

ROUNDTABLE: THE CULTURE OF ASSESSMENT IN HIGHER EDUCATION

THEMATIC DISCUSSION GROUPS

Assessment & Outcome Alignment: How do we know it when we see it? Summary

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Good Practice

- Align assessment criteria with learning outcomes
- Limit number of learning outcomes; make them broad; and list tasks as subset
- Learning outcomes measurable and demonstrable
- Assessment criteria marking task, not the presentation of the task (e.g. assessing writing style rather than content)
- Learning outcomes address the student directly
- Include examples of work meeting certain standards of assessment
- Frame marking criteria in terms of different levels of evidence
- Reflect the subject content in the marking criteria
- Ensure assessments reflect the emphasis/relative importance of the learning outcomes, not assess one learning outcome more heavily than another
- Ensure learning outcomes are clear and unambiguous
- Align learning outcomes with graduate attributes
- Provide students with clear rationale why the subject content is important and make the link between assessment criteria and outcomes clear, e.g use the same language in each
- When designing learning tasks, begin with outcome, move to assessment which will lead to content required
- Avoid 'Academic Code' – not easily understood by students

- Do not use judgement terms which are not quantifiable/defined, e.g. 'understanding' 'good' 'well presented' (i.e. do not mix criteria and standards)
- Avoid student confusion as what is important in the assessment task by making criteria clear and unambiguous