- This principle was in the previous assessment policy
- What does it mean to you?
- What does it mean to your students?
- Use of Turnitin

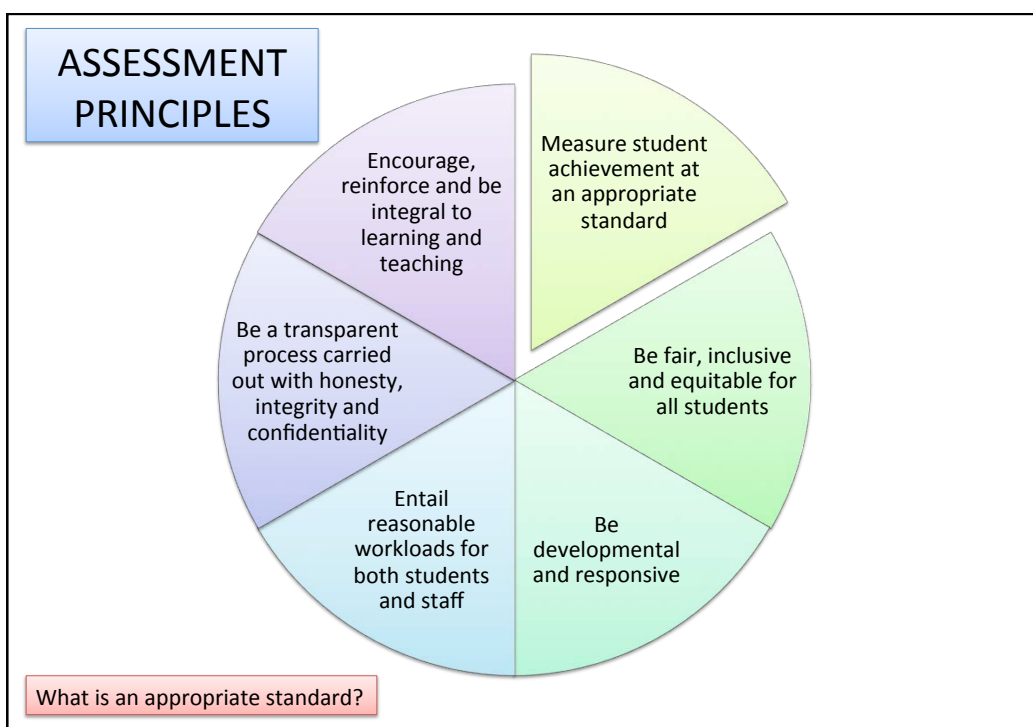


Encourage, reinforce and be integral to learning and teaching



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- What do we want students to learn? (Learning outcomes, graduate attributes or content)
- How do we build assessments that help students to learn? (Assessment of learning vs assessment for learning)
- When should assessments be due?
- First year – first assessment (4.4)



TEQSA Standards for each higher education award



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1. Course design is appropriate and meets the Qualification Standards
2. Course resourcing and information is adequate
3. Admission criteria are appropriate
4. Teaching and learning are of high quality
5. Assessment is effective and expected student learning outcomes are achieved
6. Course monitoring, review, updating and termination are appropriately managed

In the detail of the TEQSA standards

The HE provider is able to demonstrate appropriate progression and completion rates and that students who complete the course of study have attained key graduate attributes p.17

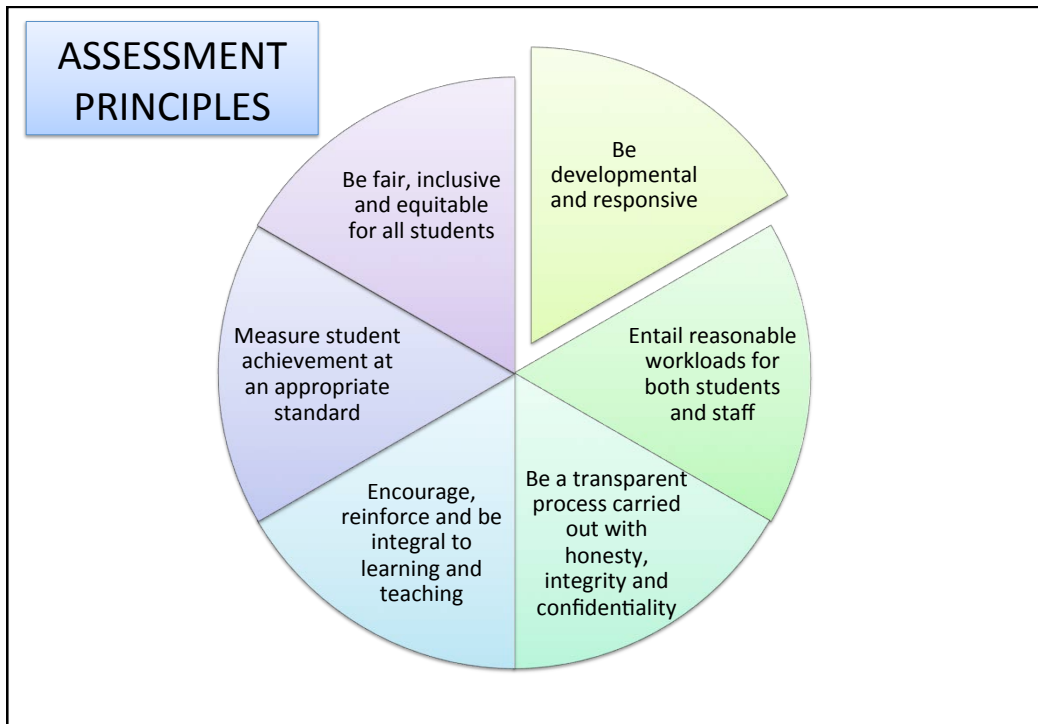
Assessment tasks for the course of study and its units provide opportunities for students to demonstrate achievement of the expected student learning outcomes for the course of study. p.16

Measure student achievement at an appropriate standard



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- Design (4.3)
- Meet requirements of AQF and TEQSA (also accreditation requirements)
- Explicitly link assessment to Learning Outcomes and Graduate Attributes
- Criteria and standards that discriminate and enable differentiation of students' level of achievement
 - Is this the norm curve is disguise?
 - Marks for participation? Marks for handing something in?
- Challenge students to deeper learning and provide opportunities for students to demonstrate their full capabilities
- No marks for attendance (7) – normally no compulsory attendance (professional experience, laboratory, skills-based classes where attendance is integral to achieving the learning outcomes of the unit.)



TEQSA requirements

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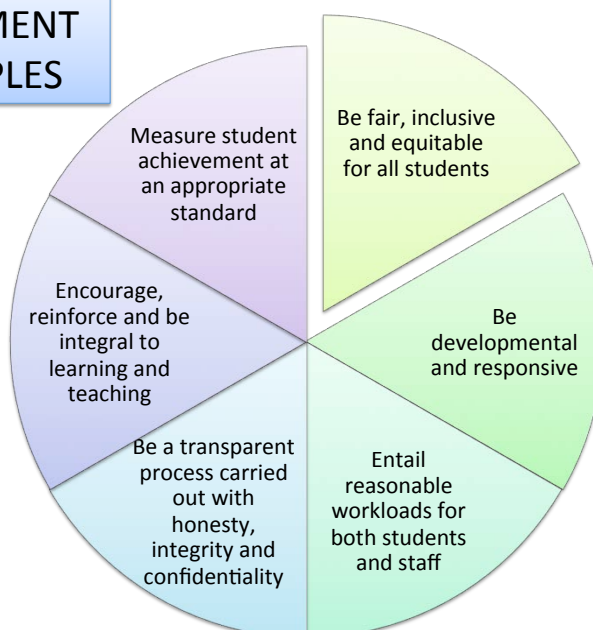
The HE provider is able to demonstrate appropriate progression and completion rates and that students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency. p.17

Be developmental and responsive


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- Designed according to level of the unit
 - Do more words make it more challenging?
- Use a variety of tasks to measure and develop outcomes
- Weighted appropriately
- First year assessment
 - Students must receive feedback in all 100 level units within first 6 weeks of a standards study period
 - What is feedback? (4.4)
 - Integrate skills required for learning at tertiary level
 - Identify problems with English language, academic or numeric literacy
→ send for support
- Feedback – integral to learning (3 weeks or at least 5 calendar days before next related task)

ASSESSMENT PRINCIPLES



TEQSA requirements



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Course is designed to ensure equivalent student learning outcomes regardless of a students' place or mode of study. p14

Course management and coordination including moderation procedures ensure consistent and appropriate assessment. p. 16

Be fair, inclusive and equitable for all students


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- Comparable when offered in more than one location or mode
- Inclusive – no gender, racial or cultural bias
- Equal opportunity for all students including students from diverse backgrounds or with disability
- Group work – make each student accountable
- Communication to students – unit outline

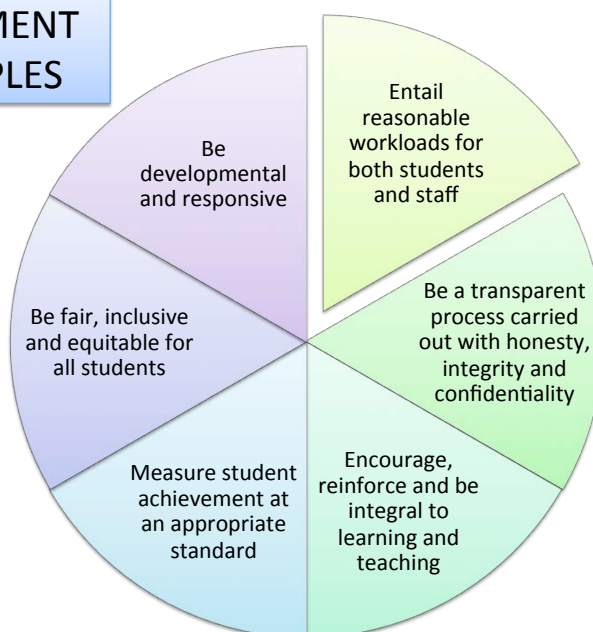
Be fair, inclusive and equitable for all students



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- Moderation
 - Ensure assessment is of quality prior to students seeing the unit outline (pre-moderation)
 - Ensure comparability across campuses – collaborative
 - More than one marker – cross marking (what about cross campus?)

ASSESSMENT PRINCIPLES



Entail reasonable workloads for both students and staff



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- What is a reasonable workload for students?
- Guidelines on student workload
- Two-three assessment tasks per semester (normally)
- Hurdle tasks – “compulsory requirements that must be met in order to pass the unit” - must be counted into workload
- Feedback in 3 weeks or 5 days before next related assessment task

