

Attachment 3 Assessment Principles

At TAFE Gippsland, assessment:

- provides a meaningful learning experience
- measures achievement of competence against stated outcomes
- identifies learning needs
- reports on progress and achievements
- increases ability to assess and reflect on their own learning
- assists in evaluating learning experiences, including assessment design

Our students engage in assessment activity that:

| | | |
|----|--|--|
| 1. | Encourages student learning and participation | <p>Assessment is designed to promote, reinforce and reward student learning.</p> <p>Diverse assessment approaches across and between units reflect the variation in intended learning outcomes.</p> <p>Assessment enables the achievement of personal development needs and meets award requirements.</p> |
| 2. | Provides feedback | <p>Students receive constructive and timely feedback on assessment tasks to:</p> <ul style="list-style-type: none"> - acknowledge their efforts - assist them to identify strengths - Address misconceptions and gaps in their understanding. - identify improvement strategies |
| 3. | Is flexible | <p>Assessment focuses on how learning is applied and adapted for a range of learning and employment contexts.</p> <p>A range of assessment methods are used, which are appropriate to the context, competency and student.</p> <p>Assessment procedures allow students to gain credit for achieving relevant knowledge and skills irrespective of the time, place and mode of their acquisition.</p> |
| 4. | Is manageable | <p>Course and unit assessments are appropriately sequenced in relation to their structures.</p> <p>The course assessment schedule is designed so that it is achievable within the timeframe allowed and does not create an unreasonable student workload.</p> |

| | | |
|------------------|--|--|
| <p>5.</p> | <p>Is fair and considers diverse needs</p> | <p>Assessment practices are equitable for all students and minimise disadvantage by using a variety of assessment modes.</p> <p>Assessment practices make explicit provision for reasonable adjustments to meet individual student needs and characteristics.</p> <p>Students are provided with opportunities to challenge assessment processes and outcomes, and information about those opportunities.</p> <p>All assessment is based on criteria which are provided in writing to the students before the assessment.</p> <p>The assessment tasks, procedures, and criteria for judging performance specific to each individual assessment are provided to students at each unit's commencement.</p> <p>Assessment tasks use clear, unambiguous language that is appropriate to the course level.</p> |
| <p>6.</p> | <p>Is reliable</p> | <p>Assessment design is based on and appropriate to the stated learning outcomes of the course or unit.</p> <p>Assessment procedures recognise students' achievement of the stated learning outcomes/competencies.</p> <p>Assessment is moderated to ensure that there is consistency in the interpretation of evidence.</p> |
| <p>7.</p> | <p>Is valid and meaningful</p> | <p>The assessment process is sound and assesses what it claims to assess.</p> <p>Students are assessed on the full range of knowledge and skills in learning outcomes identified in the course and learner guides, and specified by the relevant training package or accredited curriculum.</p> <p>Unit assessments comprehensively address the stated learning objectives and activities as part of a coherent course design.</p> <p>The amount and timing of assessment are proportionate to the variety, priority and importance of learning outcomes.</p> <p>The assessment mode is appropriate for the learning activities employed to achieve the stated learning objectives.</p> <p>Multiple evidence sources are collected in a variety of contexts appropriate to the learning outcomes.</p> <p>Assessment tasks, criteria and judgement are validated through internal and external scrutiny.</p> <p>Assessment meets the criteria and standards established in the award accreditation process.</p> |
| <p>8.</p> | <p>Encourages student integration of learning</p> | <p>Assessments are integrated and are characterised as:</p> <ul style="list-style-type: none"> - problem oriented - reflecting industry practice - focussing on common circumstances - combining theory and practice - reflecting on learning and achievement across a course and over time - Wherever possible, students are involved in shaping the form of assessment. |