



ASSESSMENT STRATEGY, PRINCIPLES & GUIDELINES

Section	Academic
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Purpose

The University's Assessment Strategy, Principles and Guidelines provides a three-tiered approach to assessment policy and procedures comprising an assessment strategy applied at University Level, principles of assessment that relate to qualifications and/or specialisations, and question-based guidelines that can be used by lecturers and paper coordinators for self- and peer-review of their assessment design.

Definitions

A Glossary of Commonly Used Assessment Terms is provided in Appendix 1 of this document.

Introduction

Assessment is an integral component of a coherent educational experience and central to the overall quality of teaching and learning. It has two purposes:

- assessment of learning (primarily associated with summative assessment)
- assessment for learning (primarily associated with formative assessment)

and within these strands are a number of objectives including:

- provision of constructive feedback to support a student's progress toward achievement of the learning outcomes for the paper and for their selected programme of study;
- differentiating between students in a way that provides an indication of to what extent an individual has met or exceeded the learning outcomes and, where relevant, any other competencies or requirements associated with professional practice; and
- provision of constructive feedback to the teacher regarding the effectiveness of the assessment design and the teaching and learning methods.

These purposes and objectives of assessment are advanced in the University's Assessment Strategy which identifies a general approach to assessment, and provides a basis for the design, development and deployment of resources to support implementation of the associated Principles and Guidelines at programme and paper levels.

The Assessment Strategy, Principles & Guidelines



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Massey University Policy Guide



University Strategy

*The Principles of assessment design to be applied
at qualification and/or specialisation level*



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Assess

Massey University Policy Guide



University Strategy

Help students succeed on assessment tasks

Students are more likely to perform at their best when sufficient information is provided about the purposes of the assessment and the expected outcomes (which may include a variety of samples or models of successful performance). Students will also benefit most when there are opportunities to practice prior to summative assessment of their learning and when they are given timely feedback about their performance.

The Principles of assessment design to be applied at qualification and/or specialisation level

Implement continuous assessment with clear, manageable timelines

Questions for lecturers and paper coordinators to Guide assessment design at paper level

Is the purpose of the assessment tasks clear to students?

Is the assessment design ‘hazardous’ or ‘high risk’?

For example, a single assessment at the end of the paper is a ‘high risk’ approach. A number of smaller tasks spread over the paper and escalating in terms of difficulty are much more likely to result in students being successful and engaging with their studies. For a 15 credit paper multiple summative assessment tasks are recommended with the first having a strong developmental, formative component. Care should be taken, however, not to overload students with too many minor tasks that might create an impression of superficial assessment or assessment overload.

Is the timing of the assessment tasks evident and appropriate for students to gain maximum benefit?

Thought should be given to the scheduling of the assessment during the paper and all information on assessments must be available to students at the start of the paper.

Are there opportunities for students to develop understandings through discussing ideas with others?

Are there opportunities, where appropriate, for students to use the knowledge they are acquiring?



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Related Procedures/Documents:

[Massey University Calendar](#)
[Teaching and Learning Policy](#)
[Equivalence Policy](#)
[Withholding Grades for Undergraduate and Taught Postgraduate Papers Procedure](#)
[Student Academic Integrity Policy](#)
[Procedure for Managing Breaches of Academic Integrity](#)
Guidelines for Graduate Profiles (to be developed in 2012)
[Peer Assistance and Review of Teaching Framework and related resources](#)
Curriculum Mapping Resources (to be developed in 2012)
Student Workload Calculators ([Rowatt](#), [Kehrwald](#))

Document Management Control

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Appendix 1: Glossary of Some Commonly Used Assessment Terms

Assessment The process of judging how effectively learning is occurring through a process of generating and

Self-assessment A judgment a student makes about his/her work or level of attainment in relation to the assessment criteria or learning outcomes for an activity. Self-assessment is generally used