

Adelaide University

A new university for the future

Assessment Charter

Purpose	Principle	Educators Will	Learners Will
Enable Learning	Feedback	Provide meaningful, timely and actionable feedback	
	Authentic	Design assessment that is authentic to discipline, academic and professional standards, and workplace realities	
	Meaningful	Engaging learners in productive, meaningful activity that scaffolds learning	
	Higher Order Learning	Design assessment that develops reflection, self-regulation and metacognition	
	Evaluating Self and Others	Design assessment that develops capability to evaluate one's own work, the work of others, and to provide quality feedback	
	Fit for Purpose	Design assessment that is fair, equitable, accessible and culturally inclusive of diverse learners	
	Fit for Purpose	Design assessment that is fit for purpose by...	
	Fit for Purpose	Design assessment that is fit for purpose by...	
	Lifelong Learning	Design assessment that develops commitment to lifelong learning	
	Clear	Express the criteria, standards, processes, and purposes of assessment clearly and explicitly	
Certify Achievements	Valid	Design assessment that is valid, reliable, rigorous, quality assured, and criterion-referenced	

	Aligned	Aligned assessment with learning outcomes and graduate qualities	
	Meets Standards	Design assessment that meets external accreditation and legislation requirements	
	Academic Integrity	Design assessment that upholds and promotes academic integrity	
Continual Improvement	Inform Teaching	Use the results of assessment to inform teaching and continually improve learning design and delivery	
	Evidence Practice	Gather and reflect on evidence of effective teaching practice	