**Sample Assessment Validation Template**

Course name

Course unit or macroskill

Assessment task

|  |  |  |
| --- | --- | --- |
| Validation team members | Signature | Date |
|  |  |  |
|  |  |  |
|  |  |  |

**Materials included with assessment task**

|  |  |
| --- | --- |
| * Source material (written text/recording) * Instructions / questions for student * Answer sheet | * Instructions for teacher * Marking guide/rubric * Assessment feedback sheet |

**Learning outcomes being assessed by this task**

**Summary**

Modifications required ❑ Yes ❑ No

Date of next review \_\_\_ / \_\_\_ / \_\_\_

**Assessment validation checklist**

|  |  |  |
| --- | --- | --- |
| **Criteria** | **Y/N/NA** | **Comments / Action required** |
| **Validity – Does the assessment task do what it is meant to?** | | |
| 1. Task is based on suitable social, educational or workplace activities and contexts. |  |  |
| 1. Oral or written text type is authentic in purpose, content and format. |  |  |
| 1. Language (grammar, vocabulary) is consistent with course content to date. |  |  |
| 1. Task relates directly to learning outcomes being assessed. |  |  |
| 1. Task assesses student’s ability to meet learning outcomes being assessed |  |  |
| 1. Assessment method is appropriate for skills being assessed |  |  |
| **Reliability – Is the process consistent?** | | |
| 1. Instructions to students ensure students are fully aware of assessment requirements. |  |  |
| 1. The language of instructions is consistent with language level of the course. |  |  |
| 1. Instructions to assessors are clear and unambiguous. |  |  |
| 1. Marking guides/rubrics reflect learning outcomes being assessed. |  |  |
| 1. Marking guides/rubrics are clear and unambiguous. |  |  |
| **Flexibility** | | |
| 1. Reasonable adjustment can be made for students with specific needs or language skill profiles. |  |  |
| **Fairness** | | |
| 1. Task does not require specialist knowledge beyond course content to date. |  |  |
| 1. Task content will not impact negatively for personal or cultural reasons. |  |  |
| **Currency** | | |
| 1. Task material retains currency (e.g. of content, relationship to external tests). |  |  |