**When designing and developing the assessment, consider ...**

* Have the assessment items been subjected to review?
* Does the assessment match the unit learning objectives/outcomes of the subject/course?
* Are assessment items as objective and fair as possible, taking into account learning styles, English language, cultural and tacit knowledge?
* Is there a possible cultural bias in the assessment items?
* Do you vary types of assessment? (e.g. essays, reports, presentations, responding to case studies, short answers)
* Do you negotiate assessment criteria and marking keys with the entire teaching team prior to finalising them?
* Do you discuss different cultural concepts of merit (e.g. student works hard but assessment item is not of a high standard – should they be rewarded for their hard work?)
* Are your assessment criteria clear and detailed for students and those marking in all contexts?
* Do you emphasise merit in the context of your university’s expectations?
* Are your marking keys/rubrics clear and detailed for those marking in all contexts?
* Are students familiar with the assessment criteria and marking key?
* Are markers familiar with the assessment criteria and marking key?
* Have you held a real or virtual round table with all who are marking in the unit to discuss requirements, standards and possible divergent types of answers to assessment questions?
* Do your exams give enough time and contextual keys to those for whom English is not a first language?

**When implementing, marking and grading the assessment, consider ...**

* Do markers cross mark assignments from a cohort in the subject other than the one they directly teach?
* If there are multiple markers, have you held a consensus marking meeting?
* If the same assessment items are used on different campuses, have you conducted a consensus marking exercise?
* If markers are marking large numbers over an extended period of time, do they review earlier marked items?
* Is a sample of assessment items double marked and compared?
* For subjective assessment, does double blind marking occur?
* Does the same marker mark all of the same assessment items?
* Are students’ assessment items anonymous?
* For subjective assessment, does panel marking occur?
* Do you discuss student work that attains very high or very low marks with the markers?
* Do you compare marking ranges across different cohorts and markers?
* Do you give timely and sensitive feedback to markers who may be marking too ‘high’ or ‘low’ so they can adjust their marking?
* Do you provide your markers with a spreadsheet or similar showing all marks and the range of marks for each marker?

**When reviewing and evaluating the assessment, consider ...**

* Have you avoided post-assessment scaling of marks?
* Have potential marking biases been identified and addressed?
* Have you completed a moderation report for each assessment item?
* Has your teaching team contributed to the moderation report?
* In these discussions and reports have you identified any communication issues between yourself and the teaching team?
* In these discussions and reports have you identified any cultural issues in assessment and its moderation?
* Have you completed a unit report that includes analysis of moderation, actions for improvement in curriculum and assessment when next taught?