

ASSESSMENT 'CHECKLIST'

Course: _____ AQF Level: _____ Assessment Task: _____

	Yes	??	No	Comments
Validity				
Is there evidence to support this assessment task as the best means to demonstrate student learning of this knowledge, skill or application?				What?
Are their evidence-based alternative assessment tasks that enable students to demonstrate the learning outcomes better?				What?
Is there evidence to support the use of any electronic/digital tools as the best tool to support the successful completion of the assessment task?				What?
Alignment				
Is your assessment task directly aligned to the course intended learning outcomes?				How?
Can one assessment task demonstrate multiple learning outcomes?				How?
Do you provide learning and teaching activities to provide students the support to successfully complete the assessment task?				What?
Does the assessment task provide opportunities to assess either FOR, AS or OF learning?				Which?
Authenticity				
Does your assessment task have 'real world' relevance?				How?
Does your assessment task demonstrate the learning outcomes and thereby confident in meeting industry standards?				How?
Does your task include assessment of graduate attributes or 'soft skills'?				Which?
Transparency				
Can the students plainly see/read the relevance of the assessment task with that of the learning outcomes?				Where?
Do you provide clear written, audio or video instructions for the task at the beginning of the teaching semester?				Where?
Are additional resources, examples, previous submissions and/or supports provided for successful completion of the assessment task?				What?
Is there a plan or pathway students are expected to create or follow in order to gain maximum learning outcomes?				How?
Are tasks scaffolded to allow students to practice and build upon the knowledge skills and application required for success?				How?
Inclusiveness				
Can the assessment task be undertaken by a range of students with additional learning needs?				
Is there a level of digital literacy required to successfully complete or submit the task?				What?
If yes, do you provide written, verbal or video resources and/or supports to enable successful engagement with task?				What?
Is there a level of academic literacy or numeracy required to successfully complete or submit the task?				What?
If yes, do you provide written, verbal or video resources and/or supports to enable successful engagement with task?				What?
Have you considered student access to electronic, digital and internet services to successfully complete and submit the task?				How?
Veracity				
Do you provide structures or resources within your assessment task to ensure no plagiarism, copying or cheating occurs?				What?

Reliability				
Does the criteria within the marking guide or rubrics differentiate the various <i>evaluation components</i> of the task required to achieve varying levels of learning? If yes, are they weighted/marked to reflect the significance and simplicity/complexity of the evaluation component?				What?
Does the criteria within the marking guide or rubrics differentiate the various <i>performance levels</i> required to achieve varying levels of learning?				What?
Do you undertake a moderation process to ensure fair, just and consistent marking?				How?
Manageability - Students				
Are your assessment due dates spread even across the weeks of the teaching semester?				
Is the assessment task appropriately weighted given the complexity of the task and time required for completion?				
Are students given a realistic time frame for completing the assessment task?				
Are students provided with clear direction on the following (as per University or Faculty guidelines): <ul style="list-style-type: none"> • Word limits (or equivalent for audio or video submission) • Minimum number of references required • Tools or technologies to be used in the submission • Process of submission 				Where?
Manageability - Staff				
Does the assessment task comply with University and Faculty guidelines and processes around: <ul style="list-style-type: none"> • Word limits (or equivalent for audio or video submission) • Weighting • Efficient processes of submission • Allocated time for marking assessment tasks • Allocated staff for marking assessment tasks 				Where?
Have you considered efficient ways to manage the marking processes?				How?
Have you considered the internet access and capabilities of staff to mark digital or electronic submissions?				How?
Feedback				
Are there opportunities for formative feedback prior to final submission?				When?
Are the processes of providing formative and summative feedback clearly identified and stated?				Where?
Are the time lines for providing formative and summative feedback clearly stated?				Where?
Evaluation				
Do you have a tool or process to evaluate, measure or review the student use of the assessment task in achieving alignment to the learning outcomes?				What?
Do you have a tool or process to evaluate, measure or review the facilitator use of the assessment task in achieving alignment to the learning outcomes?				What?
Other comments:				