12 Step Checklist for Meeting Quality Matters Standard 3
Assessment and Measurement

3.1 The types of assessments selected measure the stated learning objectives and are consistent with course activities and resources.
3.2 Course grading policy is stated clearly.
3.3 Specific and descriptive criteria are provided for the evaluation of students’ work and participation and are tied to the grading policy.
3.4 The assessment instruments selected are sequenced, varied, and appropriate to the student work being assessed.
3.5 Students have multiple opportunities to measure their own learning progress.

☐ Step One Assessments align with learning objectives. (3.1)
☐ Step Two Learning objectives align with activities and resources. (3.1)
☐ Step Three Grade calculations include relationship between points, %, weights, and grade. (3.2)
☐ Step Four Assignment category clearly indicates number of assignments. (3.2)
☐ Step Five Policy on late submissions is clearly stated. (3.2)
☐ Step Six Criteria to evaluate assignments is clear, preferably in a rubric. (3.3)
☐ Step Seven Point values are used in the evaluation. (3.3)
☐ Step Eight Assessment strategies are varied. (3.4)
☐ Step Nine Assessments are sequenced and built on previous knowledge. (3.4)
☐ Step Ten Assessments are regularly scheduled. (3.4)
☐ Step Eleven Instructor feedback is regular. (3.5)
☐ Step Twelve Students can self-evaluate their progress. (3.5)