Assessment Types in Use at Griffith University
Schedule A: Assessment Policy

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Description	This schedule has been developed to ensure Course Convenors clearly communicate to students the nature of the assessment tasks in a consistent manner in Course Profiles and on assessment task sheets.

Related documents

Assessment Policy
Assessment Submission and Return Procedures
Reasonable Adjustments for Assessment - Students with Disabilities
Course Approval and Review Process
Course Profile Requirements
Course Profile Template
End of Trimester Examination Policy and Procedures
Governance of Assessment and Academic Achievement Standards
Group Assessment, Self-Assessment and Peer Assessment Guidelines

[Assessment Types]

1.   ASSESSMENT TYPES

The following list of assessment types describes the nature of the task the student is to complete to demonstrate their achievement of the learning outcomes within a course.

In the Course Profile there are two fields for describing the nature and title of the assessment task. One field shows a drop-down box with a variety of possible types (Assessment Type). The other provides a free text field where the Course Convenor can specify the title of the assessment task.

ASSESSMENT TYPE	DEFINITION
Assignment A task set for a student to do in private study for a course (Macquarie Dictionary). Assignments are undertaken out-of-class and build on work delivered in class.	
1. Written assignment	An assignment based on extended writing, and that may include critical analysis, for example: article review, bibliography, case study, a critical analysis, essays, letters, news story, literature review, note taking. This type includes assignments requiring the submission of a report of a field experience, for example: court report, field report.

2.	Planning document	An assignment that is primarily a planning document, for example: a unit plan, curriculum plan, project plan, essay plans, learning contracts, a website plan (but excluding building the website), a portfolio proposal, a report on progress to date.
3.	Problem-solving assignment	An assignment based on solving a problem or a set of problems, for example: mathematical problem sets; chemistry problem sets; a hypothetical case to solve or discuss. Includes the completion of weekly exercises or worksheets.
4.	Research-based assignment	An assignment based on research tasks, for example research proposals, progress reports and papers that are not part of a thesis or dissertation.
5.	Practice-based assignment	A combination of a single event performance or presentation together with a substantial written analysis and/or reflection of that performance or presentation. (Where repeated performances are collected and analysed over a period of time, the title 'portfolio-evidence' should be used).
6.	Laboratory/ Laboratory report	The performance of skills in the laboratory, and may include the write-up of results.

Examination
An examination is a formal test of a person's knowledge or proficiency in a subject or skill (Oxford Dictionary). Examinations are more comprehensive in the scope of knowledge/skills examined than short tests or quizzes, are conducted under formal, observed conditions and are usually given at mid-trimester and/or end of trimester.

7.	Examination - selected response	An examination that asks the student to select from responses provided and includes Multiple-choice questions, labelled diagrams, Multiple True/ false Questions, Matching questions.
8.	Examination - constructed response	An examination that includes essays, short answers, concept maps, where the student has to construct their own response.
9.	Examination - combination of selected and constructed responses	An examination that includes a mixture of selected and constructed responses.
10.	Examination - practical or laboratory or clinical	A practical examination undertaken in class – demonstration of a practical skill under examination conditions or observed, on campus. If a clinical assessment is undertaken in a real clinical location (e.g. dental clinic or hospital) this would be workplace-based assessment (see below).
11.	Examination - oral	An examination with an oral response required to questions from an examiner or providing an oral defence of a position e.g. for a thesis, oral defence of a poster, viva voce.

Assessment based on observations or record of practice

12.	Log of Learning Activities	Log of learning activities that have been undertaken. Assessment is based on completion of learning activities and not on the level of achievement. This log could be completed on campus, out-of-class or in the workplace and might include Professional Experience logs, diaries or workbooks, exercises completed for a tutorial; clinical log book, flight evaluation/ CASA achievement record.

13. Portfolio - evidence	The student constructs a body of evidence of their activity and level of achievements over a period of time, using any type of media, including reflection or analysis. This can be completed on campus, out-of class, or in the workplace.
14. Workplace-based assessment	Assessment conducted within the workplace and/or practice setting and could include reports from supervisors (e.g. supervisor reports or 360 degree assessments) or direct observation of the student (e.g. competency or behaviour) or discussion with the student (e.g. observing a micro-teaching session, observing a mini-CEX, or conducting case-based discussion).
15. Academic development - holistic assessment	An holistic assessment of a student's academic development over a trimester and may include assessment of several aspects, for example: (i) if assessing a range of aspects over a trimester, e.g. time management, consultation with staff, completion of folio requirements, responsible and safe studio practice, conceptual, expressive and aesthetic development; OR holistic assessment of ethical or professional behaviour over a trimester on campus (assessment of performance on a clinical placement would be classed as Workplace-based assessment).
Other types of assessments	
16. Test or quiz	A Test or Quiz is more limited in scope of material covered than an examination, can be given throughout the trimester, is usually short in length, may focus on only one aspect of the course, and is often undertaken in class. A test or quiz can include multiple types of questions.
17. Guided discussion with peers	The student initiates, leads or contributes to a discussion of a curriculum area with a group of peers. The discussion is moderated / assessed by a staff member. The intention is to expand on in-class teaching and learning. The discussion, and not a written assignment, is the focus of the assessment e.g. contributing to a discussion in a blog online or taking a lead role in a tutorial.
18. Peer assessment	Assessment of the student's ability to assess a peer (e.g. assessing the quality of contribution to group work)
19. Presentation - technical or professional	Demonstrating oral communication skills that are technical or professional in nature. Includes oral presentations, speeches, moot court, debates, but excludes workplace-based assessment.
20. Performance - artistic	Demonstrating a skill that is artistic (e.g. Artistic performance (musical, vocal, dramatic or recording of a performance)
21. Creative Synthesis	Creative synthesis relevant to the field; can be technical or artistic and may result in the creation of a product, object or event, e.g. an engineering model or a software program, a poster presentation, photographs, producing a film, DVD or musical composition, websites or webpages, DVDs, CD ROMs, games, architectural or artistic drawings, graphic designs, development of a database, computer programs, model or artefact.
22. Student Negotiated Assessment	This assessment type refers to situations where students are able to individually negotiate, with the approval of the course convenor, the type of assessment they undertake, which will be one of the existing defined types.
Assessment based on research	
23. Thesis/Dissertation	Thesis: A report on a scholarly project based on or manifested in rigorous experimental, theoretical, creative, empirical and/or design inquiry. In the context of the Professional Doctorate Policy, means the written component that addresses the theoretical and conceptual issues inherent in the research. Dissertation: Refers to a coherent exposition of a research study in which the research objectives, relationship to other scholarly work, methodology and strategies employed and the results obtained are identified, analysed and evaluated. (Griffith Policy Library Glossary)