

Assessment 2030: Assessment Types



Introduction:

This guide outlines the refreshed Curtin Assessment categories and subcategories, as per the [Assessment 2030](#) approach. These categories align to the existing five Curtin assessment categories. The primary objective of this categorisation framework is to enhance assessment transparency and pedagogical alignment by clearly delineating assessments into Lane 1 (Secure) or Lane 2 (Non-Secure) classifications.

This structured approach will enable educators to more effectively map and export assessment data, evaluate policy alignment, and design learning experiences that support broader educational outcomes. The framework seeks to balance the identification of distinct assessment types and supporting our commitment to diverse assessment practices across courses (i.e., Swiss Cheese Model), while minimising unnecessary duplication or overlap.

Please refer to the [updated ASPM](#) for more details.

Please note: These new categories will sit alongside existing categories, as the change process to adopt the new categories will be gradually undertaken.

Additional Considerations:

- All assessments should be categorised in the category that most closely aligns to their approach (refer to the appendix for more details on each). In instances where no category is suitable, educators may reach out to discuss the Assessment 2030 team to discuss (Assessment2030@curtin.edu.au).
- If an assessment (e.g., submission) relates to a placement/fieldwork/internship, educators should select the categories under placement/fieldwork/internship.
- Certain categories are marked as 'not applicable' where no assessment types currently meet the specified criteria; while the 'other' category has been added to some categories for assessments that do not fit within the outlined categories.
- The 'combination' category encompasses assessments where two different assessment categories are represented in a single assessment and share a rubric and mark. If the assessments do not share a rubric/mark, then they should be represented as two distinct assessments even if they relate to one another.

Table 1. Curtin Assessment Categories and Subcategories

Curtin Assessment Categories	Lane 1: Secure (Subcategories of Assessment)	Lane 2: Non-Secure (Subcategories of Assessment)
Submission	<ul style="list-style-type: none">• Supervised production of a submission <p>e.g., where a submission is created in a supervised learning environment</p>	<p>Unsupervised production of submissions including:</p> <ul style="list-style-type: none">• Portfolios• Essays• Reports• Case Study Analysis• Annotated Bibliography• Computer Programs• Project Progress Report• Workbooks or lab book• Worked Exercises

		<ul style="list-style-type: none"> • Peer and/or Industry Evaluations (asynchronous) • Production of Media • Thesis • Other
Examination *The updated examination assessment categories, including the new options distinguishing assessments conducted during and outside the formal exam period, will be available in Akari soon.	<ul style="list-style-type: none"> • Centrally Scheduled Face-to-Face Written Exams • Centrally Scheduled Online Written Exams (Respondus) • *School Scheduled Test/E-test (Supervised or Respondus) – outside exam period • *School Scheduled Exam/E-test (Supervised or Respondus) – during exam period 	Tests, E-tests and Exams that are unsupervised and not invigilated: <ul style="list-style-type: none"> • *School Scheduled Test/E-test – outside exam period • *School Scheduled Exam/E-test – during exam period
Performance *Additional CMS tags will in place depending on whether performances are centrally scheduled or school scheduled	<ul style="list-style-type: none"> • OSCE (Objective Structured Clinical Examination) • Laboratory Work Assessment • Skills Demonstrations • Oral Defence or Vivas • Interactive Orals • Oral Presentation • Performances • Shared Yarning • Debates • Class Participation • Group Discussion (synchronous) • Role Play and Simulations • Mooting and Advocacy • Peer and/or Industry Evaluations (synchronous) • Other 	<ul style="list-style-type: none"> • Recorded Presentations • Recorded Performances
Combination *Please refer to above for definition of a combination assessment.	Where at least one part of the combination assessment is secure: <ul style="list-style-type: none"> • Submission with Performance • Submission with Examination • Examination with Performance 	Where neither component is secure: <ul style="list-style-type: none"> • Submission with Performance • Submission with Examination • Examination with Performance

WIL Placements, Internships or Fieldwork or Clinics	<ul style="list-style-type: none"> • Field Journals/Notebooks • Industry Supervisor Evaluation • Placement Report/Reflection • Supervisor approved logbook or timesheet • Workplace Skills Demonstration • Placement Portfolio • Placement Presentation • Placement Project • Other 	N/A – as assessments linked to WIL placements have a secure component.
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*Please note the above categorisation has been the result of significant contribution from Deans and Directors L&T, Teaching Support teams, Student Services, Assessment and Awards team, and the Assessment and Curriculum Evolution (ACE) team. We thank all of the colleagues who generously gave their time and input.

APPENDIX: Examples of Subcategory Assessment Types

LANE 1: SECURE ASSESSMENTS EXAMPLES

The following are secure assessments, where students' identity is known or checked and the student is supervised or invigilated. Please note that at Curtin University the recommended software for online invigilation is Respondus.

Category	Subcategory	Detail
Submission	Supervised production of a submission	Students complete a submission with supervision
Examinations	Centrally Scheduled Face-to-Face Written Exams	End-of-semester exams held in a university exam hall with trained invigilators
	Centrally Scheduled Online Written Exams	Online exams scheduled by the central team and invigilated using Respondus software
	School Scheduled Test/E-test (Supervised or Respondus) – outside exam period	Supervised or invigilated Test/E-test scheduled and supported by the school occurring outside the exam period
	School Scheduled Exam/E-test (Supervised or Respondus) – during exam period	Supervised or invigilated Exam/E-test scheduled and supported by the school occurring during the exam period
Performance	OSCE (Objective Structured Clinical Examination)	Students rotate through designated stations demonstrating clinical skills to assessors
	Laboratory Work Assessment	Conducted in a lab environment, students demonstrate skills or capabilities using lab equipment
	Skills Demonstrations	Student demonstrates a specific competency or procedure in supervised setting
	Oral Defence or Vivas	Students defend and justify their own work, examiner(s) challenges decisions and/or methodology
	Interactive Orals	Students present their work then respond to questions or work through scenarios, showcasing real-time problem-solving and application of knowledge
	Oral Presentation	Live presentation delivered by student to assessors in supervised environment
	Performances	Artistic, creative, or physical performances (e.g., dance, drama, public speaking) to demonstrate mastery of skills
	Shared Yarning	Indigenous assessment practice where student participate in a facilitated yarning circle

	Debates	Scaffolded argumentative structures where students argue for/against positions with rebuttal(s) and analysis
	Class Participation	Participation assessment evaluates a student's contributions within a supervised in-class setting. (Note: this is not attendance).
	Group Discussion (synchronous)	Collaborative dialogue amongst students, assessed on contribution and critical thinking
	Role Play and Simulations	Students act in simulated scenarios responding to prompts and/or immersive environments
	Mooting or advocacy	Specific to the law discipline, an assessment where students argue hypothetical legal cases in a mock court environment
	Peer and/or Industry Evaluation	Students evaluate peer work or present to external industry panels for feedback and critique
	Other	Supervised/invigilated performances not captured above
Combination *Where at least one component is secure	Submission with Performance	A submission (e.g., report, portfolio) combined with a performance element (e.g., presentation, demonstration)
	Submission with Examination	A submission combined with an exam component (e.g., take-home assignment + written exam)
	Examination with Performance	A performance element combined with an examination (e.g., practical demonstration + written test)
WIL Placements, Internships or Fieldwork or Clinics	Field Journals/Notebooks	Field journals/notebooks completed by students based on a field trip, fieldwork or other supervised activity
	Industry Supervisor Evaluation	Student assessed by workplace supervisor using agreed-upon criteria; evaluates workplace performance and professional skills
	Placement Report/Reflection	Written submission documenting and reflecting on placement experience, linking theory to practice
	Supervisor approved logbook/timesheet	Ongoing documentation of placement activities, hours, and tasks; may include reflective components – approved by the supervisor
	Workplace Skills Demonstration	Student demonstrates professional or technical skills in workplace setting, assessed by industry supervisor or university staff
	Placement Portfolio	Collection of work completed during placement (projects, outputs, evidence) with reflective commentary
	Placement Presentation	Student presents on placement experience, learnings, and outcomes to university staff and/or peers
	Placement Project	Project or deliverable completed for host organisation, assessed by university and/or industry
	Other	Other WIL-related assessments not captured above

LANE 2: NON-SECURE ASSESSMENTS EXAMPLES

The following are non-secure or open assessments, where no supervision or invigilation has occurred.

Category	Subcategory	Detail
Submission	Portfolios	Curated collection of work compiled over time (e.g., media analysis, creative work, professional development)
	Essays	Analytical, argumentative, or reflective essays
	Reports	Formal written reports (e.g., lab reports, business reports, research reports)
	Case Study Analysis	Analysis of case studies
	Annotated Bibliography	Curated list of sources with critical annotations
	Computer Programs	Code, applications, or software developed by student(s)
	Project Progress Report	Written updates on project status or its development
	Workbooks or Lab Book	Completed exercises and activities from course materials
	Worked Exercises	Problem sets, calculations, or practice exercises
	Peer Evaluations (asynchronous)	Written feedback or evaluation of peer work
	Production of Media	Creation of media artifacts (e.g., podcasts, videos, graphics, websites)
	Thesis	A substantial independent research project culminating in a written dissertation
	Other	Any other unsupervised submission not listed above
Examination	School Scheduled Test/E-test – outside exam period	Test/e-test scheduled and supported by the school, not supervised or invigilated, occurring outside the exam period
	School Scheduled Exam/E-test – during exam period	Exam/e-test scheduled and supported by the school, not supervised or invigilated, occurring during the exam period
Performance	Recorded Presentations	Video or audio presentations recorded independently by student without supervision (e.g., oral presentations, pitches, demonstrations)
	Recorded Performances	Artistic, creative, or physical performances recorded without supervision (e.g., music performance, dance, dramatic reading)
Combination	Submission with Performance	Non-secure written component combined with recorded performance (e.g., report with video presentation)
	Submission with Examination	Non-secure written submission combined with unsupervised exam component (e.g., take-home exam with essay)
	Examination with Performance	Unsupervised exam combined with recorded performance (e.g., online quiz with skills demonstration video)

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