

## Assessment Quality Checklist

The checklist below provides a guide for the monitoring and review of your assessment practice. This may be used as a self-check, or for more formal process of moderation or peer review of assessment in your unit or course.

**Unit Code:**

**Unit Name:**

**Year:**

Before the teaching session	Yes	Query	Action needed
Clear alignment of assessment with unit objectives and learning activities			
Clear alignment of assessment with stated graduate attributes			
Variety and choice of assessment methods are employed wherever possible or appropriate			
Assessment workload is reasonable for students (Refer to course guidelines)			
Assessment workload is reasonable for staff			
Tasks are relevant and appropriate to level of study			
Tasks are spread appropriately across session to enable timely student feedback			
Opportunities are available for students to undertake formative activities in preparation for assessment			

Before the teaching session	Yes	Query	Action needed
Tasks are weighted appropriately for relative student effort			
Tasks are inclusive and equitable for all students irrespective of location or mode			
Appropriate measures are in place to minimise opportunities for plagiarism			
Marking criteria and standards are clear to students			
Rubrics are developed where appropriate to guide marking and student feedback			
All expectations and instructions are provided with appropriate detail and clarity			
End of session assessment or examination is weighted no greater than 60%			
Larger assessment tasks with weighting greater than 60% are disaggregated into smaller submissions with feedback points during session			
Where exams are not invigilated (eg online quiz) the weighting is no greater than 20% of the final mark			
All aspects of the assessment scheme are checked and moderated by a colleague before release to students			
Exams questions and answers are moderated for accuracy, clarity and appropriateness before release to students			
New or inexperienced markers are briefed and supported			

Before the teaching session	Yes	Query	Action needed
Criteria and standards for tasks are discussed with students to provide insight to expectations and standards			
Criteria and standards are discussed with marking team with reference to exemplars and model answers			
Quality and focus of student feedback is monitored with reference to best practice			
Moderation strategies are employed to ensure consistency and reliability amongst markers			
Any concerns regarding plagiarism arising from student work are enacted according to guidelines and policy			
Two-week marking turnaround times are monitored and adhered to			
Student requests for additional feedback or clarification of grades are adhered to			
All discretionary decisions are undertaken in accordance with principles of fairness, consistency and transparency.			

At the end of a teaching session	Yes	Query	Action needed
All final grades are checked for accuracy, fairness and consistency by moderator before submission			
Student queries, appeals or complaints are finalised expeditiously and guided by policy			

At the end of a teaching session	Yes	Query	Action needed
Student feedback on assessment is reviewed during Unit Reporting processes and acted upon as necessary			
Critical incidents or concerns of the marking team are captured and acted upon as necessary			

During unit and course planning and review	Yes	Query	Action needed
Assessment is mapped across a program to ensure that the right balance of skills, knowledge, and attributes are being developed and assessed			
Assessment quality and standards are externally verified through appropriate and tailored benchmarking activities			
Assessment planning and redevelopment is conducted collaboratively using a whole-of-course approach			