



*Assessment*

**Learner-centred**

Emphasises the needs of individuals, groups or the cohort as a whole. Assessment and feedback recognises the emotional engagement of students.

Based on REAP, TALI, ESCAPE, PASS and Afl CETL



*Assessment*

**Real, Relevant and Useful**

Emphasises the relevance of learning to the student's ongoing course and future employment. Feedback comes from experiencing the activity as much as the responses of tutors or peers. Time spent on task, immersed in the activity, is valued.

Based on REAP, TALI, ESCAPE, PASS and Afl CETL

## Learner-centred

## Assessment

### Consider...

- ▶ Introducing pre-assessment exercises to clarify the role of assessment and feedback with students. For example, create a 'module charter' with them to present assessment holistically in relation to teaching, independent study and reflection, and its impact beyond.
- ▶ Working with students to write personal learning goals in module induction workshops.
- ▶ Asking students what they need feedback on and what type of feedback they find most useful.
- ▶ Asking students to devise, in negotiation with you, additional criteria for how they will be assessed and use these criteria as the basis for their personalised feedback.
- ▶ Using group activities so individuals can compare themselves with their peers (self-evaluation).
- ▶ Using group activities to increase positive student feelings about the subject and their peers. This instils the confidence and enthusiasm they need to address real challenges together.
- ▶ Being clear with students about what constitutes good performance by talking through assessment criteria in assessment briefings and by discussing examples of model answers. Ask students to reformulate assessment criteria in their own words as a pre-task activity.
- ▶ Assessment should always provide a challenge for even the most able students. For example, imagine what useful feedback looks like for all students as you design the task.
- ▶ Ensuring assessment reveals, rather than hides, student misconceptions.
- ▶ Ensuring student representation on committees that discuss assessment policies and practices and involvement in designing and managing assessment including assessment boards. This develops assessment practice and student assessment literacy.

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## Real, relevant and useful

## Assessment

### Consider...

- ▶ Asking an employer representative to write, present or discuss the assessment brief. If they can't attend in person a podcast or video works well or an email can also be used.
- ▶ Using language that situates the learner in the role of the professional.
- ▶ Limiting the number of criteria for complex tasks – know what are the most important outcomes of any task. Be selective and design assessment tasks in the broader course context.
- ▶ Ensuring feedback is closely related to assessment criteria – worthwhile criteria engage students with the subject, not just the task.
- ▶ Avoiding an over-preoccupation with technicalities such as spelling, grammar and referencing unless these have been selected as priority criteria for the task. What is the big picture?
- ▶ Modelling thinking and writing processes in class to establish expectations for the necessary depth of engagement.
- ▶ Addressing basic writing weaknesses or other ongoing technical development requirements only in selected course tasks. Have a strategy in place for referring and supporting literacy (e.g. hand outs, targeted and timely course workshops, etc.).
- ▶ Encouraging students to give each other feedback on a task in relation to published criteria before they submit their work.
- ▶ Providing authentic feedback that is typical in terms of form and content of what they would expect in the real world. Employers, clients and peers may help to supply this.

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## *Assessment*

# Challenging, Encouraging and Affirmative

Engagement provides the student with the opportunity to reflect on their progress and capabilities and motivates them to embrace future challenges with both confidence and a critical eye.

Based on REAP, TALI, ESCAPE, PASS and Afl CETL



## *Assessment*

# Inclusive

Anticipates and embraces the varied needs and experiences of students and ensures that all students have equal access to assessment as both a summative and formative tool.

Assessment is enhanced by diversity.

Based on REAP, TALI, ESCAPE, PASS and Afl CETL

## Challenging, encouraging and affirmative

## Assessment

### Consider...

- ▶ Using mock assessments to establish appropriate expectations or 'challenge levels'.
- ▶ Encouraging the formation of informal peer study groups.
- ▶ Frequently using criteria for self-assessment when teaching a topic to embed assessment in learning and teaching and to give students much needed practice in comprehending criteria.
- ▶ Pointing students to correct answers when giving feedback and locating these alongside other useful follow-on resources.
- ▶ Reviewing feedback in tutorials by asking students to read written feedback comments and discuss them with their peers.
- ▶ Encouraging reflection and probing weaknesses more deeply by using Confidence Based Marking (CBM): students are asked to estimate how sure they are that their answer is correct. The method rewards accurate reporting of certainty.
- ▶ Using questions on assessment cover sheets to encourage self-assessment.
- ▶ Using portfolios to record achievements and helping students to link these to the knowledge, skills, attitudes and experience they will require in the future.
- ▶ Using online objective tests during a module with integrated feedback to affirm knowledge.
- ▶ Requiring individuals and student groups to negotiate the criteria used to assess their projects.
- ▶ Using a series of structured activities with progressive levels of difficulty as a lead up to a task.
- ▶ Giving critical feedback when it is needed using a 'feedback sandwich': 1. Identify the positive; 2. Give the facts; 3. Encourage and present a bright outlook. Then later, 4. Follow up.

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## Inclusive

## Assessment

### Consider...

- ▶ Devising more than one valid task to address the same criteria and arrive at the same learning outcomes. Can you allow each student to choose their preferred task?
- ▶ Negotiating with each student how they intend to demonstrate their learning and with what deadline.
- ▶ Evaluating the skills required to undertake the mode of assessment and how they create unintended barriers to success for some. Balance this by ensuring a range of assessment tasks across the course.
- ▶ Encouraging analysis of diverse cultural perspectives within the assessments set.
- ▶ Allowing plenty of time for time-limited assessments so that they don't advantage quick writers and thinkers.
- ▶ Supporting assessment groups to manage diversity in their approach to the task.
- ▶ Ensuring assessment evaluates learning and not assessment technique.
- ▶ In-class student response tools can provide the teacher with immediate feedback about student comprehension. Make adjustments and find other ways to regularly check that all students are keeping up.
- ▶ Moderating marking and feedback standards with staff before marking begins, perhaps with reference to last year's submission, to ensure marks and feedback are consistent and equitable and returned quickly.

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## *Assessment*

# Formative

Assessment is integrated, providing stepping stone opportunities for learning. It encourages the learner to apply their knowledge and skills, to reflect on these and to look forward to how these can be further developed and applied in the future.

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## *Assessment*

# Interesting and Engaging

Assessment encourages dialogue in the course and creatively accommodates student roles, peer support, the way the challenge is presented, the opportunity for the learner to affect, negotiate or determine aspects of the task, and the way feedback and learner reflection is accommodated.

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## Formative

## Assessment

### Consider...

- ▶ Ensuring feedback turnaround is prompt because prompt feedback catches students while they're still engaged and able to take formative action.
- ▶ Summative feedback summarises progress. This is a good moment for students to *reflect* on what else they need to do. Summative and formative activities are not exclusive.
- ▶ Asking students to tell you how they expect to apply their feedback comments to improve their future assessments and discussing alternative options with them.
- ▶ Establishing personalised feedback priorities with students *before* the task then use personal individualised feedback in combination with generic feedback for addressing common points.
- ▶ Ensuring feedback is not delivered as an end point. Feedback should propose action and action should create impact. How will you ensure the impact is monitored?
- ▶ Reinforce the importance of learning from assessment by building in class time for PPDP and action planning as an input to *and* outcome of the assessment experience.
- ▶ Asking students to self-assess their own work before submission. Then provide feedback on their self-assessment in addition to the feedback you provide on their actual performance.
- ▶ Providing time for students to work on problem sets in tutorials where they can get feedback.
- ▶ Using Peer Assisted Learning where experienced students coach students in earlier years.
- ▶ Offering alternative tasks which will generate alternative forms of feedback to suit preferences.
- ▶ Only releasing the assessment grade when the learner has responded to their feedback.
- ▶ Using journals, blogs and reflective essays in relation to project coursework.

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## Interesting and engaging

## Assessment

### Consider...

- ▶ Creating task scenarios: effective scenario descriptions include 'agents', each with goals that require change; a back story, rationale and plot; and a series of actions. And a problem to solve.
- ▶ Ask students to draw up their own work plan for undertaking complex tasks.
- ▶ Providing opportunities for students to practice and receive feedback on assessment methods so that summative assessment reliably evaluates learning - not assessment technique.
- ▶ Setting up pre-class online diagnostic tests to establish teaching and learning priorities for all.
- ▶ Creating authentic assessment briefs that position activities and tasks in a way that help a student to form a picture of themselves in the future, as a student or graduate.
- ▶ Providing students with model answers for assessment tasks and opportunities for them to make comparisons against their own work.
- ▶ Enabling and valuing peer dialogue by establishing group activities. Encourage discussion of assessment criteria, student expectations and assumptions.
- ▶ Involving students in creating an Assessment FAQ as a focus for clarifying assessment.
- ▶ Project-Based Learning involves milestone points with implicit self or peer assessment. Assess learning through reflective reports. Note: project 'products' can 'fail' but still deliver learning.
- ▶ Designing engaging tasks by accommodating: student-staff interaction; peer co-operation; active learning; feedback; self-efficacy; high expectations; and flexibility.
- ▶ Trying to define Authentic Assessment tasks as the starting point for curriculum design to epitomise a mastery of the learning outcomes. Then plan the teaching.

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*Assessment*

**Course-focused**

Assessment is pertinent to the student's whole course and strategically stretching the student throughout their course.

Students see assessment holistically as part of their course experience by, for example, providing opportunities to act on feedback.

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*Assessment*

**Add Your Own**

*Note your own ideas that don't fit in this framework*

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## Course-focused

## Assessment

Consider...

- ▶ Managing assessment criteria at course level and then being selective in strategically assessing and supporting aspects of the student's progress through their course.
- ▶ Designing criteria holistically at course level to value and capture growth ("slow learning"), skills and literacy development, as well as their discipline's conceptual development.
- ▶ Inviting colleagues to evaluate your tasks and assessment criteria against learning outcomes.
- ▶ Establishing protocols for managing tasks and feedback transition across modules and levels.
- ▶ Designing tasks to course learning outcomes so they are not perceived as being disconnected.
- ▶ Making connections from one class to another by running short paper-based tests at the end of class, using the results to provide feedback and stimulate discussion at the next class.
- ▶ Prioritising time for course level learning outcomes when planning and giving feedback.
- ▶ Implementing Personal and Professional Development Planning across courses, especially as a tool to support learner reflection, action planning and their application of feedback.
- ▶ Deflecting students from paying too much attention to specific marks by encouraging them to evaluate trends in their general achievement and progress and how they study best.
- ▶ Discussing with colleagues and students the benefits of both horizontal and vertical integrative assessment models for assessing across modules and through the course.
- ▶ Helping students to identify feedback that will improve the way they approach future tasks.
- ▶ Avoiding assessment bunching by making designing complementary module assessment tasks.
- ▶ Using course portfolios to involve learners in monitoring and reflecting on their own learning.

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## Add your own ideas

## Assessment

Consider...

- ▶ Add your own ideas here

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