

# What should I consider in designing assessment tasks and an assessment program?

## Frequently Asked Questions

### Purpose

To support teachers in designing high-quality assessment tasks that align with TASC course requirements. It explains key principles for designing tasks that are valid, fair, reliable, and accessible to all learners.

### Commonly asked questions

- **What is good assessment task design?**

Assessment tasks must provide fair opportunities for learners to demonstrate achievement against course learning outcomes, criteria, and standards. Some courses include work requirements that provide a scaffold to task design. Tasks may assess multiple criteria and can combine work requirements where appropriate.

- **What information must be included in a summative assessment task?**

Every summative task should clearly specify:

- criterion/criteria being assessed
- the elements assessed
- the relative weighting or significance of the task (where relevant)
- performance indicators that help learners understand the characteristics of work required to meet the standards.

Learners must have access to information explaining the learning outcomes and standards so they know what is expected and how their work will be judged.

- **What makes assessment valid?**

A valid task:

- measures what it is intended to assess
- aligns with the learning and course outcomes
- allows students to clearly understand what is required.

A valid program:

- covers course learning outcomes and all criteria across the academic year

- uses a range of appropriate assessment types or methods
- meets course and work requirements
- avoids *over* or *under* assessing individual outcomes or criteria.

- **What assessment methods should I use?**

Use a range of assessment methods suited to the course context, such as:

- observations and practical tasks
- written and/or research based tasks including assignments, tests, quizzes and reports
- oral or performance assessments
- peer and self-assessment.

- **How do I ensure assessment equity?**

Assessment must be fair and accessible for all learners. Tasks should:

- provide clear instructions and consistent conditions
- avoid advantaging or disadvantaging particular groups
- use purposeful language and accessible design
- rely only on knowledge and resources that students can reasonably access.

### Alignment to [Standards for Providers](#)

Effective assessment task design supports:

- **Standard 1 – Teaching and Learning:** ensuring learners understand expectations
- **Standard 2 – Assessment Validity and Reliability:** ensuring tasks measure what they intend to measure
- **Standard 3 – Academic Integrity and Ethical Assessment:** ensuring transparency and fairness

### 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.