ASSESSMENT PLAN TEMPLATE

1. Assessment overview

Provide a table (see sample below) outlining all of the *assessment items* that you will use to measure the progress of students in your unit towards achieving your learning outcomes. List assessments in the order in which students will be presented with them.

The Table should include:

A) Assessment item (e.g., essay, project, quiz, exam, reflections or journal, etc.).
B) The learning outcomes and generic skills which are to be demonstrated through the assessment item.
C) Assessment schedule and structure: ie due dates and formative components, where relevant.

Assessment item	Learning Outcomes/ Generic Skills	Assessment schedule and structure

2. Assessment rationale

Provide a narrative description for each assessment item that:

- Explains how the assessment specifically addresses each of the relevant learning outcomes and why that type of assessment item is appropriate for the learning outcomes and for the students at this level,
- Describes structure and processes for supporting students to do the task and to improve their performance, ie guidelines, instructions, marking criteria and rubrics, formative feedback, self and peer assessment, etc.
- Identifies any challenges/ problems for each assessment item, such as group work and plagiarism where relevant
- Outlines moderation and grading processes for ensuring reliability, validity and fairness of grading.

3. Attach a copy of your assessment guidelines, criteria and marking rubrics.

Questions to guide the development and review of an Assessment Plan

1. Are the learning outcomes appropriate for the general standards in higher education, for the particular discipline or professional field, for the generic skills expected of graduates, and for level of study in the unit?
2. Is there a range of types of assessment items to address the needs of different students and different learning outcomes?
3. Does the assessment rationale demonstrate coherence between the assessment item, proposed learning outcomes and marking criteria?
4. Are there processes for ensuring that students receive timely and constructive feedback on their performance in assessment tasks, and the opportunity to improve their performance?
5. Do the moderation procedures identify valid, consistent and transparent processes for maintaining the agreed standards of student work?