

Assessing students for Graduate Qualities

Type of assessment	Identifying characteristics	Relevant graduate qualities*							
			1 body of knowledge	2 lifelong learning	3 effective problem solver	4 works autonomously and collaboratively	5 ethical action and social responsibility	6 communicates effectively	7 international perspectives
1. Essay	<ul style="list-style-type: none"> ▪ seek information ▪ plan study in appropriate depth ▪ organise information for special purposes ▪ present ideas in logical way 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ problem solving ▪ working autonomously ▪ effective communication 	✓	✓	✓	✓		✓	
2. Individual and group reports, including laboratory reports	<ul style="list-style-type: none"> ▪ seek information ▪ plan study in appropriate depth ▪ organise information for special purposes 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ problem solving ▪ working autonomously and collaboratively ▪ effective communication 	✓	✓	✓	✓		✓	
3. Reflective writing, including journals, learning logs and skills development	<ul style="list-style-type: none"> ▪ demonstrate the development of learning ▪ take responsibility for learning ▪ analyse and synthesise ideas 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ problem solving (logical, critical and creative thinking) ▪ working autonomously ▪ effective communication 	✓	✓	✓	✓		✓	
4. Creative output projects, including poster presentations, websites, CD-ROMs and PowerPoint presentations	<ul style="list-style-type: none"> ▪ synthesise ideas ▪ present ideas ▪ use various media ▪ organise information for particular kinds of presentation 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ problem solving (logical, critical and creative thinking) ▪ working autonomously or collaboratively ▪ effective communication 	✓	✓	✓	✓		✓	

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5. Seminar or conference paper	<ul style="list-style-type: none"> ▪ assess information and arguments ▪ research and reference material ▪ present fluently and coherently 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ problem solving (logical, critical and creative thinking) ▪ working autonomously ▪ effective communication 	✓	✓	✓	✓		✓	
6. Participation in tutorials, studio work	<ul style="list-style-type: none"> ▪ interact with others ▪ react to the ideas of others ▪ display appropriate self confidence 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ problem solving (logical, critical and creative thinking) ▪ working collaboratively ▪ effective communication 	✓		✓	✓		✓	
7. Critical reviews, including article reviews, book reviews, reviews of exhibitions and performances	<ul style="list-style-type: none"> ▪ knowledge of similar works within the field ▪ analyse and synthesise ideas ▪ write for a particular audience 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ problem solving (logical, critical and creative thinking) ▪ effective communication 	✓		✓			✓	
8. Summaries	<ul style="list-style-type: none"> ▪ interpret others' ideas ▪ present ideas coherently ▪ analyse and synthesise ideas 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ problem solving (logical, critical and creative thinking) ▪ effective communication 	✓		✓			✓	
9. Individual oral presentations and foreign language speaking	<ul style="list-style-type: none"> ▪ cope with questions and arguments ▪ show reasoning behind statements or ideas ▪ interact with others ▪ use general or technical language in an appropriate manner ▪ express ideas fluently 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ problem solving (logical, critical and creative thinking) ▪ effective communication 	✓	✓	✓			✓	

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10. Group oral presentations and foreign language speaking	<ul style="list-style-type: none"> ▪ cope with questions and arguments ▪ work collaboratively ▪ show reasoning behind statements or ideas ▪ interact with others ▪ use general or technical language in an appropriate manner ▪ express ideas fluently 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ problem solving (logical, critical and creative thinking) ▪ working collaboratively ▪ effective communication 	✓	✓	✓	✓		✓	
11. Electronic discussion lists	<ul style="list-style-type: none"> ▪ use language appropriate to the field ▪ interact with others' ideas ▪ express a point of view 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ working collaboratively ▪ effective communication 	✓	✓		✓		✓	
12. Case studies, simulated tasks, role plays and games	<ul style="list-style-type: none"> ▪ show appropriate attitudes ▪ interact with others ▪ apply knowledge or experience ▪ analyse and synthesise ideas ▪ display creativity or imagination 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ problem solving ▪ working collaboratively ▪ effective communication 	✓		✓	✓		✓	
13. Exercises including logical/mathematical assignments and problem based approaches	<ul style="list-style-type: none"> ▪ demonstrate understanding of appropriate processes ▪ link problems and solutions ▪ recognise useful strategies ▪ give appropriate weighting to different solution methods 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ problem solving (logical, critical and creative thinking) ▪ working autonomously/ collaboratively 	✓		✓	✓			
14. Group projects, including team-based approaches	<ul style="list-style-type: none"> ▪ cooperate with others ▪ benefit from 'real life' situations ▪ integrate with other views or models 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ problem solving ▪ working collaboratively ▪ effective communication 	✓	✓	✓	✓		✓	

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15. Project work, including oral histories, creative arts, engineering design, software development and programming	<ul style="list-style-type: none"> ▪ seek information ▪ plan study in appropriate depth ▪ organise information for special purposes ▪ present ideas in original ways ▪ sustain appropriate motivation 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ problem solving ▪ working autonomously ▪ effective communication 	✓	✓	✓	✓		✓	
16. Thesis/dissertation	<ul style="list-style-type: none"> ▪ plan study in depth ▪ organise study, reference and investigate ▪ reason at appropriate levels ▪ present coherent ideas, theories, analysis ▪ show appropriate motivation ▪ display originality 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ problem solving ▪ working autonomously ▪ effective communication 	✓	✓	✓	✓		✓	
17. Proposals for research, field work, practicum etc	<ul style="list-style-type: none"> ▪ research ideas and questions ▪ plan details of study activity ▪ identify critical issues ▪ understand the relevant field 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ problem solving ▪ effective communication 	✓	✓	✓			✓	
18. Practical examination	<ul style="list-style-type: none"> ▪ apply knowledge in a variety of settings ▪ extend knowledge in a variety of settings ▪ demonstrate specific skills, techniques and procedures ▪ organise resources or equipment ▪ summarise significance of work 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ problem solving ▪ working autonomously ▪ effective communication 	✓		✓	✓		✓	

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19. Unseen essay examination	<ul style="list-style-type: none"> ▪ recall information and theories ▪ accurately organise time and material effectively ▪ write coherently and clearly ▪ use appropriate vocabulary and terms ▪ organise ideas and theories 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ problem solving (analysis and synthesis) ▪ effective communication 	✓		✓			✓	
20. Oral examination (viva)	<ul style="list-style-type: none"> ▪ recall information and theories ▪ accurately organise time and material effectively ▪ speak coherently and clearly ▪ use appropriate vocabulary and terms 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ problem solving (analysis and synthesis) ▪ effective communication 	✓		✓			✓	
21. Single question unseen paper	<ul style="list-style-type: none"> ▪ evaluate ideas and theories ▪ synthesise ideas ▪ analyse in depth 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ problem solving (analysis and synthesis) ▪ effective communication 	✓		✓			✓	
22. Prepared essay examination	<ul style="list-style-type: none"> ▪ prepare arguments and analyses ▪ seek relevant information ▪ organise effective presentation ▪ integrate ideas or theories ▪ express ideas in appropriate manner 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ problem solving ▪ effective communication 	✓	✓	✓			✓	
23. Take-home essay or assignment	<ul style="list-style-type: none"> ▪ prepare arguments and analyses ▪ seek relevant information ▪ organise effective presentation ▪ integrate ideas or theories ▪ express ideas in appropriate manner 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ problem solving ▪ working autonomously ▪ effective communication 	✓	✓	✓	✓		✓	

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24. Open book examination	<ul style="list-style-type: none"> ▪ retrieve information and ideas from sources ▪ reference material adequately ▪ apply information to relevant situations ▪ remember key ideas or structures 	<ul style="list-style-type: none"> ▪ body of knowledge ▪ lifelong learning ▪ problem solving ▪ effective communication 	✓	✓	✓			✓	
25. Short-answer paper	<ul style="list-style-type: none"> ▪ reproduce information or knowledge 	<ul style="list-style-type: none"> ▪ body of knowledge 	✓						
26. Quizzes, including multiple choice, multiple response, fill-in the blanks, yes/no responses, label matching, ordering options and entering text	<ul style="list-style-type: none"> ▪ recognise information and ideas ▪ understand cause and effect relationships ▪ recognise or produce appropriate associations of ideas ▪ define terms ▪ reveal appropriate attitudes ▪ recognise misconceptions or confusion of ideas ▪ test hypotheses 	<ul style="list-style-type: none"> ▪ body of knowledge 	✓						

* Ticks indicate "best choice" out of all listed options in terms of the potential to assess a particular Graduate Quality. However, any of the tasks could probably be adapted to assess any of the Graduate Qualities.

Source: The first two columns of the table draw on: Main, A 1993, *The development of preparation programs for new academic staff*, DEET Higher Education Division, Evaluations and Investigations Program, Canberra: AGPS.