

Assessment

Definition

Assessment is the process of gathering information and evidence about a student's performance for the purposes of either supporting or accrediting learning. Assessment serves different purposes including providing support for learning through feedback on performances and providing accreditation of achievement through marking against criteria and standards. More broadly, assessment results in the aggregate that can also be used to inform design, re-design and evaluate WIL activities.

Good practice

Assessment must be valid, reliable, authentic and match the learning goals (alignment) in form, content, and structure. There should not be an exam for assessing experience, practice or the production of a product. There are many assessment tools that can be utilised to gather evidence of learning throughout a WIL activity. When designing WIL assessment:

- ensure assessments are equitable allowing for equivalence even if assessments are different in detail from context to context
- ensure assessments align with the learning goals of the WIL activity, appropriate to high-authenticity learning outcomes
- consider the ease or simplicity of administration
- ensure assessments provide opportunities to use and reflect on students' skills and knowledge throughout the WIL activity
- negotiate different assessment tasks with students and industry/community partners if/when appropriate
- maximise the opportunities for giving feedback to students (and receiving feedback from them)
- build in numerous opportunities for students to critically reflect on their experience

Role of stakeholders

Universities WIL practitioners should:

- design assessment that integrates theory with practice
- encourages students to reflect on their learning and development of discipline skills and knowledge and graduate attributes

- consult with industry partners (and with students as appropriate), about the design of assessment
- communicate with students about the assessment design and clarify expectations.

Industry partners should:

- recognize that there is a role in participating in assessment design and delivery
- negotiate what is feasible both practically and in terms of partner expertise
- agree on what will be assessed and how, and the balance of assessments between industry/community and university partner

Students should:

- give feedback to the universities WIL practitioner and industry/community partners on their experiences of being assessed in any WIL activity.