Checklist for Meeting Quality Matters Standard 3

Assessment and Measurement

3.1 The assessments measure the stated learning objectives or competencies.
3.2 The course grading policy is stated clearly.
3.3 Specific and descriptive criteria are provided for the evaluation of learners’ work and are tied to the course grading policy.
3.4 The assessment instruments selected are sequenced, varied, and suited to the learner work being assessed.
3.5 The course provides learners with multiple opportunities to track their learning progress.

□ Assessments align with learning objectives, both course and module level (3.1)
□ There are multiple opportunities (a variety of assessments) for student to demonstrate understanding (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 and how course grades are calculated (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. My Grades in Blackboard) (3.5)

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 demonstrate how assessments align with course and module level objectives
Create a numbering system for course level objectives to include in assessment descriptions and/or instructions, to demonstrate alignment