Designing Effective Assessment for Tertiary Learning

Education

Show us you know how to design and implement robust and authentic assessments to enhance progress of diverse learners.

- Level 7
- Credits 15
- $199 NZD (GST incl.)

Assessment

You are required to submit evidence of the following:

1. Integrate relevant assessment and moderation principles, theories and/or models into teaching practice.
2. Align assessment design with local, organisational and national assessment requirements.
3. Design and implement authentic and sustainable assessments.
4. Provide effective feedback through formative and summative assessments to facilitate progress of diverse learners.

All work must be your own and any references used must be cited appropriately. Please use the APA style published by the University of Canterbury.

Learning Recommendations

Using Biggs' Model for Constructive Alignment in Curriculum Design

54 Different Examples of Formative Assessment

10 Innovative Formative Assessment Examples for Teachers to Know

7 Step to: Embedding Sustainability into Student Learning

Leveraging Technology to Support Effective Assessment Feedback Practices

About Authentic Learning

Tasks

Proof of Identity

Please include a scanned copy of photo identification (e.g. passport, drivers licence, work ID card).

Task 1: Design and implement robust and authentic assessments to enhance progress of diverse learners.

Develop a portfolio, to demonstrate the following competencies:

1. Integrate relevant assessment and moderation principles, theories and/or models into teaching practice.
2. Align assessment design with local, organisational and national assessment requirements.
3. Design and implement authentic and sustainable assessments.
4. Provide effective feedback through formative and summative assessments to facilitate progress of diverse learners.

You will need to:

1.1. Designed Assessments:

Design the entire assessment tool, including all the documentation that is needed by the teacher, learners, and any other stakeholders, throughout the assessment process for one summative and one formative assessment. This might include:

- Assessment tasks.
- Assessment schedules (also known as evidence and judgement.statement/rubric/marking schedule/etc).
- Course outline/handbook.
- Marking coversheet(s).
- Observation recording sheets.
- Attestation form(s).
- Marking guidance.

The assessments you design will need to:

- Meet the principles of effective assessment and be authentic and sustainable.
- Be pre-assessment moderated (not by you) (see task 1.3).
- Be annotated to show how you have integrated assessment and moderation principles, theories and models into teaching practice (your assessment design).

1.2. Implemented Assessments:

Implement a summative and a formative assessment with two learners for each. These could be the assessments you designed in task 1.1. They don't have to be assessments you designed, but they must be authentic, sustainable and integrate relevant assessment principles, theories and models into practice. You should annotate your marked assessments to show how your assessment implementation meets these requirements.

Implementing assessments means:

- That learners have been prepared for assessment, completed the assessments, and,
- The assessments have been marked and post assessment moderated (not by you, see task 1.3).
- Results have been recorded, feedback given to learners, and an evaluation/reflection on the assessment process has occurred.

You will also need to include:

- Evidence, either written copies, recordings, video, of feedback given to learners for the assessment(s) implemented.

These are to be annotated to articulate how the feedback facilitated progress of a range of learners.

- Feedback from a range of learners for how feedback from both formative and summative assessment facilitated their progress.

Evidence of all these aspects must be included in your portfolio.

When choosing your assessments consider your available timeframes.

If needed please download the Video Evidence Guidelines. Please make sure that any video evidence is no longer than 10 minutes.

1.3. Quality Assurance (moderation):

Your portfolio will also need to demonstrate that you align and can quality assure assessment design with local, organisational and national assessment requirements.

- Include moderation reports and the materials moderated (both pre-assessment AND post-assessment) completed by you for an assessment not designed by you.
- Annotate your moderation reports to show how you have integrated moderation principles, theories and models into teaching practice.
- Include the moderation and assessment policy for your institution and provide evidence for how you have met the requirements stipulated in policy.
- Include pre-assessment moderation report(s) completed by a colleague, external moderator (another organisation, institution, ITP, ITO, NZQA, etc.), assessment committee, for the summative assessment(s) included in 1.1.
- Include post-assessment moderation report(s) completed by a colleague, external moderator (another organisation, institution, ITP, ITO, NZQA, etc.), assessment committee, for the summative assessment(s) included in task 1.1.