



Guidelines for **Good Assessment Practice**

Compiled by the **University of Tasmania Assessment Working Group 2007**

UNIVERSITY OF TASMANIA

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Principles of Assessment at UTAS

The University of Tasmania recognises the key roles assessment plays in the learning and teaching process. To articulate the importance of assessment in this process UTAS espouses three key principles that should form the foundation of good assessment practice at all levels of our learning and teaching endeavour.

Principle 1

Assessment should be seen as an integral part of the learning and teaching cycle.

Principle 2

Assessment has five key purposes and these should be considered when developing assessment tasks and learning experiences for students in a unit of study. These purposes are:

- *to guide students' development of meaningful learning;*
- *to inform the learner of their progress;*
- *to inform staff on the progress of students, and the effectiveness of their teaching;*
- *to provide data for Schools and Faculties to arrive at final grades for students in a unit of study, to make decisions on the awarding of a degree or diploma, and to rank students for awards or progress to another level of study;*
- *to ensure academic quality and standards are maintained at UTAS.*

Principle 3

Assessment practices and processes must be transparent and fair.

Overarching Principle

Underpinning these three key principles is the view that assessment at every level should be based on clearly articulated criteria, and that decisions about the grades awarded to students for units of study and pieces of assessment should be based on the attainment (or otherwise) of those criteria at stated performance standards. This assumes a system of grading student performance against a set of criteria rather than against a group, and that assessment grades awarded should reflect this overarching principle.

In addition to these fundamental principles a number of other subordinate principles are proposed. These are clustered under the headings of the key principles stated above.

Principle 1

Assessment should be seen as an integral part of the learning and teaching cycle.

This principle is achieved when:

1. there is a clear alignment between stated learning outcomes, the learning experiences provided for students, and the assessment tasks;
2. student understanding of the assessment process is facilitated by clear explanations of the assessment tasks, how the assessment tasks relate to the learning outcomes, and the criteria and standards against which students will be assessed;
3. assessment tasks are designed to assess relevant UTAS graduate attributes as well as subject-specific criteria;
4. there is a clear progression in the assessment requirements within a unit and through the progress of a course;
5. assessment tasks assess the capacity to analyse and synthesise information and concepts, not just recall the information previously presented.

Principle 2

Assessment has five key purposes and these should be considered when developing assessment tasks and learning experiences for students in a unit of study. These purposes are:

- ***to guide students' development of meaningful learning;***
- ***to inform the students of their progress;***
- ***to inform staff on the progress of students, and the effectiveness of their teaching;***
- ***to provide data for Schools and Faculties to arrive at final grades for students in a unit of study, to make decisions on the awarding of a degree or diploma, and to rank students for awards or progress to another level of study;***
- ***to ensure academic quality and standards are upheld and maintained at UTAS.***

This principle is achieved when:

6. assessment supports student learning and tests their achievement by providing clear opportunities to demonstrate their learning and skill development;
7. assessment provides students with descriptions of their progress against stated learning outcomes, criteria and performance;
8. assessment feedback provided to students is both detailed and constructive, returned in a timely manner, and allows students to benefit in the preparation of future assessment tasks;
9. feedback from assessment tasks (and other sources) provides clear information for staff to make judgments about students progress against the criteria and standards, and enables them to evaluate the effectiveness of the teaching;
10. assessment tasks are weighted to balance the developmental ('formative') and judgemental ('summative') roles of assessment. That is, early low-stakes, low-weight assessment should be used to provide students with constructive feedback to improve their performance – later assessment pieces of higher weight could be used for summative assessment;

11. plagiarism in various forms is minimised through careful task design, clear explanations and education about academic integrity, and appropriate monitoring of academic honesty by academic staff.

Principle 3

Assessment practices and processes must be transparent and fair.

This principle is achieved when:

12. clear criteria and performance standards for the assessment of student work are made available to students in the descriptions of the assessment tasks at the beginning of the semester;
13. assessment tasks are designed to ensure there are no inherent biases that may disadvantage any student groups;
14. the anonymity of students' work is maintained in the assessment process where this is possible and practical;
15. at a year level within a School, scheduling and design of assessment tasks take into considerations student workloads.
16. penalties and adjustments, such as late penalties and moderation of grades, are made consistently, and according to clearly articulated policy readily available to students;
17. at a School and University level there are clear and published processes available to students who request their results be reviewed.

Adopting a Criterion-referenced Approach

Students frequently assume that assessment involves a “hidden curriculum”. Many students believe that our assessment tasks provide them with specific messages about the importance of particular topics. In addition, assessment directs and guides students’ approaches to study, leading them to concentrate on those things that they believe we hold most important.

Accordingly, assessment represents the single most powerful tool we possess to direct and guide students’ approaches to learning. Through clearly articulating the learning outcomes we design, we can more effectively guide our students’ thinking and their approaches to learning.

Implementing across the University a standards-based, criterion referenced assessment policy ensures we will achieve a number of outcomes, including addressing students’ concerns regarding our assessment practices.

In addition, implementing this policy and practice across the University will achieve fundamental benefits for all students and staff alike. These benefits include:

- Evaluating students’ performance against standards and criteria, in the absence of comparisons with other students, ensures we maintain standards within and between years
- Students earn grades for the quality of their work alone, without reference to the work of others (i.e. replacing normative referencing with standards based, criteria referencing) or students’ past performances
- Clearly articulating the standards and criteria against which judgements will be made about the quality of students’ work will guide and enhance their focus on the task of learning
- Providing detailed guidance on how and on what bases students will earn particular grades for their work
- Providing students with enhanced opportunities to accept increasing levels of responsibility for their learning
- Increasing transparency in assigning grades students earn for their work
- Improving students learning outcomes, and
- Enhanced alignment between the development of graduate attributes at the course level with unit objectives.

The benefits of improving assessment practices and implementing a standards based, criteria-referenced assessment program occur at several levels, including those of the students and staff.

Students

- Through clearly articulating our academic expectations, students will invest more time working towards achieving precisely the learning outcomes we design.
- Students will understand more clearly the things they need to do and the approaches they need to adopt in order to earn particular grades
- Through enhancing feedback on formative and summative assessment tasks we ensure students' understanding aligns with expectations of the discipline.

Teaching staff

- Enhancing our focus on curriculum design will allow us to even more effectively guide learners and learning.
- Teachers will use their professional knowledge in grading work to guide students' learning through clearly articulating our expectations before students complete assessment tasks.
- In large classes and amongst multiple markers, using standards and criteria improves the consistency of allocating grades to students' work.

Student Services staff

- Improved understanding of learning outcomes will assist staff to mentor and guide the enhancement of students' skills and approaches to more effectively address assessment requirements.

Librarians

- Enhanced understandings of learning outcomes will improve reference librarians' capacity to guide learners to identify, locate, synthesise and integrate more relevant information to address assessment tasks.

Assessment Terminology

The literature and discourse of assessment in education is both expansive and confusing, with many terms used interchangeably and inconsistently. To assist the reader a glossary and description of key terms is provided. Some other terminology related to concepts in this document are also provided.

Assessment

Assessment of students refers to all those processes employed by academic staff to determine the performance of students in unit of study and over a course of study. These processes include developing assessment tasks, determining assessment criteria and assessment tasks, determining students' performance on those assessment tasks, providing feedback to students and determining grades. It is considered to be an integral component of the teaching and learning process.

Standards-based, criterion-referenced Assessment

Standards-based, criterion referenced assessment allows us to quantify the extent students have achieved the goals of a unit of study and a course. This assessment is carried out against previously specified criteria and performance standards. Where a grade is assigned, it is assigned on the basis of the standard the student has achieved on each of the criteria. In summary, criterion-referenced assessment is the process of determining student performance and assigning grades against a set of specified criteria and performance standards. (Compare with norm-referenced assessment)

Related concepts

Criterion-based Assessment

In some literature criterion-referenced assessment is assumed not to provide any grading or quantification of student performance. The term criterion-based assessment is used in this literature to denote the use of criteria and performance standards but still allowing the awarding of discriminatory grades to performance.

Competency-based Assessment

This term is generally used in relation to skill-based learning programs where the performance of single or multiple tasks is involved. It is enshrined in the vocational educational frameworks and uses criteria to arrive at a judgment that the student is either competent or not competent at the specified skills/performances.

Norm-referenced Assessment

Norm-referenced assessment has as its end point the determination of student performance based on a position within a cohort of students – the norm group. This may be done in a number of ways including the use of standard scores (assuming a normal distribution – the bell curve), or on the basis of grade distributions. While academic staff may use some criteria against which to measure student performance, NRA is primarily based on the measurement (by assigning marks) of assessment tasks.

Formative Assessment

We define formative assessment to comprise tasks that contribute no marks towards the final grade a learner earns. Formative assessment serves a diagnostic function for both students and teachers. Students receive feedback that they can use to adjust, improve their performance or other aspects of their engagement in the unit such as study techniques or research strategies. Staff receive feedback on the quality of learners' understandings and consequently, can modify their teaching approaches to provide enrichment or remedial activities to more effectively guide learners. Teachers can conduct formative assessment at any point in a unit of study. Formative assessment provides corrective feedback to students and staff that may be used to assist students with their performance.

Summative Assessment

Summative assessment evaluates the quality of students' learning and assigns a grade to that students' work based on how effectively learners have addressed the performance standards and criteria. Assessment tasks conducted during the progress of a semester may be regarded as summative in nature if they only contribute to the final grades of the students.

A particular assessment task can be both formative and summative. For example, a student could complete Module 1 of their unit and complete an assessment task for which they earned a grade that counted towards their final mark. In this sense, the task is summative. They could also receive extensive feedback on their work. Such feedback would guide learners to achieve higher levels of performance in subsequent tasks. In this sense, the task is formative – because it helps students form different approaches and strategies to improve their performance in the future.

Learning Outcomes

The term *learning outcome* has been adopted by UTAS to convey to students in clear statements (in unit outlines and assessment task descriptions) what they are expected to be able to do, know about, and/or value, at the completion of a unit of study. The UTAS definition of learning outcomes (which can be viewed in the annotations on the unit outline proforma), includes the idea "... and how well they should be expected to achieve those outcomes". In this document the term *performance standards* (see below) is being used to describe the level at which students are expected to achieve the learning outcomes in order to attain certain grades.

Learning outcomes not only serve the purpose of directing the content and design of a unit of study, they form the basis of assessment and are also linked to the larger outcomes of learning set by the University in the form of generic and/or course/discipline-specific graduate attributes.

Learning outcomes are not simply statements that describe the content/syllabus of the unit (of the type 'You will/to gain an understanding of X, Y, or Z'). Nor are they statements of what the lecturer intends to do.

Other terms are used in the assessment literature with the same intent as *learning outcomes* but with different emphases. Examples of these terms are: assessment criteria, objectives, performance objectives. These related terms are addressed below.

Related Concepts

Objectives

The term 'objectives' is also used to denote some specific statement of intent associated with a unit of study. It is a generic term and there are various sub-categories of objectives, some of which are described below.

Performance Objectives

This term is more akin to the term learning outcome as the word performance is implying what the student will be able to demonstrate after engaging in the learning experiences offered in the unit of study.

Behavioural Objectives

As with the above, behavioural objectives are written in such a way to denote what a student will be able to do, or demonstrate in some way (linked to assessment tasks)

Process Objectives

Process objectives (or teacher centred objectives) are statements about what the teacher will do or what the students will be engaged in, rather than what the student will be able to do at the end of the unit.

Cognitive Objectives

These objectives related to the cognitive domain as defined by Bloom (1956). They related to student knowledge and understanding and higher levels of cognitive performance.

Affective Objectives

These objectives relate to those aspects defined by Bloom as the affective domain. They relate to attitudes, values, emotional capabilities.

Psychomotor Objectives

Objectives in Bloom's psychomotor domain relate to skills based performances of students. These can be associated with a range of discipline areas. Many psychomotor skills have high cognitive components linked to them, especially in areas such as health science, laboratory research skills and data gathering, etc.

Assessment Criteria

Criteria (*plural*); criterion (*singular*): *assessment criteria* denote those specific student outcomes that are expected to be demonstrated in any particular assessment task. Criteria should be clearly based on the statement of student *learning outcomes* articulated in a unit outline, and should take into consideration the graduate attributes at a university and discipline specific level.

Performance Standards

A performance standard is a clearly articulated description of the level of attainment that acts as a stable reference point or recognised measure for the purposes of reaching a decision on the quality of a student's work.

In this document, performance standards are linked to the to the UTAS grade awards used to determine the level of achievement a student has attained on an assessment task. Examples of performance standards are provided in the exemplars appended to this document. As indicated in the definition of assessment criteria above, ideally the performance standards would be matched against the assessment criteria in a matrix referred to (and defined below) as an assessment rubric.

Assessment Rubrics

An assessment rubric is a matrix of the assessment criteria matched against the performance standards for each of the criteria on some scale – in the UTAS case most likely our award grade system (NN, PP, CR, DN HD). Not only can a rubric be used to grade an individual assessment task, but it can be used as a decision tool for grades in a whole unit of study. Examples of rubrics in a number of discipline areas are provided in the appended documents (not always using the matrix format).

How to Develop Criterion-referenced Assessment Strategies

Students engage most effectively in learning strategies that produce meaningful and lifelong understandings when they comprehend the rationale and purpose for their learning. We can constructively align students' learning strategies with the performance of outcomes we design through ensuring our assessment strategies meaningfully evaluate the learning outcomes we design into our units and courses of study.

The process of alignment of our curricula relies on interactive feedback loops: feedback from the students to us in the form of their responses to our assessment tasks or evaluation instruments such as SETL; and our feedback to the students on how they could learn even more effectively. Each of these feedback loops is illustrated in Figure 1.

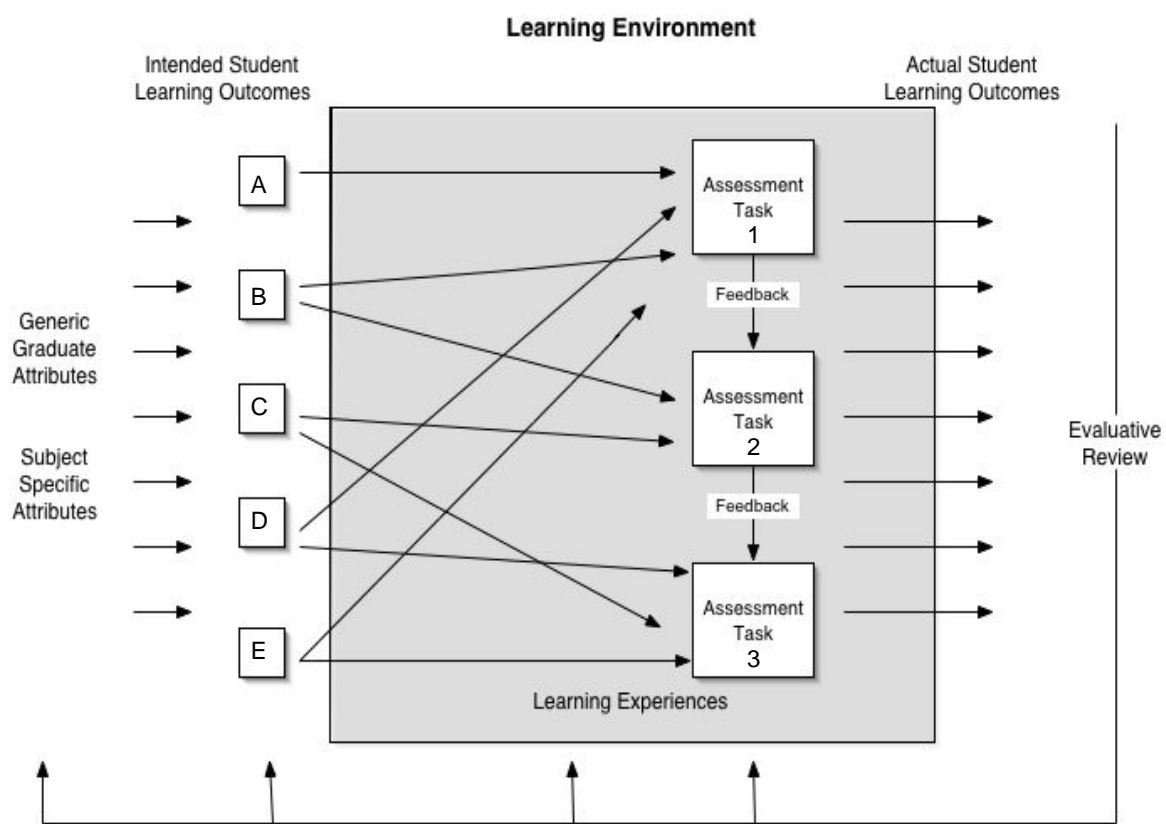


Figure 1: The learning environment featuring the factors that influence curriculum design decisions. In particular, the diagram represents the pathways to guide students to attain expertise and capabilities to continue to develop their graduate attributes through achieving designed learning outcomes for the unit of study. Through students completing assessment tasks, evaluative loops of reflection and action on the part of learners and their teachers lead to long term changes in the ways they learn and teach respectively.

Unit Design

Designing engaging assessment activities for learners represents an integral and embedded part of academic's curriculum design and teaching practices.

A good teaching system aligns learning experiences and assessment with learning outcomes (Biggs, 2003). Setting clear objectives for learning is the first stage of this process. These outcomes will take into account appropriate Generic Graduate attributes as well as subject specific attributes. Creating the assessment and teaching strategy for a unit comprises four distinct phases:

1. Identify the learning outcomes
2. Develop the assessment tasks
3. Choose the teaching methods
4. Choose the content.

Each phase is described below:

1. Identify the learning outcomes

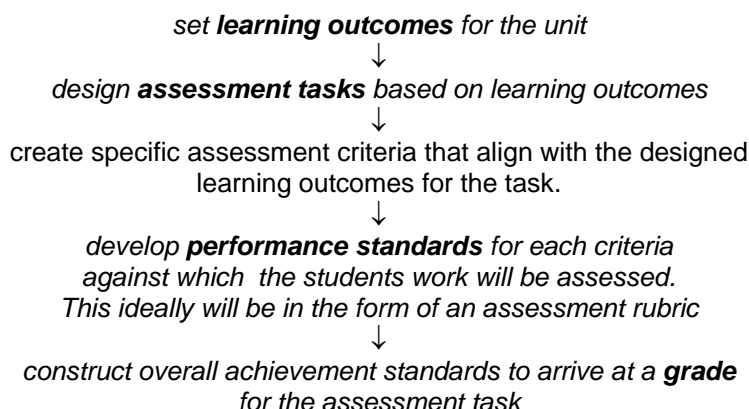
*Where do we want the students to be at the end of the learning process?
(what are the learning outcomes?)*

Assessment tasks can then be planned to ascertain how well students have achieved these outcomes.

2. Develop the assessment tasks

How can we design assessment tasks to allow the students to demonstrate they have attained (or are developing towards attaining) the learning outcomes?

Construct assessment tasks that require students to learn, practice and apply the skills and capabilities to address the learning outcomes form the foundation of sound curriculum design. The assessment task will take into consideration the graduate attributes at a university and discipline specific level. From descriptions of the process of criterion-referenced assessment that are to follow in this document the pathway of developing assessment tasks should generally be:



Timing of assessment tasks:

We need also consider the timing of the assessment tasks so that we can most effectively guide students' approaches to, and engagement with, the quality of learning. Setting a minor (but required) assessment task early in the semester serves the dual purpose of early engagement of students with unit content and the identification of those who require academic enrichment or additional assistance with their learning development.

3. Choose the teaching methods.

It is then important to plan learning experiences that will allow students to be able to meet the learning outcomes. Plan ways to teach students that model and guide their thinking and developing understanding of the thinking processes that are necessary to fulfil the assessment task.

4. Choose the content.

Choose the content necessary for students to understand and apply their knowledge so that they can complete the assessment tasks.

Thinking about learning and learners

It is important to recognise that learning is a developmental process, and that we need to ensure there is opportunity for students to monitor and receive feedback on their learning. Learning and assessment tasks should increase in complexity to reflect developing understanding.

Reviewing whether students' actual learning outcomes match the intended learning outcomes provides valuable data that can be used to improve the unit. This data can be used to evaluate the success of the learning experiences, whether the intended learning outcomes were appropriate and whether the assessment tasks gave students the opportunity to demonstrate understanding.

This document focuses on providing guidance to develop a standards-based, criterion referenced assessment strategy for individual units.

How to set Criteria and Performance Standards

For each task, we need to identify the criteria against which we will evaluate students' performance. Let's use an example from a first year undergraduate unit for biology students. The learning outcomes for the unit comprise the following:

1. Evaluate the significant structure, function and integration of cells, tissues, organs and organ systems that collectively confer particular survival advantages or limit the distribution of particular organisms.
2. Integrate your knowledge of the structure and function of major plant and animal organs and organ systems in order to solve creatively straightforward and novel problems.
3. Understand the interconnections and functional interactions among tissues, organs and organ systems that contribute to the survival of complex organisms.

Let's examine one of the three criteria against which we will evaluate students learning. Rewriting learning outcome two, we derive the following criterion:

- Thinking critically to solve complex problems through integrating information from a diverse array of sources.

This criterion, without further explanation, provides the students with some idea of the basis we will use to assess their work. However, students justifiably ask, how do I know how to perform well in addressing this criterion? What would constitute a quality performance in this criterion?

To answer students' questions about what constitutes quality within a criterion, we need to articulate diagnostic characteristics to guide their work. For academics, this task represents clarifying in our own minds and explaining to students the basis of our professional assessment of their work. For example, we need to explain to students the features of work that define a passing grade and those that distinguish a credit or higher grade. We use performance standards to explain the diagnostic characteristics of each grade to students.

To create performance standards an example below shows how we can use a modified version of Biggs and Collis' (1982) SOLO taxonomy. SOLO, or Structured Observation of the Learning Outcome, maps evidence of students' understanding at five different levels. Table 1 gives a précis of the standards that Biggs and Collis ascribe to each level of the taxonomy. The first level recognises that students frequently fail to recognise the problem, or they create cases based on information and facts unrelated to the question. Each successive level builds progressively towards higher levels of understanding. In the upper levels of the taxonomy, students' work exhibits enhanced complexity of thought and understanding. At the highest levels of the taxonomy, students' work provides evidence of increasingly sophisticated applications of their knowledge.

Table 1. Biggs and Collis' (1982) Structure of the Observed Learning Outcome (SOLO) taxonomy divides student performance into five categories with diagnostic characteristics for each class. (Supplemental performance indicators for each category have been drawn from Ramsden, 1992.)

Category	Diagnostic Characters
Fail (NN)	The student fails to recognise the problem; uses irrelevant information, or no meaningful response
Pass (PP)	The student recognises the problem and frames answer in terms of one relevant aspect only; they frequently jump to conclusions and back up their arguments with scant evidence.
Credit (CR)	The student answers in terms of a few limited and independent aspects of the task (i.e. generalisation), but responses generally lack both integration and co-ordination
Distinction (DN)	The student provides a response that generalises within given or experienced context using related aspects of the subject: details are linked to conclusions; and the meaning of the task is understood
High Distinction (HD)	The student provides a response that evidence of inductive and deductive reasoning; answers provide evidence of capacity to generalise to situations not experienced; higher order principles are used to bring in a new and broader set of issues.

For the purposes of description UTAS grades have been applied to each standard.

Using this scheme, we will develop an example of performance standards for each grade in answer to the assessment question:

How did Plesiosaurs hold their breath for long enough to hunt at great depths in the ocean?

Deriving performance standards through reforming Biggs and Collis' (1982) SOLO categories

Biggs description of a Fail standard:

The student fails to recognise the problem; uses irrelevant information, or no meaningful response

*Reforming this descriptor into a **FAILing performance standard** for the example assessment task:*

Your work demonstrates that your answer provides little, if any evidence of your attempts to integrate your knowledge. Your work provides no, one, or at most two examples of how the different cells, tissues and organs operate interdependently to maintain the organism's constant internal environment. i.e. You do not explain how the cells, tissues, organs and organ systems of the Plesiosaur help the animal survive. Your lack of integration combined with substantiating evidence precludes you from providing a solution that addresses the question.

This approach focuses on what the student does. Where possible, it removes subjective descriptors – e.g. excellent, good, sound, and poor. Instead, this standard and those that follow provide direction for the approaches that learners will adopt to earn a particular performance standard. Through rewriting Biggs' descriptions of the various standards, we construct a set of performance standards for the criterion:

- Solving complex problems through integrating information from a diverse array of sources and thinking critically about the problem.

To continue reframing Biggs descriptors into performance standards the same technique is continued below:

Biggs description of a Pass standard:

The student recognises the problem and frames answer in terms of one relevant aspect only; they frequently jump to conclusions and back up their arguments with scant evidence.

*Reforming this descriptor into a **PASSing performance standard** for the example assessment task:*

You provide an interpretation that draws a conclusion. Your attempt provides little evidence that you have linked the concepts introduced in lectures, assigned readings/practicals, tutorials or your research to identify the functions of the various organ systems required to explain how Plesiosaurs functioned and survived.

Your answer examines the functioning of the Plesiosaur in terms of only one tissue, organ system, or several systems. Your answer treats these systems in isolation with few references to how the integration of these systems would allow the animal to hunt at depths in the ocean. To achieve the next grade your answer should synthesize your understanding of how the animal's tissues, organs and organ systems function together to maintain a constant internal environment.

Biggs description of a Credit standard:

The student answers in terms of a few limited and independent aspects of the task (i.e. generalisation), but responses generally lack both integration and co-ordination

*Reforming this descriptor into a **CREDIT performance standard** for the example assessment task:*

Your report provides details that provide the reader with your explanation of how and why these particular organ systems operate together. You draw on the knowledge you gained from lectures, practicals, assigned readings and other sources of information that you independently identified. Your answer demonstrates the start of your attempts to integrate the functioning of the various components of the Plesiosaur. You developed the basis of a logical argument in explaining the functioning of the Plesiosaur. Based on your understandings, you can explain the limitations of your interpretations.

To improve your work, you might consider critically evaluating the various sources of information and consider how the organism's organ systems work together to maintain a constant internal environment. You might also evaluate how the animal could maintain a constant internal environment given the range of environmental conditions it would experience during one of its deep, or for that matter shallow dives.

Biggs description of a Distinction standard:

Responses generalise within given or experienced context using related aspects of the subject; details are linked to conclusions; meaning of the task is understood

*Reforming this descriptor into a **DISTINCTION performance standard** for the example assessment task:*

Your work exhibits evidence of the integration of your understanding of the inter-dependence and independence of the operation of the various organ systems to allow the Plesiosaur to hunt at different depths in the ocean. You based your answer on comparing, contrasting and evaluating different arguments and the benefits of the different organ systems to how the animal survives. Moreover, you base your conclusion on the understandings you developed, in combination with your knowledge of the ideas and concepts introduced in lectures/practicals/readings and information sources you independently identified.

You base your argument on particular modes of behaviour that the integration of functioning of different organ systems conferred. You based your conclusions on comparing, evaluating different arguments and considering the benefits of particular organ systems operating in synergy to allow the organism to survive.

Biggs description of a High Distinction standard:

Responses show evidence of inductive and deductive reasoning: Answers provide evidence of capacity to generalise to situations not experienced: Higher order principles are used to bring in a new and broader set of issues.

Reforming this descriptor into a **HIGH DISTINCTION performance standard** for the example assessment task:

All of previous category +

You will demonstrate that you can interpolate and extrapolate your knowledge from numerous sources, to go beyond the original question. Moreover, you will demonstrate a highly sophisticated understanding and mastery of your knowledge to explain how the various systems described in lectures; practicals and readings integrate and function together to explain the Plesiosaurs' function and survival. You are likely to have expanded this understanding to explain how the animals would have survived in the environments they experienced and maybe even some they didn't.

Using the same approach to developing performance standards for a single criterion, you will need to undertake the same approach for each of the other criteria your assessment task assesses.

When combined together, each of the criteria, with their respective performance standards forms a rubric. An example of the setting out of a rubric appears below:

Performance standard	Criterion 1	Criterion 2
NN	<i>Written description of performance standard derived from applying the above strategy</i>	<i>Written description of performance standard</i>
PP	"	"
CR	"	"
DN	"	"
HD	"	"

Exemplars: Criterion-referenced Assessment in Action

The following are examples of criterion-referenced assessment at UTAS. We have provided an exemplar for an essay assignment, a lab report, a legal problem solving exercise and an Honours program. Exemplars for other types of assessment such as group work, oral presentation, creative arts, and a rubric for workplace learning can be found on the UTAS website. (Details are provided in the *Frequently Asked Questions* section at the back of this guide).

Each of the exemplars follows a similar plan comprising a description of the learning experiences, the criteria assessed, marks awarded and a rubric.

Exemplar of an essay assignment

Assignment topic:

Evaluate the effect of caffeine on cognitive functions such as memory and attention.

Task:

Write an essay on the above topic.

Limits:

- No more than 1250 words.
- Essays which are over the word length or do not state the correct word length on the cover sheet will be penalised (see the Unit Outline).
- All words in the essay (including the abstract) count in the word limit; references at the end of the essay do not count in the word count.
- There is no set number of references required. We recommend, however, that you independently seek out at least one article or document in addition to those provided on e-reserve.

If word-processed:

- 12-point font
- double-spaced
- page margins at least 2.54 cm

If hand-written:

- write legibly
- left-hand page margin of at least 5 cm;
right-hand page margin of at least 2.5 cm.

Criteria:

- a) The relevance and quality of the literature discussed in your essay.
- b) The integration of ideas in your essay.
- c) The logical structure and flow of ideas in your essay
- d) The conciseness and clarity of your writing. Remember that grammar, spelling and sentence construction will contribute to how clearly you have explained yourself.
- e) Adherence to APA formatting requirements.

Marks:

This assignment is worth 20 percent of your final grade.

Hint:

Your introduction should clearly explain the point of the essay and your conclusion should not introduce any new material.

Checklist of submission requirements:

- Have I completed and attached a cover sheet? (*please use the cover sheet in the back of your second prac workbook*).
- Is it stapled? Remember to staple the assignment and do not place it in a plastic cover.
- Do I have a title page? Make your own title page just like the one on page 32 of Shakespeare-Finch. *Note: do not put your name on it, just your student ID.*
- Have I included an abstract? Have a look at the example on page 33 of Shakespeare-Finch.
- Have I double-checked that I have addressed the criteria for this essay?

Marking Procedure

1. As you read the essay make annotations on the essay. Correct a couple of example problems (e.g., one wrong citation, one poorly worded sentence, one poor paragraph transition).
2. As you read the essay use a highlighter to mark the relevant comments.
3. Use the rules below to decide the letter grade of the essay
4. Within the band decide on and record a mark on the mark sheet (2 columns: one for ID number, one for mark awarded: sign it then give it to Sue/Anthea)
5. Write comment in the space on the back of the rubric that gives guidance about one thing the student could do to improve the next essay

Grade Allocation Rules

NN-2 4 or 5 “needs development”

NN-1 3 “needs development”

PP 1 or 2 “needs development”

CR no more than 1 “needs development”

DN no “needs development”, at 2 or 3 “well developed”

HD no “needs development” at least 4 “well developed”

Assessment rubric: Essay

Student Number:

	Needs development		Sound		Well developed	
	NN2	NN1	PP	CR	DN	HD
Criterion A: <i>Selects content appropriately</i>	Limited skill in selection of content/literature – not always <i>relevant, current</i> or from <i>credible</i> sources.		Content/literature is mostly appropriately selected – <i>relevant, current</i> and from <i>credible</i> sources.		Content/literature is carefully selected – <i>relevant</i> to topic, <i>current</i> and from <i>credible</i> sources.	
Criterion B: <i>Integration of ideas</i>	Limited evidence of integration of information. Literature, where used, is not integrated effectively and is not used appropriately as evidence to support line of argument.		Some attempt made to integrate information. Some understanding of how to use literature as evidence to support own argument. Some ability to integrate literature smoothly.		Well-integrated ideas and information. Content/literature is used as evidence to support a clear argument. Content/literature is integrated into essay smoothly.	
Criterion C: <i>Logical structure and flow of ideas - structures essay effectively</i>	Essay does not present a clear and coherent argument. No logical flow of ideas through essay. Essay lacks definite structure. Introduction/body/conclusion not clearly <i>delineated</i> and not inclusive of necessary <i>components</i> (e.g., orientation to topic, outline of essay, concluding statement). Limited evidence of careful planning.		An argument is presented, though this could be clearer. Some structure and flow of ideas is apparent, however, this could be improved. Essay has some structure – intro, body and conclusion, although <i>composition</i> of these needs attention in places. Some evidence of planning.		Essay presents a clear and coherent argument. Logical structure and flow of ideas through essay. Essay is carefully structured with well defined and appropriately composed introduction, body and conclusion. Clear evidence of thorough planning.	
Criterion D: <i>Conciseness and clarity of writing</i>	Expression is not clear, and is difficult to understand. Meaning is unclear in places due to spelling/punctuation/ grammatical errors. Inclusion of substantial irrelevant or redundant information. Limited evidence of proof reading.		Expression is okay. Expression is relatively clear; however, this could be improved. There is some inclusion of redundant or less-than-relevant information. Some evidence of proof reading, but errors in spelling, punctuation/grammar still evident in places; these errors make the writing difficult to understand at times.		Expression is clear and concise. Essay is carefully proof read and virtually free from spelling, punctuation and grammatical errors.	

	Needs development		Sound		Well developed	
	NN2	NN1	PP	CR	DN	HD
<p>Criterion E: <i>Employs APA referencing and formatting appropriately and accurately.</i> <i>Uses appropriate academic writing conventions</i></p>	<p>APA referencing style is inaccurately used (punctuation and formatting) in text. APA referencing style is inaccurately used (punctuation and formatting) in reference list. Formatting requirements (e.g., spacing, no headings, pagination, etc.) are not met. Limited understanding of appropriate use of summarising, paraphrasing and quoting, suggesting conceptual misunderstanding of academic integrity/plagiarism. Uses <i>first</i> and/or <i>second person</i> ('I'/you') rather than <i>third person</i>.</p>	<p>APA referencing style is used in text, with minor errors in punctuation and formatting. APA referencing style is used in reference list, with minor errors in punctuation and formatting. Some of the formatting requirements are met for the essay, but there are some areas for improvement (e.g., spacing, no headings, pagination, etc). An attempt is made to use paraphrasing, summarizing and quoting, although not always in appropriate balance. No evidence of plagiarism. Uses <i>third person</i> format rather than <i>first</i> ('I') or <i>second</i> ('you').</p>	<p>APA referencing style used <i>accurately</i> in text. APA referencing style used <i>accurately</i> in reference list (virtually free from punctuation and formatting errors). Formatting requirements for an essay (e.g., spacing, no headings, pagination, etc) are fulfilled. Paraphrasing, summarising and quoting are all used appropriately. No evidence of plagiarism. Essay is written entirely in <i>third person</i>.</p>			

Marker's written comments:

Grade: NN2 NN1 PP CR DN HD

Exemplar of a lab report (Results and Discussion)

Marking Procedure

1. As you read the method section use a highlighter to mark the relevant comments.
2. Try not to comment too much on the text – wait to make comments on the marking sheet.
3. Use the rules below to decide the letter grade (equal weighting for each criterion/row).
4. Within the band decide on and record a mark on the mark sheet (2 columns: one for ID number, one for mark awarded: sign it then give it to Sue/Anthea)

Grade Allocation Rules

NN-2	5 or more “needs development”
NN-1	4 “needs development”
PP	2 or 3 “needs development”, no more than 1 or 2 “well developed
CR	no more than 2 “needs development”, at least 2 “well developed
DN	no more than 1 “needs development”, at least 5 “well developed”
HD	no “needs development” at least 7 “well developed”

Mark Boundaries

NN-2	<7.5	0 – 7
NN-1	8-9.5	8
PP	10-11.5	10
CR	12-13.5	12
DN	14-15.5	14
HD	16<	16
	/ 20.0	/ 20

Assessment rubric: Lab report

Student Number:

	Needs development		Sound		Well developed	
	NN2	NN1	PP	CR	DN	HD
<p>Criterion A: <i>Introduction – provides a clear rationale and hypotheses; experiment is placed in context with appropriate reference to literature.</i></p>	<p>Argument presented is not clear, or is logically flawed. Literature, where used, is not integrated effectively and is not used appropriately as evidence to support line of argument. Literature not relevant or reviewed inaccurately. Hypotheses are not appropriate for the study.</p>		<p>An attempt is made to present an argument, through this could be clearer. Some understanding of how to use literature as evidence to support own argument. Literature is mostly relevant and accurately reviewed. Hypotheses are acceptable for the study.</p>		<p>Introduction provides a clear and logical argument. Literature is used appropriately as evidence to support an argument. Appropriate and relevant literature is reviewed accurately. Hypotheses are appropriate for the study.</p>	
<p>Criterion B: <i>Method – complete, clear and non-redundant information</i></p>	<p>A number of keys points are incorrect or missed, and/or placement of information is not correct. Inclusion of substantial irrelevant or redundant information.</p>		<p>Most of the major points are correct and included, and most information is placed in the correct sections. There is some inclusion of redundant or less-than-relevant information.</p>		<p>All major points are correct and included, and information is placed in the correct sections. Method does not include redundant or irrelevant information.</p>	
<p>Criterion C: <i>Results - Presents and describes the descriptive statistics accurately, clearly and appropriately.</i></p>	<p>A number of keys points are incorrect or missed. No description of the results is included, or the description is inadequate, or logically flawed. Inclusion of substantial irrelevant or redundant information.</p>		<p>Most of the key results are presented in a table, figure or in text, though the results could be clearer. Some description of the results is attempted; however, this description is unclear or incomplete. There is some inclusion of redundant or less-than-relevant information.</p>		<p>The key results are presented clearly in a table, a figure, or in text. The results are described clearly and fully. The results section does not include redundant or irrelevant information.</p>	
<p>Criterion D1: <i>Discussion - Summarises the key findings of the results Evaluates the results against the hypotheses.</i></p>	<p>No summary of the main findings is included, or the summary focuses on irrelevant information. It is not clear whether the hypothesis was supported or not by the results.</p>		<p>An attempt is made to summarise the main findings of the study, but partially complete or including some irrelevant or redundant information. An attempt is made to evaluate the results against the hypothesis, but the explanation for how the results support or do not support the hypothesis could be clearer.</p>		<p>The main findings of the study are summarised clearly. The results are evaluated against the hypothesis, and it is clear how the hypothesis is and/or is not supported.</p>	

<p>Criterion D2: <i>Discussion - Interprets the implications of the results with reference to the literature</i></p>	<p>Irrelevant material discussed. Connection between literature and present study not explained. No logical or relevant implications of the results (for practice or research) are discussed.</p>	<p>Some material of questionable relevance discussed. Some connection between literature and present study made, but not clearly or logically set out. Possible implications of the results (for practice or research) are discussed, though the logic or relevance is not clear.</p>	<p>Relevant literature is discussed. Material presented is relevant. Connection between literature and present study is clear and logical. Logical and relevant implications of the results (for practice or research) are discussed.</p>
<p>Criterion E: <i>Style - conciseness and clarity of writing</i></p> <p><i>Format - Employs APA formatting appropriately and accurately.</i></p>	<p>Expression is not clear, and is difficult to understand. Meaning is unclear in places due to spelling/ punctuation/ grammatical errors. Limited evidence of proof reading. Limited understanding of appropriate use of summarising, paraphrasing and quoting, suggesting conceptual misunderstanding of academic integrity/plagiarism. APA formatting requirements for a report (e.g., references, figures / tables, spacing, headings, numbers, appropriate tense, third person, etc) are not met.</p>	<p>Expression is relatively clear; however, this could be improved. Some evidence of proof reading, but errors in spelling, punctuation/ grammar make the writing difficult to understand at times. An attempt is made to use paraphrasing, summarizing and quoting, although not always in appropriate balance. No evidence of plagiarism. Some of the APA formatting requirements are met for the report, but there are some areas for improvement (e.g., references, figures / tables, spacing, headings, numbers, appropriate tense, third person, etc).</p>	<p>Expression is clear and concise. Essay is carefully proof read and virtually free from spelling, punctuation and grammatical errors. Paraphrasing, summarising and quoting are all used appropriately. No evidence of plagiarism. APA formatting requirements for results and discussion sections (e.g., references, figures / tables, spacing, headings, numbers, appropriate tense, third person, etc) are fulfilled.</p>
<p>Criterion F: <i>Title page, Abstract and Reference list</i></p>	<p>Title and Abstract miss the important points and include substantial irrelevant information. Reference list does not accurately match the citations in text.</p>	<p>Title and Abstract cover most key points, but miss some important information, or include less relevant information. Reference list mostly matches citations in text.</p>	<p>Title and Abstract are clear, concise and accurate. Reference list accurately matches citations in text.</p>

Marker's written comments:

Grade: NN2 NN1 PP CR DN HD

Exemplar of a legal problem solving question

1. Introductory Comment

The following sets out a typical problem solving question in Law. Problem solving questions may be set as an assignment, as part of a take home examination or a formal examination (either open book or closed book). Also, typically tutorials are based on problem solving questions.

The example that appears below is taken from *LAW 221 – Contract Law A*. For the purpose of context, the unit description and learning outcomes are set out, as are the learning opportunities provided, to allow students to meet the outcomes specifically referable to problem solving.

2. Unit Description: *LAW 221 – Contract Law A*

This Unit develops an understanding of the law of contract and the enforceability of contractual obligations in the contemporary contexts of Australian and international commercial relations. The unit deals with the common law and statutory principles of contract law including: the elements of enforceable agreement; the functions of contract; the construction and interpretation of terms; terms implied in contracts; formalities for making contracts; factors affecting enforceability including, misrepresentation, duress, undue influence and unconscionability. These principles are considered critically to enable students to recognise the values inherent in contemporary contract law, the possible directions for future development of contract law and the issues of fairness in modern contract law.

The unit also aims to develop study skills in library research, problem-solving and case briefing that improves students' capacity to synthesise complex legal arguments. Skills of decision-making and the exercise of judgment will be developed in the tutorial program.

3. Learning Outcomes

The Unit Outline identifies the following learning outcomes. In particular A.1, A.5, A.6, B.3 and B.4 are referable to legal problem solving.

A Knowledge

- A.1 To make students aware of the nature of contract and contractual obligations and the manner in which they are enforced in contemporary Australia.
- A.2 To develop students' understanding of the evolution of contract law.
- A.3 To introduce students to some of the current streams of theoretical justifications for, and criticisms of, the present system of legal regulation of contract.
- A.4 To enable students to recognise the values inherent in contemporary contract law and the directions in which that law may move in the future.
- A.5 To develop in students, skills in legal process and methodology, including the ability to successfully identify legal issues, recognise relevant facts and apply the appropriate law, and research the law.
- A.6 To develop students' ability to think critically and communicate effectively.

B Skills

- B.1 To encourage students to take responsibility for their own learning.
- B.2 To develop students' research skills, in particular the use of the Law Library to find and read judicial decisions in their original form.
- B.3 To encourage students to write clearly, logically and concisely.
- B.4 To develop problem-solving abilities, decision-making and judgment of students.

C Ethics

- C.1 To develop students' understanding of the contemporary questions of fairness in contract law.
- C.2 To encourage students to work collaboratively with colleagues and staff.

4. Learning Experiences

The following learning experiences are provided to allow students to meet the learning outcomes related to answering problem solving questions.

▪ Lectures

Lectures focus on the explanation of legal principles and the application of those principles to factual scenarios in cases.

Time is also dedicated in lectures to suggesting and explaining the best study methods for the subject, and in particular explaining "how to" create a set of summary notes that will facilitate answering problem questions.

▪ Tutorials

The majority of tutorial questions are problem based questions. This encourages students to attempt and practise problem based questions, assists to clarify any misunderstanding of legal principles and demonstrates "how to" apply the facts to law so as to set out a legal argument.

▪ Mid semester test

In this Unit students are required to sit a mid-semester test (worth 10% of their mark for the Unit). The purpose of the test is to provide students with an opportunity to practise their problem solving skills in an examination environment. The test is generally quite short (45 minutes). Much care is taken to provide detailed feedback and advice to students regarding their legal problem solving structure and legal arguments (both in written and oral forms). Students' answers are returned with written feedback. In addition a lecture is dedicated to explaining the "answer" to the question as well as discussing legal problem solving technique and general study technique. If students would like further advice on the improving their answers and study techniques they are encouraged to seek more informal feedback by way of an appointment with one of the lecturers in the course.

▪ Office Hours

Students are encouraged to utilise office hours to discuss any problems they are encountering in understanding the law or for seeking advice on improving study technique or problem solving technique. Students will often utilise this time to discuss previous examination questions that they have attempted.

4. Sample Problem Solving Question

The following question is a simplified example of what may be set in an examination (take home or formal) or as a “problem solving” assignment)

Sample Question:

A television advertisement by the Jet Black Co Pty Ltd proclaims that its “Stop Grey Tablets”, if taken as directed, give complete protection against the greying process in men’s hair. The advertisement also says that a “reward” will be paid to any man whose hair turns grey after using the Stop Grey Tablets for four weeks. Donald, who has a full head of jet black hair, sees the advertisement and receives a bottle for Christmas. He starts using the tablets on 1 January 2007 and wakes up on the 21st January to find that his hair has turned white. The Jet Black Co Pty Ltd having heard of Donald’s dilemma, immediately (on the 21st January 2007) broadcast a television advertisement to the effect that its offer to pay a reward has been withdrawn.

Advise Donald as to whether or not he can claim the reward.

5. Marking Rubric – Donald v Jet Black Co Pty Ltd

Background Information: Whether or not Donald can claim the reward will depend on whether Donald has entered into a Contract with Jet Black Co Pty Ltd. A legally enforceable contract requires that the parties enter into an “agreement”. An agreement is an offer that has been validly accepted (and not revoked). The legal issues arising on the facts set out above are:

1. Is the announcement in the newspaper an “offer”?
2. Has Donald validly “accepted” the “offer” (and not revoked the offer)?

(Note: the blank boxes permit the marker to insert written feedback in respect of each of the legal issues.)

Criterion	NN	PP	CR	DN	HD
Identification of Legal Issues:	Does not identify the main legal issues in the problem.	Identifies the main legal issues in the problem	Identifies the main legal issues in the problem	Identifies all legal issues in the problem	Identifies all legal issues in the problem
<i>Issue No 1</i>					
<i>Issue No 2</i>					
Statement of Legal Principle:	Demonstrates significant or fundamental errors in setting out the legal principles relevant to each legal issue.	Summarises the relevant law for each legal issue citing relevant authorities and demonstrating a basic understanding of the law.	Summarises the relevant law for each legal issue citing relevant authorities and demonstrating a competent understanding of the law (without significant error).	Summarises the relevant law for each legal issue citing relevant authorities and demonstrating a good understanding of, and the rationale underlying, the law.	Summarises the relevant law for each legal issue citing relevant authorities and demonstrating a very good understanding of, and the rationale underlying, the law.
<i>Issue No 1</i>					
<i>Issue No 2</i>					

<p>Application of Facts to the Relevant Legal Principle:</p>	<p>No attempted legal application.</p> <p>OR</p> <p>Identification of the facts relevant to each legal issue and the application of the those facts to determine if the requirements of the legal principle have been satisfied, demonstrates a significant or fundamental lack of understanding about the relevant legal principle.</p>	<p>Displays a basic ability to identify the facts relevant to each legal issue.</p> <p>AND</p> <p>Demonstrates a basic ability to determine if those facts have satisfied the requirements of the legal principle.</p>	<p>Correctly identifies the facts relevant to each legal issue.</p> <p>AND</p> <p>Demonstrates a competent ability to determine if those facts have satisfied the requirements of the legal principle.</p>	<p>Correctly identifies the facts relevant to each legal issue.</p> <p>AND</p> <p>Demonstrates a good ability to determine if those facts have satisfied the requirements of the legal principle.</p> <p>AND</p> <p>Demonstrates a clear and evaluative approach, with a good ability to identify and evaluate counter agreements and cross arguments.</p>	<p>Correctly identifies the facts relevant to each legal issue.</p> <p>AND</p> <p>Demonstrates an extremely good ability to determine if those facts have satisfied the requirements of the legal principle.</p> <p>AND</p> <p>Demonstrates a clear and evaluative approach, with an extremely good ability to identify and evaluate counter agreements and cross arguments.</p>
<p><i>Issue No 1</i></p>					
<p><i>Issue No 2</i></p>					
<p>General structure, grammar, expression and spelling:</p>	<p>Difficult or impossible to understand through poor expression, grammar or structure.</p>	<p>Adequate expression, grammar and structure.</p>	<p>Competent expression, grammar and structure.</p>	<p>Good expression, grammar and structure.</p>	<p>Very good expression, grammar and structure.</p>

Exemplar of a program assessment

Background

The School of Zoology specifies 10 objectives (criteria) which form the basis of assessment of the Honours program. Each of these “objectives” has 4 performance standards specifications A, B, C, D) which are publicised in the Honours Handbook at the beginning of the year. An example of the “objectives” and performance standards is as follows.

Objective 5. The discussion of the results and conclusions that arise from a scientific investigation in terms of their relationships to the biological principle(s) involved, relevant published work, and the biology of the animal(s) that were studied.

The following assessment standards will apply:

- D Student does little more than present own data with little interpretation and poorly related statements about relevant published work; arguments are naive and exhibit limited understanding of the field of study;*
- C Student able to draw conclusions from his/her own work and to place these conclusions in the context of published work in a straightforward, but relatively unsophisticated, fashion; discussions tend to remain within the immediate field of study and indicate that the student has a fairly restricted knowledge or understanding of his/her subject;*
- B Student presents original ideas and/or arguments and is able to deal with complex material; where appropriate, relevant material from outside the immediate field of study is utilised;*
- A Student is able to present original ideas and/or arguments lucidly and shows a high level of ability in handling complex arguments; often evidence of wide reading but the student must be able to use such additional information to generate and/or support his/her arguments.*

From the assessments of these 10 objectives a rubric is used to arrive at a grading of students for the whole Honours program. The following section shows how this process works. The rubric sets out the minimum performance standards for each of the awards for Honours. To determine the levels of Class 1 Honours a similar process is used. The following section details how the objectives are used to attain an award.

The conversion of assessments to awards

In order to obtain an Honours degree in Zoology a student must first meet the eligibility requirements identified below; the level of award is then determined by the combination of assessments achieved for each of the 10 assessed teaching objectives. In order to provide the balance in importance between the research proposal, seminars and research project that the School considers is appropriate, the first of the seminar assessments and each of the research project assessments will count double, providing a total of 17 assessments (2 from the Research Proposal; 3 from the Final Seminar; 12 from the Research Project). The minimum requirements for each of the four available Honours awards are detailed below.

Eligibility

In order to be eligible for *any* Honours award a student must:

- produce an acceptable Literature Review;
- complete all scheduled work;
- present at least three bound copies of an Honours Thesis with one copy to be retained by the student. The Honours Thesis will consist of a corrected Research Thesis together with a corrected Literature Review; note that additional copies of the corrected thesis may need to be presented to satisfy permit requirements;
- clean up work areas and return items of School equipment to the satisfaction of the supervisor and relevant technical staff;

Minimum Requirements for a third class Honours degree

The third class degree identifies the minimum “Pass” standard of achievement that the School recognises at Honours level.

In addition to meeting the eligibility requirements a student must obtain at least 8 assessments at the C standard or better, including at least 4 from the research project all 4 of which must come from Objectives 1 to 5 inclusive; the 9 remaining assessments will be at D standard.

Minimum Requirements for a second lowers Honours degree

The second lowers degree represents what the School regards as a “Credit” standard of performance at Honours level.

In addition to meeting the eligibility requirements a student must obtain a minimum of 4 assessments at the B standard or better together with a further 10 assessments at C standard; at least 2 of the B assessments must be from the research project both of which should come from Objectives 1 to 5 inclusive.

Minimum Requirements for a second uppers Honours degree

The second uppers degree represents “Distinction” standard performance in the Honours program.

In addition to the eligibility requirements a student must obtain a minimum of 10 assessments at the B standard or better, at least 5 of which must be from the research project; only in exceptional circumstances will an assessment at the D standard be allowed.

Minimum Requirements for a first class Honours degree

The first class Honours degree is available for exceptional performance only, but still encompasses a reasonably broad range of achievement.

In addition to the eligibility requirements a student must obtain a minimum of 8 assessments at the A standard, at least 4 of which must be from the research project; no more than 2 of the remaining assessments may be at the C standard, and only in very exceptional circumstances will an assessment at the D standard be allowed.

Assessment Check List

<p>Assessment should be seen as an integral part of the learning and teaching cycle. Creating the teaching and assessment strategy for a unit comprises four distinct phases:</p> <ul style="list-style-type: none"> √ Identify the learning outcomes √ Develop the assessment tasks √ Choose the learning experiences and teaching approaches √ Choose the content 	
<p>Phase One</p> <p><i>Identify the learning outcomes: Where do we want the students to be at the end of the learning process?</i></p>	<input type="checkbox"/>
<p>Phase Two</p> <p><i>Develop the assessment tasks based on learning outcomes</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> The assessment task will consider graduate attributes and discipline specific needs <input type="checkbox"/> Create specific assessment criteria that align to the designed learning outcomes for the task <input type="checkbox"/> Develop performance standards for each criterion against which the students work will be assessed: an assessment rubric <input type="checkbox"/> Construct overall achievement standards to arrive at a grade for the assessment task <input type="checkbox"/> Consider the timing of assessment tasks: early engagement; identification of the need for additional assistance with learning development; opportunity for feedback; increasing complexity as understanding is developed <input type="checkbox"/> Provide direction to students as to how each grade level is awarded. Describe what students need to do to earn each standard 	<input type="checkbox"/>
<p>Phase Three</p> <p><i>Choose the learning experiences and teaching approaches: that will enable students to achieve the learning outcomes</i></p>	<input type="checkbox"/>
<p>Phase Four</p> <p><i>Choose the content: Identify the disciplinary content necessary for students to construct and apply their knowledge</i></p>	<input type="checkbox"/>
<p>Final review: Consider all assessment tasks within a unit to ensure they match with the Assessment Principles at UTAS</p>	
<p>Outcomes include appropriate generic graduate attributes as well as subject specific attributes</p>	<input type="checkbox"/>
<p>Clear outcomes for learning have been set and communicated to students</p>	<input type="checkbox"/>
<p>The assessment tasks fulfil the five key purposes that have been identified:</p> <ul style="list-style-type: none"> <input type="checkbox"/> To guide students development of meaningful learning <input type="checkbox"/> To inform the learner of their progress <input type="checkbox"/> To inform staff of student progress and the effectiveness of their teaching <input type="checkbox"/> To provide data for Schools and Faculties to arrive at final grades and rank students <input type="checkbox"/> To ensure academic quality and standards are maintained at UTAS 	<input type="checkbox"/>
<p>Assessment practices and processes are transparent and fair</p>	<input type="checkbox"/>

Staff and Student Opinions of Assessment



“Some academics talk about students’ focus on assessment. I think it’s wonderful. It makes it so much easier to guide students’ learning. We can design assessment in ways that require students to think about, practice and reflect on precisely the issues that will benefit their understanding the most.”

“An authentic assessment program should be characterised by three dimensions: intellectual quality, significance, (and take place in) a quality assessment environment.”

“Good assessment is supporting the student to achieve her or his full potential in a manner that both acknowledges individual student differences and maintains academic rigour.”

“Students (and teachers) who take formative assessment seriously are the ones who know what learning is all about.”

“Assessment allows me to plan - as a musician I need to evaluate today's work to get to tomorrow's performance.”



“Appropriate assessment and feedback aids us to try to improve ourselves and work harder.”

“The feedback we get from mid-term assignments is so much more useful than having a mid semester exam.”

“Assessment is tied in with the whole design of a unit.”

“Feedback is really important to give you an idea of how you’re going.”

Frequently Asked Questions

- Where can I go for support for my assessment related issues at the University of Tasmania?

The UTAS Teaching & Learning web pages provide more information and examples at:
<http://www.utas.edu.au/tl/supporting/assessment/index.html>

The UTAS Assessment policy can be found at:
<http://www.UTAS.edu.au/tl/supporting/assessment/policy.htm>

- Where can I go to find out about guidelines for good assessment practice, definitions and other assessment considerations?

This information can be accessed by going to:
<http://www.utas.edu.au/tl/supporting/assessment/guide.html>

- Where can I find an assessment rubric for workplace learning at UTAS?

An assessment rubric can be found at:
http://www.educ.UTAS.edu.au/new-schoolex/everyone/Assessment_Criteria.pdf.

- How can I find out about group, self and peer assessment?

The following website contains information about assessing group process and product:
<http://www.UTAS.edu.au/tl/supporting/assessment/group.html>

For information on self and peer assessment please go to:
http://www.UTAS.edu.au/tl/supporting/assessment/self_peer.html

- What are the staff responsibilities with regards to assessment at UTAS?

Please read the University of Tasmania's Rule on Academic Assessment, Code of Conduct for Teaching and Learning and Policy on Assessment Practice by accessing documents here:
<http://www.utas.edu.au/tl/supporting/assessment/policies.html>

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