It is now well understood that assessment in universities performs at least three functions: to develop student learning, to measure student achievement, and to inform university teachers’ judgments about the quality of teaching and curriculum. While these purposes often sit uneasily next to each other, it is clear that the contemporary focus on standards is putting assessment tasks, practices and processes under the spotlight. What are the assessment standards we need to pay attention to, where have they come from, and how helpful are they to both academics and students?

In asking ‘Is our assessment up to standard?’ the fourth Sydney Teaching Colloquium (STC) invites the university community to consider how assessment standards can be harnessed for learning. The Colloquium is an opportunity for university staff to discuss how assessment standards can address practical challenges in teaching and curriculum, for example, assessment design, marking and feedback, and questions about over-assessment. It is an occasion to ask whether our approach to assessment at unit, program and course levels is supporting an engaged enquiry learning experience for students.

This year, in response to feedback from past Colloquia and in addition to invited presentations, we are seeking proposals from the university community. To learn more about the Colloquium themes, and how you can participate and submit a proposal, visit the Colloquium website.

All proposals are due by 11.30pm, Friday 4 July, 2014.

We look forward to seeing you at the Colloquium!