

The unit assessment details inform students of the types of activities and evidence that will be used to judge their performance in the unit. This guide outlines how assessment is specified in the CMS.

ASSESSMENT PURPOSES

Students use assessment as a proxy for the curriculum and as an indicator as to what is valued knowledge, therefore assessment must be aligned to unit learning outcomes. (Boud 2000, Biggs 2014, Ramsden 1992). The design of assessment tasks should enable learning (formative - assessment 'for' and 'as' learning) in addition allowing teachers to judge student learning (summative - assessment 'of' learning).

DEFINING ASSESSMENT TASKS

The following elements need to be specified:

- **Assessment type:** selected from a list of 47 types outlined below.
- **Assessment title:** use names consistent with discipline conventions and the list of assessment types. i.e. avoid using the term 'exam' for a short mid session quiz.
- **Assessment task description:** A summary only. Aligned to one or more Unit Learning Outcomes and the marking rubrics, but don't include detailed requirements or criteria here.
- **Weighting** – in consideration of time spent on that task compared to other assessment tasks. See also the Quick Guide on 'Student Workload' for help in specifying expected student time on task.
 - *Justification for higher weighting* (if above 60%).
- **Hurdle tasks:** MQ policy intends hurdles to only be used to ensure fulfilment of unit and program learning outcomes or where minimum 'fitness to practice' is required. Hurdle conditions cannot apply to attendance.
- **Feedback to students** (pick from a list of 12 methods, see the Quick guide on 'Student Feedback').
- **Individual or group assessment:** MQ policy stipulates a maximum of 30% group work in a unit.
- **If it applies to all offerings** (or just one mode of offering or session).

DEFINING ASSESSMENT TASKS

The CMS provides a list of 47 Assessment types from which to select (see right column).

Explore this topic further ...

Curriculum Manual Team (2019a) Assessment section, MQ CMS Wiki, <https://wiki.mq.edu.au/x/P4CqEg>

Curriculum Manual Team (2019b) Assessment types, MQ CMS Wiki, https://wiki.mq.edu.au/x/_jlzEg

MQ Assessment Policy <https://goto.mq/assessment-policy>

MQ Assessment policy brief: Groupwork <https://goto.mq/groupwork-policy-brief>

Other Quick Guides: 'Constructive Alignment', 'Student Feedback' (specifying), 'Student Workload' (specifying), 'Unit Guides' (including description statements) and more <https://goto.mq/qg-lt>

Detailed descriptions of each assessment type is available in the CMS wiki with accompanying benefits, considerations, time-on-task advice and references (See Curriculum Manual Team, 2019b for links).

Tip: Ensure that the assessment 'Title' and 'Description' is flexible enough so that minor alterations can be made to the task without requiring governance approval.

CMS Assessment types

Annotated bibliography	Participatory task
Case study/case analysis	Performance
Clinical performance evaluation	Pilot *
Creative work	Plan (research)
Debate	Portfolios
Demonstration	Posters
Design implementation	Practice-based task
Design task	Presentation
Essay	Problem sets
Examinations	Professional writing
Facilitation	Programming task
Field book	Project
Fieldwork task	Qualitative analysis task
Lab book	Quantitative analysis task
Lab report	Quiz/test
Learning plan	Reflective writing
Lesson plan	Report
Literature review	Simulation/role play
Log book	Summary
LOTE written composition	Teaching performance
Media presentation	Thesis
Modelling task	Translation task
Non-academic writing	Viva
	Work-integrated learning

Note: "Pilot" is intended for assessment designs that are new or innovative that does not fit the existing categories.

REFERENCES

Biggs, J. (2014) Constructive alignment in university teaching, *HERDSA Review of Higher Education*, 1, 5-22 <http://taw.fi/HRHE1-5-22>

Boud, D. (2000). Sustainable Assessment: Rethinking assessment for the learning society. *Studies in Continuing Education*, 22(2), 151-167. <https://doi.org/10.1080/713695728>

Ramsden, P. (1992). *Learning to teach in higher education*. London: Routledge.

Acknowledgement: MQ CMS Team, MQ CMS Wiki.

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