


Assessment design questions

Assessment design is informed by three guiding principles

- you acknowledge the characteristics of your students
- your assessments and feedback are learning experiences for students and
- assessment and feedback are done 'with' not 'to' students.

This [information](#), from CRADLE (Centre for Research in Assessment and Digital Learning at Deakin University), poses questions for 5 elements of assessment design Click on each icon to take you to that section of their website and resources on each question. This icon takes you to the home page. 



Purpose of assessment

How can assessment:

- support student learning?
- generate grades that will form part of subsequent certification?
- equip learners for making future judgements?



Context of assessment

Which of the following attributes needs to be considered when designing assessment in a course? How can tensions between different needs be reconciled?

- characteristics of enrolled students
- institutional assessment principles and policies
- professional, vocational or employment-related issues
- departmental, disciplinary and personal norms, expectations and ideas
- the overall programme and the role of the course
- learning environment, e.g. class size or mode (online/face-to-face/blended).



Outcomes of assessment

How does assessment align with, and promote, desired student outcomes, including:

- course learning outcomes?
- overall programme graduate profile outcomes?
- professional requirements?
- learners' general professional or intellectual development?



The assessment task

What kinds of tasks do learners need to engage in to: a) develop and b) demonstrate their learning?

What is the rationale for each task?

How do the tasks drive learning? What do the tasks specifically require learners to do? What will be the criteria for successful completion?

How are tasks best distributed across the semester including their relationship with other tasks within the course and within the programme?

How will learners contribute to assessment processes?

Which tasks will be graded?



Feedback on assessment

Who is providing the feedback? (e.g. tutors, learners, educators)

How can the feedback processes be balanced against workload?

When, in relation to the task, will the feedback be given?

How will the feedback providers make their judgements and how will they be supported to do this?

What form will the feedback take?

What are the most important matters that feedback should focus on?

When is there value in providing 'generic' cohort feedback?



The student's contribution to the assessment dynamic.

The diagram of the triangle above shows the relationship between 4 elements of assessment - the task, the criteria, the evidence produced by students in response to the task and feedback. Too often the student's role is limited to producing the evidence. Teachers create the task, decide the criteria, evaluate and give feedback. Our question, as you design your assessments, is, "How much more of a learning experience would it be if students weren't stuck in the evidence corner, but participated in the other three parts of the dynamic?" How might your learners contribute to assessment processes? Go to the [Constructive Assessment infographic](#) for more details.

Learning outcomes

Task

Feedback

Evidence

Criteria

