

Assessment Design Principles

In practice the Assessment Design Principles provide guidance to the course design team and should be referred to at a subject level due to the inherent connection between courses, subjects, and assessment. The Assessment Design Principles have been aligned to the HESF and CSU policy requirements.

Principle	Descriptor	HESF	CSU Policy
1. Assessment is designed to facilitate learning success	Assessment is designed to enable relevant and meaningful learning across a course and to elicit evidence of student progress towards the attainment of course and subject outcomes. Assessment prepares students for future success in learning and life.	1.4.3	Assessment Policy Clause 2
2. Assessment is purposeful, rigorous, and intellectually challenging	Students engage in a variety of innovative assessment tasks to demonstrate their ability to navigate a range of intellectual and practical challenges. Assessment prepares students to be critical and creative learners and practitioners who strive for excellence.	1.4.2	Assessment Policy Clause 2
3. Assessment is aligned to the outcomes	Assessment explicitly addresses the subject and course learning outcomes, including graduate learning outcomes. Assessment connects to learning activities within the subject. The method of assessment is relevant to the learning outcomes and aligned to current and future learning and discipline needs.	1.4.1 1.4.3 1.4.4	Assessment policy Clause 13
4. Assessment is valid and reliable	Assessment is designed to effectively evidence the specified learning outcomes and supports accurate evaluation of the capacity for future behaviour and practice. Assessment supports accurate judgements on student learning, progress and achievement within subjects and courses.	3.1.3 1.3.3	Assessment Policy Clause 2
5. Assessment is authentic and aligned to professional knowledge and practice	Assessment is relevant, purposeful and encourages deep learning. Assessment tasks are authentic and support students to engage in reflective practice. Assessment prepares students to apply their knowledge and skills in new and diverse contexts for professional practice and life. It engages students in active portrayal of their achievements and developing professional identity during industry or work integrated learning activities. Assessment supports the journey towards cross-cultural competencies.	1.4.2	Assessment Policy Clause 2

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6. Assessment is designed to ensure academic integrity	Assessment is thoughtfully designed within course structures to motivate ethical student practices and align with explicit teaching and modelling of academic integrity and ethical scholarship. Assessment should evidence the work has been completed by the student, in individual and group assessment contexts.	1.4.3	Assessment Policy Clauses 3 & 16
7. Assessment is informed by quality assurance	Assessment is moderated to ensure consistent and appropriate evaluations, verify student authorship, and allow for continuous review to ensure quality and alignment with student feedback and needs.	1.4.3	Assessment Policy Clauses 3 & 16
8. Assessment is clear and explicit	Assessment information is clearly outlined in unambiguous terms to minimise complexity and ensure student understanding of performance expectations. Students are inducted into assessment practices to support their ability to comprehend assessment requirements and become partners in assessment.	1.3.2	Course and Subject Information Procedure Clause 35
9. Assessment is inclusive and equitable	Assessment is student-centred and incorporates students' needs by ensuring all students are given equal opportunity to demonstrate their learning and complete the task successfully. Assessment acknowledges diverse perspectives, cultures, sense of self, and ways of knowing, being and doing. Assessment supports the willingness to embrace diversity.	1.3.6 3.1.4 3.1.6	Assessment Policy Clause 16
10. Assessment is manageable and sequenced	Assessment is sequenced logically to scaffold student performance and to provide early feedback to build capacity for enhanced student learning. Assessment is designed to be manageable for students across their enrolment and to efficiently assess student achievement of the learning outcomes. Assessment is dispersed throughout the teaching session and optimised to ensure students have adequate time to achieve success.	1.3.2 1.3.3 3.1.3	Assessment Policy Clause 13
11. Assessment is designed to elicit constructive feedback	Assessment is designed to ensure feedback from formative and summative tasks can be actioned for enhanced learning progress and success. Feedback on performance is timely, clear, respectful, and consistent with the expectations of the assessment task. Students are supported over time to make informed decisions about their learning to develop their capacity for self-assessment and lifelong learning.	1.3.2 1.3.3	Assessment Policy Clause 13

