

Individual Assessment Design Checklist

Unit Code:		Unit name:	
Unit Coordinator:			
Assessment Number and Name:			

Please refer to Curtin College Assessment & Moderation Policy when looking at assessment design and to ensure you are following the guiding principles outlined in the policy.

LEARNING OUTCOMES BEING ASSESSED

Learning Outcome Number	Learning Outcome Description

MATERIALS INCLUDED IN THE ASSESSMENT

- | | |
|---|--|
| <input type="checkbox"/> Assessment Task | <input type="checkbox"/> Instructions for teacher |
| <input type="checkbox"/> Instructions / questions for student | <input type="checkbox"/> Marking guide/rubric/criteria |
| <input type="checkbox"/> Answer sheet / Submission Point | <input type="checkbox"/> Assessment feedback sheet |

ASSESSMENT DESIGN CHECKLIST

Criteria	Y/N/NA	Comments / Action required
Validity – Does the assessment task do what it is meant to?		
1. Task relates directly to learning outcomes being assessed.		
2. Task assesses student's ability to meet learning outcomes being assessed.		
3. Assessment method is appropriate for knowledge/skills being assessed.		
4. Assessment questions/activities are logically sequenced.		
5. Language (grammar, vocabulary) is consistent with unit content and AQF Level.		
Reliability – Is the process consistent?		
6. Instructions to students ensure students are fully aware of assessment requirements.		
7. The language of instructions is consistent with language level of the unit and cohort.		
8. Instructions to assessors are clear and unambiguous.		
9. Marking guides/rubrics/criteria reflect learning outcomes being assessed.		
10. Marking guides/rubrics/criteria are clear, provide sufficient detail and are unambiguous.		

Fairness		
11. Task does not require specialist knowledge beyond unit content to date.		
12. Task has a clear connection to the unit content and learning activities (students have had practice activities prior to assessment, samples provided, etc.).		
13. The weighting reflects the type of assessment task (formative – smaller weighting – earlier in study period & summative – higher weighting – later in study period) and level of content assessed.		
14. The timeframe provided is adequate to complete the assessment.		
Currency		
15. Task material retains currency (e.g. of content, relationship to partner provider materials, etc.).		
Academic Integrity		
16. Referencing requirements are clearly stated in the assessment task/instructions to the student.		
17. The assessment includes a bank of questions/topics that can be rotated through each study period to limit self-plagiarism and copying of previous students' work.		
External Referencing/Peer Review		
18. The assessment has been through a process of external referencing/peer review.		

FURTHER ACTIONS

Modifications required Yes No

Changes have been approved by Program/Academic Coordinator Yes No Date: _____

Changes to the Assessment task have been made Yes No Date: _____

Assessment task is ready for use Yes No Date: _____

Unit Coordinator Name: _____

Unit Coordinator Signature: _____

Date: _____

Program/Academic Coordinator Name: _____

Program/Academic Coordinator Signature: _____

Date: _____

Unit Assessment Design Checklist

Unit Code:		Unit name:	
Unit Coordinator:			

UNIT LEARNING OUTCOMES MAPPED TO UNIT ASSESSMENTS

Learning Outcome Number	Learning Outcome Description

Assessments (Number and Name)	Assessment Type (formative/summative)	Learning Outcomes mapped to each Assessment	Week Due	Individual Assessment Design Checklist Completed

PLEASE NOTE: The number of assessments should be appropriate for the unit (4/5 assessments for a 25 point unit and 2/3 assessments for a 12.5 point unit).

UNIT ASSESSMENT DESIGN CHECKLIST

Criteria	Y/N/NA	Comments / Action required
19. Each Learning Outcome is assessed at least twice.		
20. Assessment tasks together assess all Unit Learning Outcomes.		
21. A variety of assessment tasks are used (including a range of assessment types, both formative and summative).		
22. Assessments are weighted appropriately (consider smaller weightings earlier in study period, higher weightings later in study period).		
23. Unit hurdles/pass requirements are appropriate.		
24. With scaffolded assessments, timing between assessment tasks allows for feedback/feedforward to be understood and improvements implemented.		
25. Timing of assessments and impact on student workload have been considered.		
26. Timing of assessments and impact on teacher marking workload have been considered.		
27. The unit has been through a process of external referencing/peer review.		

