

LTA Assessment Principles Reflection Activity

A 'Good' Assessment is:

1.	Meaningful	Evaluates important learning outcomes through valid, authentic tasks with relevance beyond the assessment context.
2.	Educational	Advances learning and provides feedback that helps students improve and develop as learners.
3.	Developmental	Builds learner agency and autonomy through increasing ownership of learning, progress, and development.
4.	Inclusive	Provides fair and equitable opportunities for every student to demonstrate their learning.
5.	Trustworthy	Produces reliable , credible evidence of learning that can be confidently attributed to each student.
6.	Sustainable	Is practical to deliver and coherently integrated within the wider learning experience.

How to use this tool

Choose an existing assessment that you would like to review. Begin by evaluating it against the six principles outlined above, then consider how well it aligns with the more detailed indicators provided on the following page. Using the prompts on page three, reflect on your evaluation, consider strengths and areas for enhancement, and identify priorities for future development.

Contact Ita@tudublin.ie if you would like to speak to an academic developer about your assessment.

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Principle	Indicators	✓	✗
Meaningful	Valid: It evaluates what we value and aligns with our intended learning outcomes.		☐
	& Authentic: It asks students to apply their knowledge and skills to realistic and purposeful problems and contexts, supporting their transfer beyond the assessment into professional practice and wider life.		☐
Educational	Supports Learning: It helps students to learn and develop by encouraging engagement, deep thinking and lasting understanding beyond the assessment.		☐
	& Feedback for Learning: It provides feedback to support improvement, helping students to strengthen future work and develop as learners.		☐
Developmental	Supports Learner Agency: It helps students to actively engage with expectations, standards, and feedback as partners in their own learning.		☐
	& Learner Autonomy: It helps students develop the ability to evaluate their own learning, make informed decisions about improvement, and take increasing responsibility for their progress.		☐
Inclusive	Fair: It makes expectations and standards clear, students understand what is required, and have a fair opportunity to demonstrate their learning.		☐
	& Equitable: It provides appropriate conditions and opportunities for all students to demonstrate their learning.		☐
Trustworthy	Reliable: It provides clear evidence of learning and supports consistent judgements, regardless of who is assessing, or where and when assessment takes place.		☐
	& Attributable: It provides confidence that assessment reflects the student's own learning and achievement.		☐
Sustainable	Practical: It is proportionate, feasible, and manageable for both students and staff, given the time, resources, and workload realistically available.		☐
	& Coherent: It fits purposefully within the wider programme, complementing other learning activities, and contributing to a balanced learning experience for students.		☐

This table sets out the indicators for our principles of good assessment practice. As you review your assessment, consider how well each indicator is reflected and use the tick boxes to identify strengths and areas for development before completing the reflections on page three. Remember that no assessment will embody every principle equally, and some principles may need to be balanced according to context.

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These six principles are intended as reflective lenses rather than a checklist. You may work through each principle or focus on those most relevant to your context and priorities. As you do so, consider where your assessment currently sits:

- **Established:** This principle is strongly embedded within the assessment design.
- **Developing:** Some aspects of this principle are evident, but there are opportunities for enhancement.
- **Emerging:** This principle requires further consideration and attention within the assessment design.

For each principle, ask yourself:

- What evidence do I have that this assessment embodies or supports this principle?
- What is one change I could make to strengthen this principle within the assessment?

Finally, looking across all six principles, it might be useful to consider:

- Which principle is strongest in your assessment?
- Which principle needs most development?
- What one change could enhance this assessment before its next delivery?
- Which indicators should be your priority focus?