**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).
 |  |  |