



Assessment Design Guidelines

Assessment Design Guidelines

When designing your assessments, one of the more impactful recommendations is to connect your assessment to the learning objective(s) of the course. This can help students see the relevance of the assignment and value of engaging in the learning therein.

This is done through a process called **Constructive Alignment**, which involves aligning the learning objectives, assessments, and teaching and learning activities to each other to support the students' learning and development towards successful demonstration of the knowledge, skills, and/or attitudes (KSA).

Consider the following as you design your course assessments:

- What is the intended learning objective of the assessment? Is the assignment intended to be **diagnostic, formative, or summative**?
 - Click *assessment types* to learn more
- How do you want students to demonstrate their learning, and how you will assess this demonstration? Your decision may impact the way you wish to design your assessment – consider the links below for assessment styles and options
 - Click [authentic assessments](#) to learn more
 - Click [ePortfolios](#) to learn more
 - Click [student collaboration in groups and teams](#) to learn more
 - Click [inquiry-based learning](#) to learn more
 - Click [open education](#) to learn more
 - Click [collaborative online international learning \(COIL\)](#) to learn more



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How will you support students' work and towards completion of the assessment?

- Would parts of the assessment benefit from being chunked, or breaking the assessment into smaller deliverables?
 - Click [chunking](#) to learn more
- Will you need to **scaffold** (build and support the foundational skills needed) the concepts or other assignments to support student-centred learning?
 - Click [scaffold](#) to learn more
 - See additional resources available through The Learning Center (i.e. [Learning Aides](#), [Tutor services](#), [WriteUp and WriteAway](#), and [ePortfolio support](#))
- Are there opportunities to give students the choice to select the topic and/or the medium for their assignment submission to align with **Universal Design for Learning (UDL) principles**?
 - Click [UDL](#) to learn more
- Are there opportunities to incorporate **reflective practice and components** into the assessment, facilitating deeper engagement with the concepts and understanding of the student's learning?
 - Click [reflective practice](#) to learn more
- If the assignment has been used in past classes, do if any parts need to be updated for accuracy, relevance, and to meet the diverse needs of the students in the current cohort



Assessment Design Guidelines

- What are your expectations for student use of generative AI and this assessment? Will students be allowed to use AI for any of the components? How will your assessment design handle use of AI?
 - Consider inputting your assessment instructions and rubric into Microsoft Copilot (when logged in to KPU, for enterprise security) to better understand more about that GenAI model's capabilities and limitations
 - Click generative AI to learn more
- How will you assess students' demonstration of learning in the assessment? What are your grading strategies? Which evaluative tools will you use (i.e. rubric, etc.)? Which grading scheme will you use (i.e. points, letter grades, competency-based, etc.)?
 - Click rubric design guidelines to learn more
 - Click competency-based learning to learn more
 - Click [grading strategies](#) to learn more



Assessment Design Guidelines

Assessment Instruction Development Guidelines

The assessment instructions provide the detailed information to the students on your expectations for how the students will engage in and complete the assignment as well as how they will be evaluated. As such, it is paramount to explicitly specify your expectations for how students can demonstrate their learning in the assignment instructions – including whether the work is individual or group-based, if/which technology can be used, and generative AI use.

Providing clear written instructions can help reduce the stress and the uncertainty students have to manage. It is recommended to communicate and review assignment instructions with the students as well, such as verbally in class if there are synchronous components, and a short video or audio recording (with captions) for asynchronous classes.

Consider the following as you develop your assessment instructions:

- How will you be introducing this assessment? How will the students understand the purpose and value of the assignment as it relates to them meeting and demonstrating a learning objective?
- When will this assignment be assigned, and if the timeline is reasonable for students (e.g. does it coincide with midterm season or the final exam period)?
- Including the assignment due date/time, and information on how and where to submit it
- Including how late and non-submissions will be handled
- Ensure it is clear whether this is an individual or group assignment, especially if it is different for different parts of the assignment
- Including explicit information about what tools are permitted in completing this assignment – such as educational technologies
 - Click [learning technologies ecosystem](#) to learn more



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Assessment Instruction Development Guidelines

- What are your expectations for student use of generative AI and this assessment?
How will this be communicated to students? It is recommended to explicitly discuss your expectations with the class, in addition to written instructions on the assignment.
 - Click [generative AI syllabus statements](#) to learn more
 - Click [generative AI](#) to learn more
- Include your expectations for citations, if applicable. You can also add links to KPU LibGuides on proper citation formatting directly in the assignment instructions
 - Click [citation styles](#) to learn more



Assessment Design Guidelines

Rubric Design Guidelines

- Ensure there is constructive alignment between your assessment and rubric. Developing clear rubrics helps students to know what is expected of them and provides them with a tool to evaluate their work before they submit it. For specific support and feedback on your rubric from a GenAI-perspective, please email GenAIRubrics@kpu.ca your syllabus or course outline, assignment instructions, and rubric (feedback within 3-5 business days), and indicate if you are looking to allow or prevent use of generative AI.
- Consider the following as you design your rubric:
 - Which grading scheme are you using? Your rubric design will likely look different depending on use of traditional or competency-based (mastery) grading
 - Click traditional rubrics to learn more
 - Click competency-based rubrics to learn more
 - Click designing rubrics to learn more
 - Click Moodle course rubric for mastery grading to learn more
- Ensure the criteria directly relates to the assignment instructions and is written in clear language that students can easily understand
 - For example: Depth of Analysis – clear and detailed connections between concepts and their impact on future development
- Consider having a criteria for proper referencing (citations) and/or linking to class concepts and/or materials. Binary and quantity-based criterion and performance indicator language is not included within a rubric (i.e., included title page, included 5 references)
- Have a 3-5 rating scale for performance levels with appropriate and positive labels/categories (i.e. letter grade, 1-4, NCG/MAS). Scales should go from lowest expectation to the left and higher expectations to the right
 - For more information on KPU's grading schemes, click policy AC4 to learn more



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Rubric Design Guidelines

- Language for indicators within each performance level are positively and objectively written, helping to ensure consistency in the assessment and evaluation of all students' demonstration of learning
- Draft performance indicator language at the “meets expectations” level (the middle value) first, then what would be considered “below expectations” and then what would be considered “above expectations” – this helps to scaffold between the levels, clearly indicating the expectation for demonstration of learning at a given level