# Checklist for Meeting Quality Matters Standard 3

# Assessment and Measurement

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| 3.1 The assessments measure the achievement of the stated learning objectives.  3.2 The course grading policy is stated clearly, available at the beginning of the course, and   consistent throughout the course site.  3.3 Specific and descriptive criteria are provided for the evaluation of learners' work, and   their connection to the course grading policy is clearly explained.  3.4 The course includes multiple types of assessments that are sequenced and suited to the   level of the course.  3.5 The types and timing of assessments provide learners with multiple opportunities to   track their learning progress with timely feedback.  3.6 The assessments provide guidance to the learner about how to uphold academic   integrity. |

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| **Designing Assessments** | |
| 🞎 | There are multiple opportunities (a variety of assessments) for student to demonstrate learning (3.4) |
| 🞎 | Assessments include frequent opportunities for students to receive feedback on their progress and performance from instructors, other learners, or self-checks such as practice or multiple attempt assessments (3.5) |
| 🞎 | Assessments are sequenced to build on earlier concepts and paced to allow students sufficient time for mastery (3.4) |
| 🞎 | Grading policy clearly explains how assessments will be graded, how course grades are calculated, and how quickly feedback/grades will be posted (3.2) |
| 🞎 | Specific criteria and expectations are provided to explain how student work will be evaluated and are tied to the grading policy (3.3) |
| 🞎 | Course includes a method for students to view and track their progress (e.g. Gradebook in Blackboard) (3.5) |
| **Alignment** | |
| 🞎 | Assessments align with learning objectives, both course and module level, and relationships are clearly stated (3.1) |
| **Tips (Recommended strategies to consider)** | |
| Create rubrics for all assessments or groups of assessments (e.g. one rubric that applies to all discussions) | |
| Include a table to show how assessments align with course/module level objectives | |
| Create a numbering system for course level objectives to include in assessment descriptions and/or instructions, to demonstrate alignment | |