

ASSESSMENT DESIGN



AD 2 Promote meaningful and focused assessment

Lecturer / Teacher Focused (LT)

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- LT1 Ensure the nature of assessment is appropriate to meaningfully assess key learning outcomes (constructive alignment).
- LT2 Ensure the nature of assessment enables students to be engaged in the production of meaningful products (e.g. engaging in research; developing resources for the community; addressing key concerns within the wider world; have direct applications to professional practice; community input involved in assessment of products).
- LT3 Share principles underpinning the assessment design with students so that they can understand the rationale informing the nature of assessment.
- LT4 Ensure assessment tasks require students to engage deeply with the content.
- LT5 Produce a one page plan for all teams to show how modules fit within a programme.

Student Focused (S)

- S1 Work with students to develop aspects of assessment (timing of formative; selection of products for assessment, engaging with each other and the wider community etc.).
- S2 Encourage students to demonstrate how can they apply their learning both within & beyond the module (e.g. working in the community; real world issues; new designs; research).
- S3 Manage choice in assessment by negotiating with students exactly where the choices are and the limits of such choices (e.g. being clear on what students can lead on).
- S4 Involve students in developing and mapping learning outcomes within modules, and across the programme.
- S5 Work with students to demonstrate the linkages and progression from one module to the next so they are able to gain a holistic sense of how the programme fits together, and so they can understand the assessment requirements at each level.
- S6 Work with students to ensure 'buy in' to the assessment (creative engagement).

Programme / Director Lead Questions (PD)

- PD1 How are you engaging students in meaningful assessment?
- PD2 How are you streamlining assessment to ensure that you do not over-assess (e.g. focus on programme level assessment -key considerations include: ensuring coherence of modules; reducing the number of modules; rationalising learning outcomes; rethinking the types and patterns of assessment across the programme as a whole to ensure an integrated and developmental experience for the learner; rethinking the balance of formative and summative assessment)?
- PD3 How are you encouraging collaborative design (e.g. involving colleagues beyond the module (programme team; QA team; Library Services etc.)?)
- PD4 How are you ensuring mechanisms for the development of programmes are appropriate to enable assessment practice to be responsive to needs?
- PD5 How are you providing opportunities for teams to consider assessment holistically across modules to ensure progression; managed choice; rationalisation of learning outcomes?
- PD6 How are you ensuring that all lecturers have a clear understanding of how their module(s) fit within the overall programme structure? Do you have a one page outline summarising this?