Assessment Practice Standards

Assessment Scholars' practice

CRITERIA FOR ASSESSMENT	STANDARDS FOR ASSESSMENT		
	UNSUSTAINABLE (NOT INTEGRATED)	DEVELOPING	GOOD (INTEGRATED)
1. Relevance of assessment tasks, including choice of task topics (to enhance relevance)	Tasks are not based on real-world professional scenarios or discipline practices; students have little or no choice of topics in tasks	Aspects of at least one task are based on a real-world professional scenario or discipline practice; students may be provided with a choice of topics in at least one task	Aspects of all tasks are based on real-world professional scenarios or discipline practices; students may be provided with a choice of or option to negotiate topics in tasks, and/or be given the opportunity to complete creative tasks (in all disciplines)
2. Integration of tasks with class and/or online instruction* and intended learning outcomes (horizontal integration) *Instruction is not limited to curriculum content delivery and includes feedback to students during activities in class (e.g., in studio teaching), online or one-to-one	Tasks are poorly aligned with instruction; intended learning outcomes are not clearly stated	There is alignment of at least one task with instruction; during instruction students are given practice in the same process (e.g., problem-solving) that is in a task, and/or a process in a task is modeled during instruction; intended learning outcomes are clearly stated	All tasks are aligned with instruction, and during instruction students are given practice in the same processes (e.g., problem-solving) that are in the tasks, and processes in the tasks are modeled during instruction; the relations of learning outcomes to tasks are revisited and discussed with students during instruction
3. Assessment and feedback design (vertical integration)	Assessment tasks are set as 'blocks', with little relation to each other; feedback is usually unrelated to the next task and students often don't read the feedback	At least one assessment task builds on a previous one, and students can use the feedback that they receive on this previous task	All tasks build on aspects of previous task(s) and feedback provided on earlier tasks (including formative* and summative tasks) is used by students to complete later tasks (phased design); feedback on the final task may be provided only to students who request it, and/or may focus on tasks in future units, practicums or work integrated learning experiences *Formative tasks are practice tasks that don't 'count'
4. Assessment task criteria and standards, and basis of grading and feedback	Criteria and standards are not clear; rubrics are not used; grading is intuitive	Students are provided with copies of clear faculty or department grade descriptors that apply to all tasks, and/or students are provided with a marking rubric for at least one task; grading is grade descriptor- and/or rubric-based; feedback is based on criteria and standards	All tasks have an associated marking rubric; criteria and standards in each rubric are clear, discussed with students during instruction (e.g., using model answers or exemplars of peer work as props) and related to learning outcomes; grading is rubric-based; feedback is based on criteria and standards
5. Timing and quality of feedback	Task feedback is provided too late and/or is too unconstructive (e.g., too generic) to be of any use	Task feedback is timely and constructive (it contains advice on how to do an aspect of a task in a better way), but may be mostly backward-looking and/or not relate to the next task; mainly one mode of feedback, written individual feedback, is used	Task feedback is timely, constructive and mostly forward-looking because it supports students in completing the next task; a variety of modes of feedback are used, often in combination, including individual (written and/or audio), whole-class and peer feedback