

# Assessment Strategy Checklist



There are many aspects to an assessment strategy. This checklist will help you and department colleagues to begin to think about your assessment strategy. You can use the checklist to explore the extent to which your strategy reflects good practice as captured in the checklist statements.

☹ = not at all      😊 = absolutely

My assessment strategy...	☹	😞	😐	😊	😄
works at a programme level, rather than having assessment occur in module-shaped silos.					
maximises fast, formative feedback opportunities while also managing staff workloads.					
supports student transition and retention by making assessment integral to learning.					
builds in dialogic opportunities.					
enables the development of digital literacy by providing tasks that use social and digital media.					
makes the process of assessing and being assessed enjoyable for staff and students.					
assures the standards of assessment against national and Professional, Statutory and Regulatory Body (PSRB) benchmarks.					
incorporates the optimum number and range of assignments.					
shows how learning outcomes are assessed once as opposed to multiple occasions.					
provides an appropriate match in terms of the size of the assignments - not too lengthy in terms of word count or duration of audio/video/podcast.					
operates with minimal competing deadlines for students.					
uses systems and processes which are fit-for-purpose, effective and manageable for staff.					



While this checklist is by no means a comprehensive audit of your assessment strategy, it can be used as a thinking tool for your own strategy or for conversations about assessment within your department. It might also be useful if you are looking to review your approaches to assessment or working towards/responding to quality review processes. In turn, the checklist could be used by you and your department to identify assessment strategy priorities which could be further explored as part of departmental and/or professional planning.



## How to cite this resource:

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