

Assessment Principles Reflection Activity

TU Dublin Assessment and Feedback for Learning should be:

1.	 Transparent and Understandable	Assessment method purpose, processes and standards are clear to staff and students from the early stages of the programme.
2.	 Valid, fair, practice-based and authentic	Assessment practices are pedagogically informed and employed to support the development of professional skills, ethical conduct and Academic Integrity values.
3.	 Balanced across a programme	Staff and student assessment and feedback related workload is managed to enable all students to evidence their learning through the successful completion of a range of constructively aligned assessments, directly aligned to specific learning outcomes.
4.	 Timely and enabling	Adequate opportunities are provided for students to act upon feedback, to progressively take more responsibility for their own learning and their development as self-regulated, autonomous learners.
5.	 Student-centred, active, and engaging	Assessment strategies foster interaction and dialogue around task requirements that can encourage students and staff to become collaborators in learning.
6.	 Beneficial to personal development	TU Dublin assessment and feedback strategies have a beneficial, constructive impact on learning by helping to build students' self-efficacy, confidence and self-esteem.

How to use this tool

Pick one assessment you already use and see how it aligns with TU Dublin's six principles, using the questions and 'look-fors', on page two, to guide you. The questions are prompts for reflection, not criteria to be met. No single assessment is expected to fully embody every principle, and some principles may need to be balanced against each other depending on your context.

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

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Choose one assessment and use the guiding questions and 'look-fors' to reflect on how it aligns with each principle. For each principle, indicate whether the assessment is a strong feature of your practice, partially evident, or an area to prioritise.

Principle	Reflection	Look-fors	Where you are now?
1. Transparent and understandable	Do students understand what they are being asked to do, why they are doing it, and how their work will be judged, from early on?	• Clear purpose and rationale • Accessible expectations and criteria • Opportunities to clarify understanding	Strong Getting there Needs Attention
2. Valid, fair, practice-based and authentic	Does this assessment provide all students with a fair opportunity to demonstrate the intended learning outcomes through meaningful tasks that reflect disciplinary or professional practice?	• Clear alignment with module learning outcomes • Meaningful, authentic tasks • Fair opportunities to demonstrate learning	Strong Getting there Needs Attention
3. Balanced across the programme	Does this assessment carry a fair workload for you and your students, land at a sensible point in the programme, and avoid overlap with other assessments?	• Workload matches learning outcomes and credit • Appropriate timing • Coherent assessment across modules	Strong Getting there Needs Attention
4. Timely and enabling	Do students get feedback early enough, and in a usable form, to act on it?	• Feedback arrives when useful • Opportunities to use feedback • Builds capacity to self-direct	Strong Getting there Needs Attention
5. Student-centred, active and engaging	Does the assessment invite students to actively engage with the task, criteria, feedback, or each other?	• Active engagement • Dialogue around expectations and quality • Reflection and choice	Strong Getting there Needs Attention
6. Beneficial to personal development	Does this assessment support students to build confidence, self-efficacy, and the capacity to judge and improve their own work?	• Builds confidence and self-belief • Develops self-evaluation skills • Supports ongoing growth	Strong Getting there Needs Attention

Next, use your reflections to identify one or two priority areas that will make the biggest difference for this assessment. You do not need to address everything at once, meaningful enhancement often comes through small, focused changes over time. Consider:

- What is one change I could make for the next iteration of this assessment?
- What would have the greatest positive impact on students' learning?
- What support or collaboration might help me take this next step?