

TRANSFORMING ASSESSMENT

STRATEGIES FOR HIGHER EDUCATION

Assessment Planning Framework

About this framework...

The purpose of this *Assessment Planning Framework* is to support the design of feedback-driven, student-centred, authentic assessments.

The framework is organized according to the four research-based assessment dimensions from the *Approaches to Classroom Assessment Inventory (ACAI)*: *Assessment Purposes*, *Assessment Processes*, *Assessment Fairness*, and *Assessment Theory*.

Completing the *Assessment Planning Framework* upholds the principles of “good” assessment and promotes transparency and fairness in assessment. While the framework may look daunting at first glance, it will become easier to use and adapt with practice. Over time, using the framework will support you in the development of “good” assessments and cultivate the habits of mind of a “good” assessor.

How to use the framework...

Creating assessments is a highly personal and iterative process that involves cycles of development, implementation, and feedback from students, colleagues, and through self-assessment. This framework provides a scaffolded assessment development process that reflects contemporary assessment theory and research.

- Within each dimension, you will encounter prompts to help you think through key characteristics of feedback-driven, student-centred, authentic assessments.
 - Fill in the framework in any order you choose.
 - Develop associated grading tools as appropriate.
 - Feel free to adapt the framework to make it your own!
- After completing the *Assessment Planning Framework*, follow the *Assessment Revision Guide* at the end to improve your assessment before, during, and after implementation with students.

Have fun, embrace the messiness, and make the process and framework your own!

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Assessment Planning Framework

Course Name	Click or tap here to enter text.
Assessment Title	Click or tap here to enter text.
Assessment Description	Click or tap here to enter text.
Due Dates	Click or tap here to enter text.

ASSESSMENT PURPOSES

What are the purposes of the assessment?

Click or tap here to enter text.

Are the purposes formative, summative, or both?

Click or tap here to enter text.

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ASSESSMENT PROCESSES

Learning Outcomes

What do I want my students to know and be able to do?

Click or tap here to enter text.

Assessment and Feedback Strategies

How will I know my students have learned? (Complete the table below.)

Authentic Assessment Strategies

Which authentic assessment strategies will I use?

- Case study analysis
- Job interview
- Concept map
- Infographic or Info-poster
- Website or Brochure
- YouTube video
- Podcast
- Critical reflection paper
- Annotated bibliography
- News article critique
- Open book exam
- Demonstration
- Performance
- Presentation
- Debate
- Other

Feedback Strategies

Which feedback sources will I incorporate?

- Instructor feedback
- Peer feedback
- Self-assessment

Brief Description

Click or tap here to enter text.

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<p><i>How will my assessment be scaffolded?</i></p> <p>Click or tap here to enter text.</p>	<p><i>When will feedback occur?</i></p> <p>Click or tap here to enter text.</p>
<p><i>How will I use cognitive frameworks to guide my assessment design? (e.g., Bloom's Taxonomy, ICE Model)</i></p> <p>Click or tap here to enter text.</p>	<p><i>How will I use technology to support feedback?</i></p> <p>Click or tap here to enter text.</p>
<p><i>How will I offer students choice in the assessment and/or engage students in the assessment design process?</i></p> <p>Click or tap here to enter text.</p>	<p><i>Will I use any new feedback strategies? (e.g., ghost grading, grade withholding, ungrading, self-grading)</i></p> <p>Click or tap here to enter text.</p>
<p><i>Will students complete the assessment individually or in groups?</i></p> <p>Click or tap here to enter text.</p>	<p><i>Will peer feedback and self-assessment contribute to students' grades?</i></p> <p>Click or tap here to enter text.</p>
<p>Grading Tools</p> <p><i>Which grading tool(s) will I use to support formative feedback and grading? (checklists, rating scales/grading grids, and rubrics - holistic or analytic)</i></p> <p>Click or tap here to enter text.</p>	
<p><i>How well do these grading tools reflect the integration of the knowledge and skills I want to assess (learning outcomes)?</i></p> <p>Click or tap here to enter text.</p>	
<p><i>When will formative feedback and grading occur? (e.g., in multiple stages, on final products or presentations)</i></p> <p>Click or tap here to enter text.</p>	
<p><i>How, if at all, will I involve students in the co-creation of grading tools?</i></p> <p>Click or tap here to enter text.</p>	

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ASSESSMENT FAIRNESS

How will I ensure fairness in my assessment? (e.g., UDL tips, EDDI strategies, AODA requirements)

Click or tap here to enter text.

ASSESSMENT THEORY

How will I triangulate assessment evidence to enhance the reliability and validity of my assessment? (e.g., multi-stage assignment, multiple sources of feedback, other course assignments)

Click or tap here to enter text.

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Assessment Revision Guide

Step 1: Self-assess your assessment using the UDL Tips for Assessment and make revisions as needed. 📄

Have I...

YES	NO	
<input type="checkbox"/>	<input type="checkbox"/>	1. Aligned the assessment with the identified learning goals?
<input type="checkbox"/>	<input type="checkbox"/>	2. Offered authentic opportunities for assessment?
<input type="checkbox"/>	<input type="checkbox"/>	3. Assessed learner engagement as well as content knowledge?
<input type="checkbox"/>	<input type="checkbox"/>	4. Included frequent formative assessments?
<input type="checkbox"/>	<input type="checkbox"/>	5. Reduced unnecessary barriers to access for learners?
<input type="checkbox"/>	<input type="checkbox"/>	6. Supported learner variability through flexibility and choice?
<input type="checkbox"/>	<input type="checkbox"/>	7. Used and shared grading tools with learners to clarify expectations?
<input type="checkbox"/>	<input type="checkbox"/>	8. Involved learners in assessing their learning process?

Step 2: Seek feedback from colleagues and students to improve the assessment.

Step 3: Incorporate feedback from colleagues and students.

Step 4: Use the assessment in your course.

Step 5: Repeat Steps 1-4.