Learning Assessment

Advisory notes for Subject Design Practice – Form 1 of 4

(Not to be submitted with the Subject Design Practice Report)

Assessment in Subject Design Practice refers to the design of summative and formative assessment to inform teaching practice, provide feedback to students on their learning and provide evidence of student achievement of learning outcomes. The inclusion of evidence-based assessment design as well as policy and regulatory requirements are important elements of assessment.

This form is part of the suite of forms available to support the Peer Review of Educational Practice:

Teaching Practice
1. Observation of Teaching Practice

Subject Design Practice
1. Assessment
2. Learning Resources
3. Learning Activities
4. Learning Support

Course Leadership & Design Practice

Peer Review of Subject Design Practice is framed around Learning Design Considerations. The Peer Review of Subject Design Practice Report template allows applicants to choose from the provided dimensions. An option to include one further dimension provides applicants with the opportunity to prepare a single sentence statement composed for their particular approach to subject design. The dimensions and descriptors listed below illustrate what is expected to demonstrate effective subject design that incorporates evidence-based practice and Charles Sturt University Policy requirements.

Applicants should nominate a minimum of five dimensions of Assessment for Learning.

The range of design strategies listed below serves as a guide. While the dimensions are fixed, you may add your own points to expand on any of the dimensions to document your design of the subject.

<u>NOTE</u>: *Both summative and formative assessment are addressed with this form. Dimensions 1 and 2 focus on summative assessment related to Charles Sturt University policies. Dimension 5 addresses intentional formative assessment design practices and Dimension 6 focuses on Feedback relevant to summative and formative assessment.*

Dimension 1: Alignment with Charles Sturt University Assessment Policy – Subject

Indicative strategies for demonstrating this dimension may include:

- \# All subject learning outcomes are covered by the assessments in the subject outline (mandatory)
- \# All assessment tasks are clearly linked to at least one subject learning outcome in each assessment task rationale, criteria and standards (mandatory)
- All mandated assessment related policy items are met in every assessment task
- Quality assurance
- Marking and grading/moderation
- Subject Outline quality and timeliness
- Alignment with Course Learning Outcomes

Dimension 2: Alignment with Charles Sturt University Assessment Policy – Task

Indicative strategies for demonstrating this dimension may include:

Task description
- All necessary information for the student to successfully complete the assessment item is in the task description

- Essential elements to pass the task are clearly included in the task description
- Task is presented clearly in plain English

Rationale
- # Aligned to subject learning outcomes (mandatory)
- Explains the purpose of the task

Marking criteria
- # Aligned to subject learning outcomes (mandatory)
- Are specific to the individual task
- Are presented clearly in plain English
- Referencing requirements (where applicable) are reflected within the criteria

Performance standards
- # Pass level grade should meet the requirements of the learning outcome (mandatory)
- Tell students what they need to produce to achieve a certain grade
- Provides a means for students to determine their potential or earned grade

Presentation and Requirements
- Reference style stated (where applicable)
- Specific instructions/description/specifications for presenting and submitting the task (where applicable).

Dimension 3: Alignment with Charles Sturt University Learning & Teaching Priorities

Indicative strategies for demonstrating this dimension may include:
- Graduate Learning Outcomes
- Workplace Learning
- Communication Skills
- Critical Thinking & Problem Solving
- Collaboration & Teamwork Skills
- Creativity & Innovation
- Accreditation needs/Professional standards
- Academic Integrity
- First Year Principles
- Residential schools

Dimension 4: Assessment Design Strategies

Indicative strategies for demonstrating this dimension may include:
- Authentic practice-focused assessment tasks.
- Assessment tasks requiring students to draw on and reflect upon placements.
- Drawing from a range of innovative assessment practices
- Flexible or adaptive lesson, subject or course designs providing individualised pathways based on demonstration of knowledge and competency.
- Flexibility in assessment providing opportunities for students to build on their specific discipline knowledge or professional expertise.
- Immersive environments where students undertake simulated professional practice.
- Automated plagiarism checking, online marking and online peer assessment.
- Badges for micro-credentialing of competencies.
- Construction of rich media artefacts modelled on the products of the profession.
- ePortfolios to capture student reflections and record and demonstrate professional practice capabilities.
- Contemporary computer-based exams with remote exam invigilation.
- Assessment strategies: describe the assessment regime in the subject including Assessment Task descriptions
- Academic integrity - modelling and teaching
- Evidence-based practice for assessment design
- Level of learning required - position in course and Australian Qualifications Framework (AQF)
- First year principles/Early Low Stakes Assessment
- Scaffolding of learning, assessments and how they map together; also, across course

- Assessment advisor input - alignment of rationale, criteria and standards; Pass standard meet learning outcomes; currency of data; criterion-referenced, standards-based assessment.
- The aims, learning outcomes, assessment task details, schedule of learning and participation expectations are provided
- Details about assessment tasks, their requirements, assessment criteria (e.g. rubrics) and how and when feedback will be provided are clearly explained.

Dimension 5: Formative Assessment and Feedback Strategies

Indicative strategies for demonstrating this dimension may include:

- Smaller sub cohorts within large cohorts facilitated by a tutor who guides community building, provides formative feedback and marks summative assessment tasks.
- Online reflective journals including video or audio blogs, allowing peer comments and feedback.
- Co-operative inquiry-based or problem-based learning activities.
- Co-creation of authentic learning products.
- Blogs and online journals for formative and summative assessment.
- Self-marking quizzes.
- Peer assessment and self-assessment
- Peer assisted learning, ask a friend, think pair share
- First year principles/Early Low Stakes Assessment
- Early feedback opportunities are provided
- Provision for regular feedback is incorporated

Dimension 6: Feedback for Learning

Indicative strategies for demonstrating this dimension may include:

- Frequency and timeliness of feedback.
- Effective feedback practice is informed by literature.
- Opportunities are in place for learners to develop feedback literacy.
- Procedures are in place to promote learners being active in seeking, generating and using feedback comments themselves.
- Use of collaborative learning spaces to support immediate feedback.
- Use of technologies to enhance the richness of feedback information.
- Use of technologies to enable options for immediate and distributed feedback mechanisms.
- Feedback comments are clearly interpretable by the learner, and provided in time to be used on a subsequent task.
- Feedback information is designed to be actionable.
- Feedback is tailored to meet the different needs of learners, especially recognising that first year learners may need extra support.
- The emotional impact of feedback is considered in the design and delivery of feedback.
- Different modes of feedback provision are considered in the design and delivery of feedback.
- Feedback provided is appropriate to the types of tasks.
- Enabling of learners to use feedback by explicitly designing connected assessment tasks.
- Students have opportunities and are explicitly invited to provide feedback on their learning experience.