



Educational Development, March 2020

Checklist for designing assessments and proof of course participation

Assessment literacy

- Are the students and teaching staff clear on what constitutes good performance in the assessment subject?
- Have I ensured that students are familiar with the (digital) assessment format, environment and process? Have I conducted a simulated assessment where possible?

Assessment feedback

- Have I incorporated formative assessments into my teaching?
- Does the way I evaluate assessments and proof of course participation give a clear indication of a student's level of performance?
- Does the way I evaluate assessments and proof of course participation help students with their independent learning?

Assessment design

Objectivity:

- Have I minimized examiner influence on the assessment results?

Reliability:

- Is the assessment format used in my course an appropriate instrument with which to show the achievements of each individual student?
- When creating tasks, have I made sure to include a sufficient number of tasks of medium difficulty and to repeatedly measure the same skills in order to minimize errors?

Validity:

- Does the assessment measure what it purports to measure?
- Have the learning objectives, teaching and assessments been coordinated?

Functionality:

Assessments and proof of course participation serve many different purposes (e.g. formative role, fostering and steering learning processes, qualification, selection, distinguishing between students' achievements, diagnostic role, ongoing development of teaching, passing on body of knowledge, initiation). What objectives do I want them to fulfil in my teaching? Are they fit for purpose?

Fairness:

- Do all students have equal opportunities to demonstrate their skills?
- Do my assessments favour or discriminate against certain students or groups of students?
- Have I told the students how I will adapt my teaching to digital formats and how they can access the teaching materials?
- Have I provided the students, in good time, with transparent (written) information about the requirements for assessments and/or proof of course participation on my course? Have they had the opportunity to clarify any relevant open questions?

Literature reference: This checklist was developed on the basis of "Enhancing Assessment Feedback in Practice in Higher Education: The EAT Framework" by Carol Evans, 2020.

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