

# Developing a shared understanding of assessment criteria and standards for undergraduate mathematics

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Across the Australian tertiary sector, teaching and learning standards are being carefully examined. In recent years, much time and effort has been given to the development of discipline specific Threshold Learning Outcomes (TLO's). The TLO's describe a minimal set of essential characteristics that one could reasonably expect a graduate to have upon the completion of a Bachelor's degree. Now, attention has turned to how we might show that our mathematics graduates have indeed met this threshold. Implicit in this discussion is how we assess our students. What do we really mean when we award a student a pass, a credit or a distinction? Is this meaning the same across States, across institutions or even across subjects in the same institution? This is the topic of the current project, *Developing a shared understanding of assessment criteria and standards for undergraduate mathematics*, funded by the Office of Learning and Teaching. The aim of the project is to engage the Australian tertiary mathematics community, through workshops and discussions, to share ideas and practices about assessment criteria and standards in undergraduate mathematics. Through these discussions, we will develop a set of undergraduate mathematics standards and criteria for assessing the work of mathematics students. These agreed assessment standards and criteria will be developed for each assessment grade level across each undergraduate year level (one to three). Guidelines and practical exemplars will be developed across all grade boundaries. Workshops conducted to date have revealed wide disparity in assessment approaches and standards. In this presentation we will discuss our progress to date and challenges we face.