

Assessment Policies Checklists for Course Reviewers

This list has been compiled by MEDU for the use of course reviewers in the Faculty of Medicine. It aims to help course reviewers make explicit to course authorities whether or not the assessment structure of their course meets the policy guidelines contained in the university's

- [Assessment Policy](#)
- [Assessment Design Procedure](#)
- [Assessment Implementation Procedure](#).

If the assessment does not meet the policy guidelines, the course reviewer may suggest ways to redesign it to meet those requirements.

For ease of use, these items have been sorted under subject headings.

Note that the items on this checklist, while they reflect the intent of the policy they refer to, **do not always use the exact wording** of the policy. Refer to the original policy if you wish to cite the exact wording. Principle numbers are provided so that you can refer course authorities to the original policy.

A key to which policy/procedure each item belongs is provided below.

Key

AP = Assessment Policy

ADP = Assessment Design Procedure

AIP = Assessment Implementation Procedure

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Fairness and inclusivity

| | Principle | Policy | Principle no. |
|--------------------------|---|--------|---------------|
| <input type="checkbox"/> | Assessment is fair and provides all students an impartial opportunity to demonstrate their learning. | ADP | 4 |
| <input type="checkbox"/> | Assessment tasks are designed inclusively , so as to provide equal academic opportunities for all students. Assessment tasks are designed to have a common understanding and application for all students regardless of age, gender, sexuality, culture and/or religion. | ADP | 4.3 |
| <input type="checkbox"/> | Where an assessment task imposes additional difficulties for a student with a disability , a reasonable adjustment is made to the assessment task to ensure that the student can demonstrate their achievement. | ADP | 4.3 |
| <input type="checkbox"/> | Any assessment task that is delivered at several different times or in more than one setting is standardised to ensure comparable experiences. | ADP | 4.3 |
| <input type="checkbox"/> | If alternative assessment tasks are required, the comparability of the different tasks for assessing the same outcome has been verified. | ADP | 4.3 |
| <input type="checkbox"/> | Assessment provides credible and trustworthy information on student achievement. | AP | 2.3 |

Alignment

| | Principle | Policy | Principle no. |
|--------------------------|---|--------|---------------|
| <input type="checkbox"/> | Assessment tasks are designed so that student learning is directed to the learning outcomes. | AP | 2.1 |
| <input type="checkbox"/> | The course outline includes a statement of the assessment tasks, making explicit their alignment to the course outcomes and to whichever stream and/or program learning outcomes are applicable, and the weighting of assessment tasks to the overall course result. | ADP | 1.1 2.1 |
| <input type="checkbox"/> | Judgements about student learning are made by reference to both learning outcomes and performance standards (which describe different levels of learning achievement in relation to learning outcomes). | AP | 2.2 |
| <input type="checkbox"/> | For supplementary assessments , the form of the supplementary assessment need not be identical to the original assessment, but it must assess the same learning outcomes. | AIP | 6 |

Assessment criteria

| | Principle | Policy | Principle no. |
|--------------------------|--|-----------|---------------|
| <input type="checkbox"/> | Assessment criteria explicitly describe what knowledge or competence students are expected to demonstrate in each specific assessment task. | AP ADP | 2.2 2.1 |
| <input type="checkbox"/> | All information about assessment requirements, assessment criteria and expectations of performance is clear. | AP | 2.4 |

Performance descriptors

| | Principle | Policy | Principle no. |
|--------------------------|---|--------|---------------|
| <input type="checkbox"/> | Performance descriptors (describing the different levels of student performance for each assessment criterion) reflect the expected standards of performance for the assessment criterion. | AP | 2.2 |
| <input type="checkbox"/> | Where appropriate, performance descriptors distinguish the assigned levels of marking/grading for the task. | ADP | 2.1 |
| <input type="checkbox"/> | Where applicable, rubrics are used to explicitly link assessment criteria and performance descriptors. | ADP | 2.1 |

Assessment Weighting

| | Principle | Policy | Principle no. |
|--------------------------|--|------------|---------------|
| <input type="checkbox"/> | No single assessment task or examination (excludes research- or project-based assessments or theses) is weighted more than 60% of the overall course result. | ADP | 1.1 |
| <input type="checkbox"/> | Courses with project-based assessment tasks stipulate the weighting of marks/grades related to each learning outcome assessed by the project. | ADP | 1.1 |
| <input type="checkbox"/> | For group work where students work together to prepare and/or present a single product or performance, and are assessed as a group rather than as individual students, the assessment constitutes no more than 30% of the overall course result. | ADP | 1.1 |
| <input type="checkbox"/> | An individual assessment task cannot determine the overall course outcome disproportionately to its weighting . (Exceptions are tasks that assess learning outcomes that must be mastered in a course including competencies stipulated by accreditation bodies and Work Health & Safety requirements – failure to attempt these tasks may result in course failure.) | ADP AIP | 2.2 1 |

Marks/grades

| | Principle | Policy | Principle no. |
|--------------------------|---|--------|---------------|
| <input type="checkbox"/> | The method for determining the overall course result is provided in the course outline. | ADP | 2.2 |
| <input type="checkbox"/> | Assessment results relate to the intended focus of student learning and assessors' judgements reflect student performance. | AP | 2.3 |
| <input type="checkbox"/> | Assessment tasks and assessment criteria are designed such that marks and/or grades reflect student performance in the related learning outcomes only. | ADP | 3.1 |
| <input type="checkbox"/> | Assessment marks are not used to reward or penalise student behaviours that do not demonstrate student achievement in relation to learning outcomes. | ADP | 2.1 |
| <input type="checkbox"/> | Students' marks and/or grades are determined in relation to the expected standards of performance, not primarily in relation to the performance of other students, or to a predetermined distribution of grades. | ADP | 2.2 |
| <input type="checkbox"/> | Failure to actively engage in assessment tasks that are integrated into learning activities (e.g. class discussion, presentations) is reflected in the marks for these assessable activities. | AIP | 1 |
| <input type="checkbox"/> | Failure to meet the specified attendance requirements of the course may result in course failure. | AIP | 1 |
| <input type="checkbox"/> | Failure to attempt an assessment task can only determine the overall course outcome proportionately to the weighting of the task or tasks. | AIP | 1 |
| <input type="checkbox"/> | Where all assessment tasks are numerically marked , the overall course result is calculated from the marks of all summative assessment tasks. In courses where some or all assessment tasks are not numerically marked (e.g. graded Satisfactory), the overall course result is determined by the awarded grades and relative weighting of the tasks. | ADP | 2.2 |

Participation

| | Principle | Policy | Principle no. |
|--------------------------|---|--------|---------------|
| <input type="checkbox"/> | Where students' participation in or contribution to classes constitutes a weighted component of the course assessment, this must be based on explicit assessment criteria and standards of performance, specified in the course outline. | ADP | 2.1 |
| <input type="checkbox"/> | Participation in an assessment task in itself is insufficient grounds for awarding marks or grades. | ADP | 2.1 |

Feedback

| | Principle | Policy | Principle no. |
|--------------------------|--|-----------|---------------|
| <input type="checkbox"/> | Feedback provides meaningful information to students about their current level of achievement, relative to the expected standards of performance, and supports their future learning. | AP ADP | 2.1 1.2 |
| <input type="checkbox"/> | Feedback is given for all assessment tasks in a format that is suitable for the assessment task. | AP | 2.1 |
| <input type="checkbox"/> | Feedback provides constructive advice to guide future learning. | ADP | 1.2 |
| <input type="checkbox"/> | At a minimum, feedback for a summative assessment provides justification of a failed result. | ADP | 1.2 |
| <input type="checkbox"/> | Within the collection of assessment tasks in a program, there are opportunities for students to demonstrate action taken in response to previous feedback to improve performance. | ADP | 5 |

Course outline

| | Principle | Policy | Principle no. |
|--------------------------|---|--------|---------------|
| <input type="checkbox"/> | The course outline includes a description of all the assessment tasks. | ADP | 4.1 |
| <input type="checkbox"/> | For each task, the course outline contains a description of assessment criteria and standards that will be used to assess student performance. | ADP | 4.1 |
| <input type="checkbox"/> | The course outline stipulates methods and deadlines for submission or completion of assessment tasks and penalties for late submission/completion including the deadline for absolute fail (i.e. the date and time after which the task will not be assessed). | AIP | 3 |
| <input type="checkbox"/> | The course outline provides information on the process for requesting and approving extensions for submission or completion of assessment tasks | AIP | 3 |
| <input type="checkbox"/> | The course outline provides information on the availability, or otherwise, of supplementary assessments . | AIP | 6 |

Timing/workload

| | Principle | Policy | Principle no. |
|--------------------------|---|--------|---------------|
| <input type="checkbox"/> | The assessment load is manageable for students, teachers and support services. | AP | 2.4 |
| <input type="checkbox"/> | Assessment tasks are designed so that tasks can be completed within the available time . | ADP | 3.1 |

| | | | |
|--------------------------|---|------------|------------|
| <input type="checkbox"/> | Students are informed in a timely manner of specific requirements for any examination. | AIP | 2.1 |
| <input type="checkbox"/> | Provision is made for students to become familiar with any equipment or resources required for the assessment task. | ADP AIP | 3.1 2.1 |
| <input type="checkbox"/> | Assessment tasks are designed so that assessors can mark/grade within the available time. | ADP | 3.1 |
| <input type="checkbox"/> | Assessment tasks are scheduled to give students the opportunity to reflect and act on the feedback provided to them. Where the course has only a single assessment task, the task will provide an opportunity for early feedback on progress. | ADP | 1.2 |
| <input type="checkbox"/> | The course includes an early assessment task prior to the census date for standard terms or semesters, or one-third into the course for non-standard terms or semesters. | ADP | 1.2 |
| <input type="checkbox"/> | Assessment tasks completed within the teaching period of a course, other than a final assessment, can be assessed and students provided with feedback, with or without a provisional result, within 10 working days of submission, under normal circumstances. | ADP | 1.2 |
| <input type="checkbox"/> | Provisions have been made for feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) to be provided prior to the midpoint of the course. | ADP | 1.2 |
| <input type="checkbox"/> | The course assessment workload , including formative and summative assessments, constitutes an appropriate proportion of the total expected course workload. | ADP | 4.2 |
| <input type="checkbox"/> | A maximum of four summative assessment tasks is permitted in any one course, with at least one of these being scheduled prior to the end-of-term/semester examination period. (Continuous summative assessment tasks constitute a single task.) | ADP | 4.2 |
| <input type="checkbox"/> | An examination worth more than 20% of the course assessment has not been scheduled in the final teaching week of a standard term or semester. | AIP | 2.1 |
| <input type="checkbox"/> | Examinations have not been scheduled in the study break period. | AIP | 2.1 |

Self- and Peer assessment

| | Principle | Policy | Principle no. |
|--------------------------|--|-----------|---------------|
| <input type="checkbox"/> | Assessment develops students' abilities to evaluate their own and peers' work . | AP ADP | 2.5 5 |
| <input type="checkbox"/> | Within the collection of assessment tasks in a program, there are opportunities for students to assess their own and peers' work. | ADP | 5 |
| <input type="checkbox"/> | Where students are peer or self-assessors , clear protocols and guidelines are provided explaining how their assessment will be made. | ADP | 5 |
| <input type="checkbox"/> | Where peer assessment contributes to the grade, students' marks are moderated by the responsible staff member prior to a grade being determined. | ADP | 5 |

Variety/student input

| | Principle | Policy | Principle no. |
|--------------------------|---|--------|---------------|
| <input type="checkbox"/> | The assessment requirements within programs and courses will include a variety of tasks determined by the range of learning outcomes. | ADP | 1.1 |
| <input type="checkbox"/> | Within the collection of assessment tasks in a program, there are opportunities for students to propose an assessment task . | ADP | 5 |
| <input type="checkbox"/> | Where the opportunity to propose an assessment task is provided, students are informed of the process and timeline for approval by the end of the first week of the course. Students may propose, among other things, types of assessment, specific task requirements and assessment criteria. | ADP | 5 |

Submission

| | Principle | Policy | Principle no. |
|--------------------------|---|--------|---------------|
| <input type="checkbox"/> | Except where the nature of an assessment task precludes its electronic submission, all assessments are designed be submitted to an electronic repository , approved by UNSW or the Faculty, for archiving and subsequent marking and analysis. | AIP | 3 |