

# ASSESSMENT LITERACY



## AL 3 Clarify Student Entitlement

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### Lecturer / Teacher Focused (LT)

- T1 Clarify expectations regarding the hours of study required; the amount of preparation required for each session.
- T2 Be explicit and precise about the hours of support available for feedback and make sure this is consistent in handbooks and all other sources.
- T3 Be clear about what constitutes feedback and where and when this feedback will take place.
- T4 Be clear about what you want the students to do with the feedback and set specific tasks related to this (e.g. developing an action plan; reflecting on the feedback about what is understood and what is not; how they are going to advance their work .....)
- T5 In giving written feedback ensure consistency in the timing of feedback across the feedback team within a module so all students receive the feedback at approximately the same time.
- T6 Use individual and group feedback judiciously – when is group feedback most appropriate?
- T7 Tackle the emotional dimension of feedback directly with students. (e.g. enable time between the receiving of feedback and asking students to act on feedback).

### Student Focused (S)

- S1 Clarify the role(s) of the student in the feedback process and formalise this (e.g. contract regarding expectations as part of the feedback process).
- S2 Get students to produce a summary of what they understand from the feedback they have received.
- S3 Support students to establish peer feedback mentoring roles.
- S4 Encourage students to audit where their own strengths and areas for development lie and where they can best support peers.
- S5 Ask students to take responsibility for auditing in-session feedback to feed into future delivery working with the lecturer.

### Programme / Director Questions (PD)

- PD1 How are lecturer and student roles and expectations in assessment made clear to all?
- PD2 What does student engagement in assessment look like?
- PD3 What baseline of expectations regarding assessment practice has been agreed with teams?
- PD4 How have you established where consistency is essential and in what areas?
- PD5 What is being done to develop a shared understanding of assessment feedback approaches?
- PD6 How are students being supported to give and act on feedback as part of their role?
- PD7 Are hours of required study by students and hours of lecturer support made explicit?
- PD8 How are students being supported to recognise and make best use of the support offered?