

What are my responsibilities for internal assessment?

Frequently Asked Questions

Purpose

To provide information for teachers on designing an assessment program that is fair, valid, reliable, and aligned with course and TASC requirements.

Commonly asked questions

- **How often should I assess my students?**

There is no mandated number of assessments. Teachers have agency to schedule a balanced range of assessment tasks and types to make valid, fair and reliable judgements across all course criteria.

Assessment frequency should reflect the needs of the course, the complexity of the criteria, and opportunities for students to demonstrate progress.

- **What is a balanced assessment program?**

A balanced assessment program:

- covers all assessed learning outcomes
- assesses each criterion more than once
- assesses each element within a criterion at least once
- avoids excessive repetition and unnecessary workload
- allows students multiple opportunities to demonstrate achievement
- includes all work requirements that are specified in the course document.

- **Is there a minimum number of assessments per criterion?**

No. Teachers must assess each criterion more than once and each element at least once.

It is recommended that teachers assess the criteria over the academic year to allow students opportunities to show improvement and support consistent judgement.

- **Is it possible to over-assess?**

Yes. Teachers should design meaningful summative assessment tasks that cover a range of criteria. It is possible to combine a range of tasks and/or work requirements into

one rich assessment task where there is the opportunity to do so.

Many learning opportunities can be supported through informal feedback and formative checks that do not formally contribute to final ratings. Not every task needs to be a summative assessment.

- **Do I need to assess each criterion equally?**

Yes. All criteria contribute equally to the final award. There should be a reasonable balance between the number of times each criterion is assessed to ensure one or more criteria are not given *more* or *less* importance than the others.

- **Can I assess beyond work requirements?**

Yes. Teachers can design additional assessment tasks beyond prescribed Work Requirements. If they already cover all that is needed for a balanced assessment of the course, then this may be all that is needed.

- **What about the timing of 'focus criteria'?**

Where possible, teachers should assess all criteria across the year to capture where students are in their understanding, skills, and performance. If not possible, then meaningful assessment should be undertaken at the time of the learning.

Alignment to [Standards for Providers](#)

Appropriate assessment tasks and scheduling supports:

- **Standard 1 – Teaching and Learning:** ensuring learning outcomes and expectations are clearly communicated
- **Standard 2 – Assessment Validity and Reliability:** requiring valid and reliable assessment practices

Where to get more information

Refer to the TASC course documents for assessed learning outcomes, criteria and standards.

Your TLO can contact TASC through TRACS for support or clarification.