

ASSESSMENT LITERACY



AL 2 Clarify how assessment elements fit together

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Lecturer / Teacher Focused (LT)

1T	Provide a route map / diagram showing how all assessment elements (formative and summative) fit together for students <u>and</u> lecturers.
2T	To ensure buy in – clarify with students why the assessment design is relevant and valuable in supporting students to meet learning objectives within and beyond the module.
3T	Signpost key tasks and timelines.
4T	Demonstrate how assessment tasks and assessment guidance are organised on the virtual learning environment.
5T	If completing formative assignments is a condition for submitting summative assignments make this explicit from the start.
6T	Revisit the assessment route map with students at regular intervals throughout the module/programme.

Student Focused (S)

S1	Get students to produce their own picture of the assessment pattern and get them to outline their role(s) in the process. (Gantt charts can be useful for students to demonstrate how they are going to organise and manage the requirements of assessment).
S2	Get the students to rewrite the learning outcomes in their own language. Map with them how you are intending to cover these within the module.
S3	Get students to complete a self-assessment on what aspects of assessment they are clear about and what areas they need more guidance on. Produce a summary of key points for all students based on student feedback queries.
S4	Involve students in contributing resources to the module / programme.
S5	How can students in years 1, 2 and 3 and at PG level contribute towards supporting understanding of how the module / programme fits together; what resources can they share?
S6	Ask students to review guidance in the handbook and to work with you to make information more explicit where and if necessary.

Programme / Director Questions (PD)

PD1	Is the rationale underpinning how the assessment elements fit together clear to lecturers and students?
PD2	Is information in module / programme handbooks clear and consistent throughout about how the different elements of assessment fit together?
PD3	How effective is the pattern of assessment within and across modules (timing; variety; fitness for purpose; organisation of formative and summative)? Who is overseeing this?
PD4	How are students feeding into the development of modules / programmes to support their understanding of how elements of assessment fit together?