Assessment Checklist

**Take a look at your final design and answer the questions below. They help you to review the constructive alignment and feasibility of your course.**

|  |  |  |
| --- | --- | --- |
| **General Assessment Checklist** | | |
| **Question** | **Action + answer** | **What to do with my answer?** |
| 1. Take a look at your final design and check if you have designed enough Learning Activities for every ILO. | ILO 1:  Learning Activity:  ILO 2:  Learning Activity:  ILO 3:  Learning Activity: | This part of constructive alignment ensures that students are actually able to achieve the ILOs.  Many teachers reconsider their design if they find that the ILOs and learning activities do not match. Remove learning activities that do not contribute to the ILOs and add learning activities if an ILO is not sufficiently covered. |
| 1. Take a look at your final design and check if all Learning Activies are assessed in at least one way. | Learning Activity 1:  Assessment Format:  Learning Activity 2: Assessment Format:  Learning Activity 3: Assessment Format: | In this section you check whether the learning activities are actually measurable.  Use this review question to look critically at your design and adjust it if necessary.  Make the learning activities more measurable or use a different assessment format to measure the outcome of the learning activity. |
| 1. Take a look at your final design and check if your assessment measures all the Intended Learning Outcome. | Assessment Format 1:  ILO:  Assessment Format 2:  ILO:  Assessment Format 3:  ILO: | This is the third step in constructive alignment, where you check that all the ILOs are measured by the assessment. This ensures constructive alignment.  Do not hesitate to make further adjustments until all the first three questions have been satisfactorily answered. |
| 1. Look at you assessment design and check how you measure each of these CBL elements. | Summative  Formative  Group  Individual  Process  Product | It is more common to forget to measure an important element in the design.  If possible, adjust your design to find the right balance of these elements. |
| 1. Review question 6 of your Pre-condition analyse and check if your course still is related with the ILO’s and assessment of related courses. | Type your answer here: | This is a final check to identify any duplicates or missing content and skills. Something may have changed in the meantime. So please check with the other teachers as well. |
| 1. Review questions 10 – 12 of your Pre-condition analyse and consider how much effort it will take for your team to develop the materials for the assessments and to execute the assessments. | Type your answer here: | This will give you a good idea of whether the assessment fits within the time available. If not, now is the time to adjust it. |
| 1. Review questions 13 of your Pre-condition analyse and consider how much effort it takes for students to complete these assessments. | Type your answer here: | This will give you a good idea of whether the assessment is feasible for your students. Make changes if necessary. |
| 1. Decide if you want to use digital or non-digital tests? | **Name Format:**  Digital  Paper based  **Name Format:**  Digital  Paper based  **Name Format:**  Digital  Paper based  **Name Format:**  Digital  Paper based | **Advantages of digital testing.**  • A greater variety of question types, such as hotspot and the use of multimedia (image, sound, video).  • Easier to differentiate between tests per student.  • Easier to test independently of place and time (on condition that there is a well set-up questions database, possibly containing parametrized questions).  • Today’s students indicate that they prefer to type their answer to an open question than to write it down, and typed answers tend to be easier to read.  • Possibilities for automatic feedback for students. This is fairly easy to effect, particularly in the case of closed test questions and short open questions.  • A more efficient assessment procedure: if you use closed questions, for example, the provisional results can be published immediately.  • Easier to implement test and item analyses, which can be used to improve the quality of assessment and education.  • Archiving system for test material, tests that have been performed, and assessments.  • A questions database can facilitate re-use and improvement of questions.  **Disadvantages of digital testing**  Initially, introducing digital tests may entail additional development time. It takes time to adjust to the system, set up a questions database and gain experience with the various types of questions. Maintaining the questions database is also time-consuming. In addition, digital tests have a number of other disadvantages (see table 3). |
| 1. What fraud measures apply? | Policy of my department:  Policy about the use of AI:  This is allowed:  This is not allowed**:** |  |