

ASSESSMENT LITERACY



AL 1 Clarify what constitutes good

Lecturer / Teacher Focused (LT)

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| 1T | Provide explicit guidance from the outset on the requirements of the assessment tasks. |
| 2T | Check students' understanding of requirements through small-focused tasks and opportunities for discussion and reflection about the assessment criteria (e.g. demystifying critical reflection; writing styles; referencing etc.). |
| 3T | Model examples of good practice in taught sessions. |
| 4T | Provide students with examples of good practice and identify why they are good using explicit assessment marking criteria. |
| 5T | Select snippets of good practice to discuss in sessions on a regular basis. |
| 6T | Set formative tasks asking students to focus on key concepts. |
| 7T | Provide model answers to questions and FAQs that are also available online. |
| 8T | Develop rubrics so that students are directed to the requirements of the assessment task. |

Student Focused (S)

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| 1S | Get students to produce model answers individually and in groups to share with their peers. |
| 2S | Ask students to mark work using the assessment criteria. |
| 3S | Get students to personalise the assessment criteria in relation to the requirements of a specific task (i.e. write it in their own words). |
| 4S | Get students to set the marking criteria for specific pieces of work using the guidelines for assessment ratified for your module/ programme. |
| 5S | Get students to advise on developing the assessment criteria guidance for following cohorts of students; get students to map learning outcomes across modules. |
| 6S | Get students to develop and personalise rubrics to support their own learning within and beyond the module of study. |
| 7S | Get students to self-assess their own performance as part of the summative assessment (e.g. using the assessment criteria grid to annotate where they think they are according to the different criteria and justify why). |
| 8S | Give students an article to assess and then get students to moderate their decisions in groups and to summarise and justify conclusions to the group. |

Programme / Director Questions (PD)

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| 1PD | Do teams have a shared understanding of what constitutes good? |
| 2PD | How is what constitutes good academic practice shared within and across disciplines? |
| 3PD | How are you ensuring that the assessment criteria are fit for purpose? |
| 4PD | How are new colleagues inducted into the requirements of good academic practice? |