

Checklist for assessment redesign

Based on the [University's principles of assessments](#) the following elements should be considered when redesigning your assessment for remote teaching.

1. Assessment is learning-oriented through tasks which require the understanding, analysis, synthesis and/or creation of new information, concepts, and/or creative works.

- View [Bloom's revised taxonomy: types of learning/educational goals and writing objectives](#).
- Refer to [designing questions that promote higher-level thinking](#).
- Consider designing assessments with [authenticity](#) in mind. This helps make assessments more relevant to students; ensures they use [higher-level thinking](#); and helps mitigate academic dishonesty issues.

2. Assessment design is coherent and supports learning progression within courses and across programmes.

- Assessment tasks need to scaffold learners towards achieving the learning objectives and address all aspects of the intended [learning outcomes](#).
- Ideally the assessment task should be one that students have encountered before. If this is not possible (e.g., due to rapid redesign for remote teaching), then a [practice assessment](#) in the same format should be made available.

3. Assessment tasks are demonstrably aligned with course-level learning outcomes, and programme and University-level Graduate Profiles.

- Aligned course-level [learning outcomes](#), plus programme and University-level [Graduate Profiles](#).

4. Assessment is [reliable and valid](#) and is carried out in a manner that is [inclusive and equitable](#).

- The **reliability** of an assessment tool is the extent to which it measures learning consistently ([Te Kete Ipurangi](#)).
- The **validity** of an assessment tool is the extent by which it measures what it was designed to measure ([Te Kete Ipurangi](#)).
- Assessments should adhere to [inclusive design principles](#) to avoid creating additional barriers to learning and teaching.
- Teaching staff should work with [Student Disability Services](#) and the [Examinations Office](#) to support students with disabilities to enable them to participate in learning and to be assessed fairly.

5. Assessment practices are consistent and transparent, and assessment details are available to students in a timely manner.

- It is important to set [clear instructions and expectations](#), maintain open [communication](#) and constant [engagement](#) with your students during remote learning.

6. Feedback is timely and provides meaningful guidance to support independent learning.

- ❑ **Feedback/feed-forward** means providing information in a manner that students are able to improve their work, knowledge, or competence in later assessments. Teaching staff should clearly inform students what the process of [grading and marking](#) assessments will be, for example, by providing rubrics.
- ❑ Teaching staff can provide feedback using various features in Canvas:
 - ❑ The Canvas Gradebook allows you to [add assignment-specific feedback](#).
 - ❑ SpeedGrader allows you to leave [text comments](#) as annotations on the student's submission, and also provide [audio or video feedback](#) to the student.
 - ❑ In Canvas Quiz, you can take advantage of [question-based feedback](#).
 - ❑ You can also [selectively message students based on their progress on an assignment](#).
 - ❑ [Canvas Announcements](#) can be used to give class-wide reminders and general feedback on overall class performance on [assignments](#) or [quizzes](#).

7. Assessment design and practices support [academic integrity](#).

- ❑ Include the [academic honesty declaration](#) in your assessments.
- ❑ Make sure assessments are designed to minimise the opportunities for academic dishonesty, e.g., [authentic tasks](#), [randomised questions](#).
- ❑ Provide [rubrics](#) or grading criteria.
- ❑ Consider group assessments, with individual components. Ensure that you discuss with students the process and challenges of group work.
- ❑ Use plagiarism detection software (e.g., Turnitin).

8. Professional development opportunities and guidance related to the design, implementation and moderation of assessment are available to staff.

- ❑ Moderation can be as simple as asking a colleague or your course director to review your marking. You can set up [moderation in Canvas](#).

9. Assessment is manageable and quality assured.

- ❑ Consideration should be given to ensure assessments are [appropriate for non-invigilated delivery](#).
- ❑ Students must be able to complete the set tasks in the [time available](#).
- ❑ Ask a colleague to peer review your assessment in advance by adding them to your Canvas course in a [Teaching Support role](#).
- ❑ The workload for online assessment needs to be manageable, practicable and [equivalent](#) to normal assessment times, even if the questions are [modified for online delivery](#).