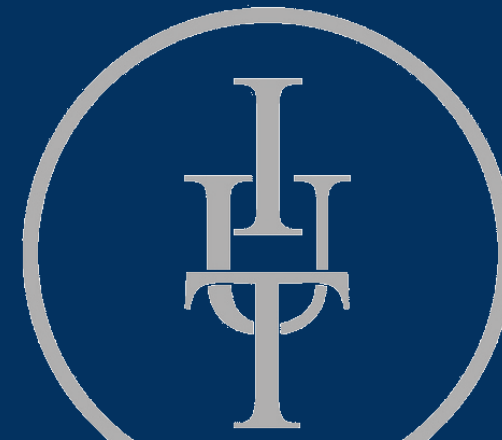


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Early Assessment Tasks as the First Leap into Assessment in Higher Education

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Context

- Ongoing assessment revolution (Hattie, 2009)
- Increasingly complex global environment
- There is no such thing as a ‘traditional student’
- Scaffolding and support needed for transition (Boud & Associates, 2010; Van Schalkwyk, 2010).
- Well-designed early assessment tasks can assist students to make a successful transition into academia (Kift & Moody, 2009).
- But what makes an effective early assessment item?
- And what is the evidence for their effectiveness?



What we'll cover

- Why early assessments?
- The story so far...
- Principles of early assessment
- Lessons learned
- The next steps

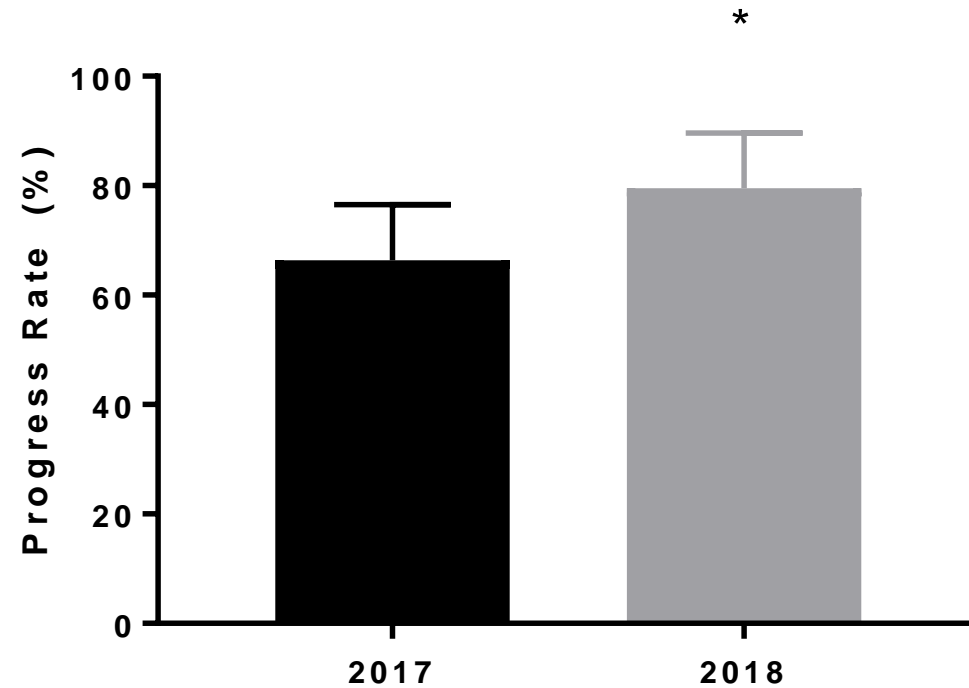


Why Early Assessments?

- An **early & meaningful** low stakes assessment item submitted before Census provides a 'hurdle' that is indicative of student engagement.
- An **effective** early assessment item can provide students with an early indication of the type of learning they will encounter in a course/program, providing an informed basis for decision-making.



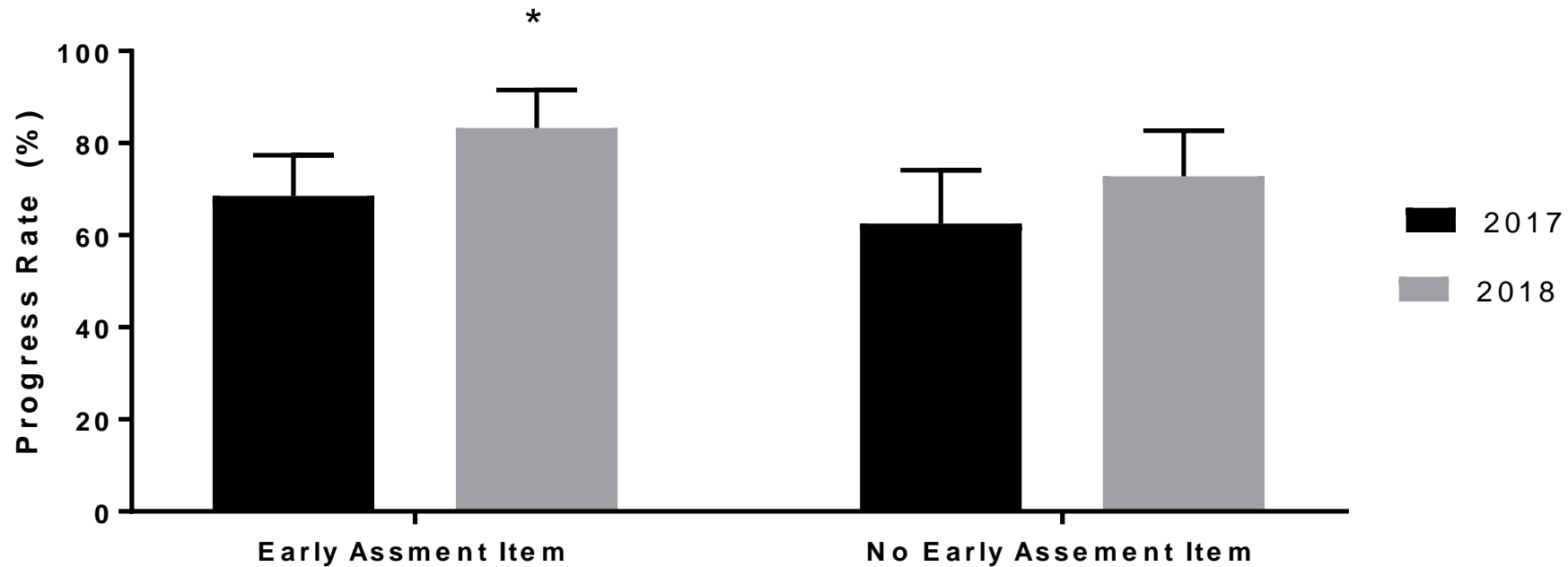
Student Progress and Targeted Contact



Significant increase in the average progress rate in 2018 following targeted student contact pre HECS census, * $p < 0.0001$.



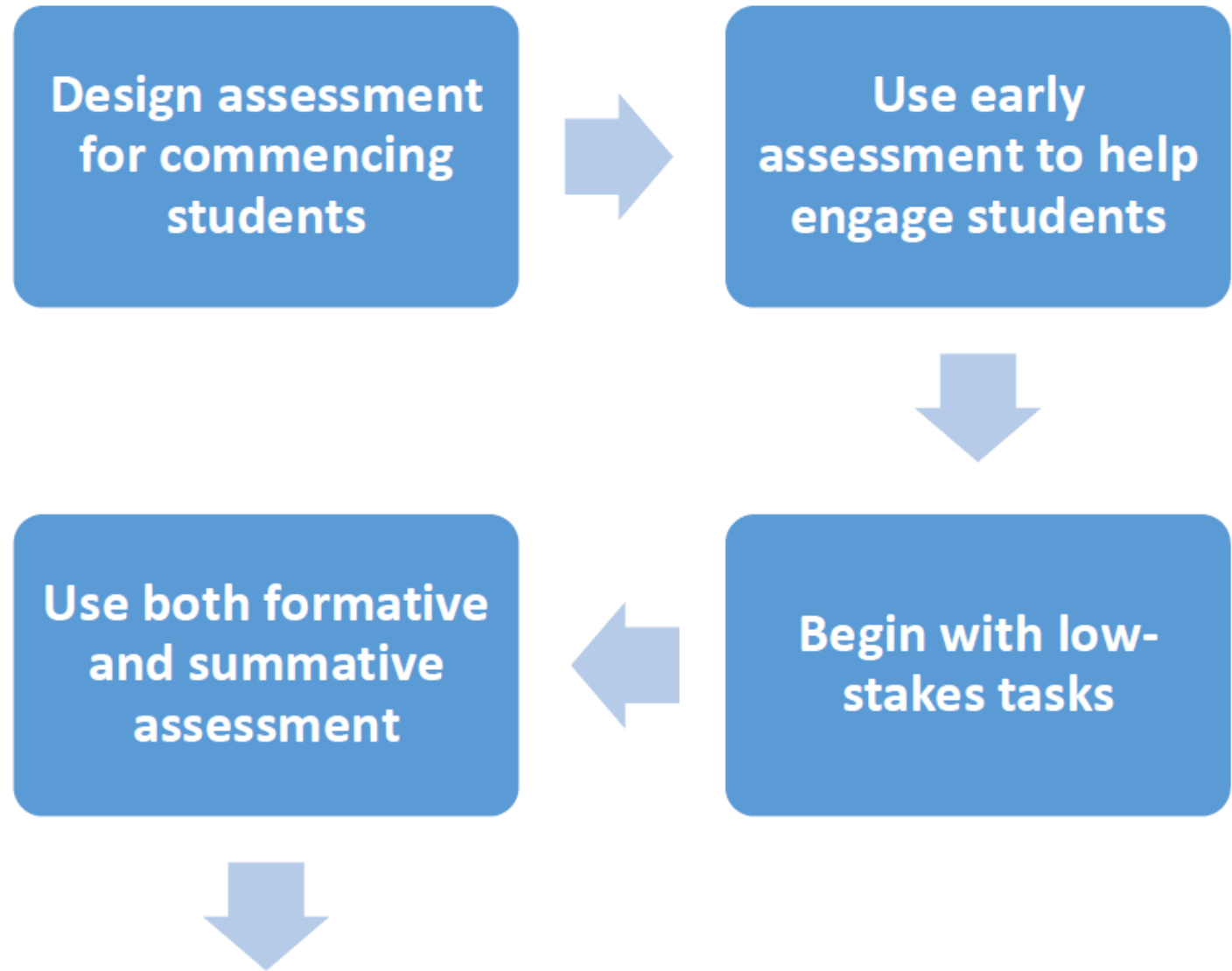
Student Progress and Early Assessments



Subject progress rates in subjects with and without a pre- census early assessment item.

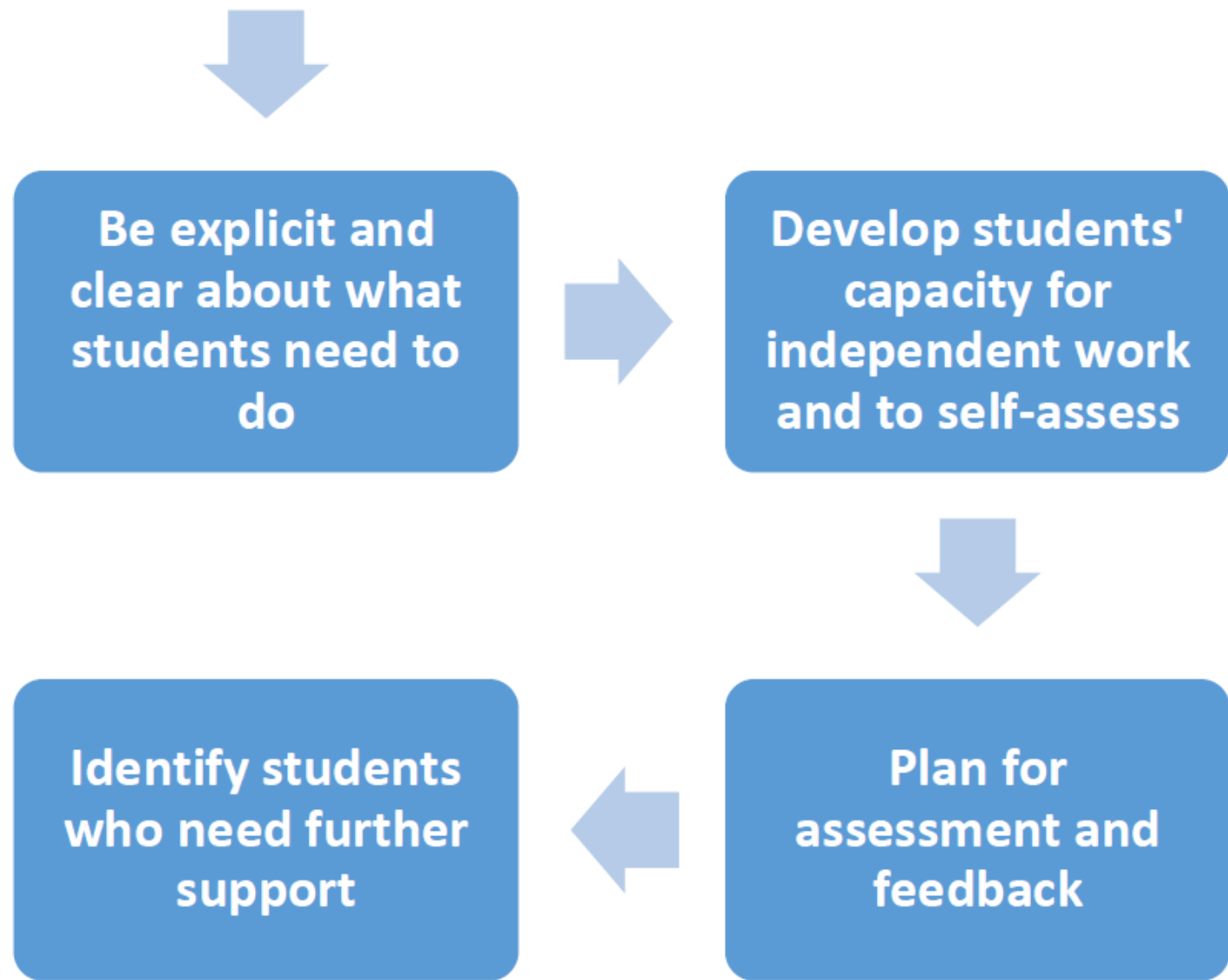
*** Progress rates in 2018 with an EAI were significantly higher an all other progress rates, $p < 0.05$.**

Principles of Early Assessment





Principles of Early Assessment





What Have we Learned?

Timing is Everything:

Needs to be late enough to be meaningful but early enough to support students

Submission Method:

Ideally automatic / analytics easy to collate

Weighting/Value:

Ideally less than 20% value

Know your Students:

Appropriate level of complexity



The Next Steps

- Early analytics
- Further support for staff and students
- Capturing student voices



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Student Retention

In all their diversity, students come to higher education to learn and that it is within the first year curriculum that students must be inspired, supported, and realise their sense of belonging; not only for early engagement and retention, but also as foundational for later year learning success and a lifetime of professional practice

– *Transition Pedagogy.*