

Assessment and Feedback for Learning

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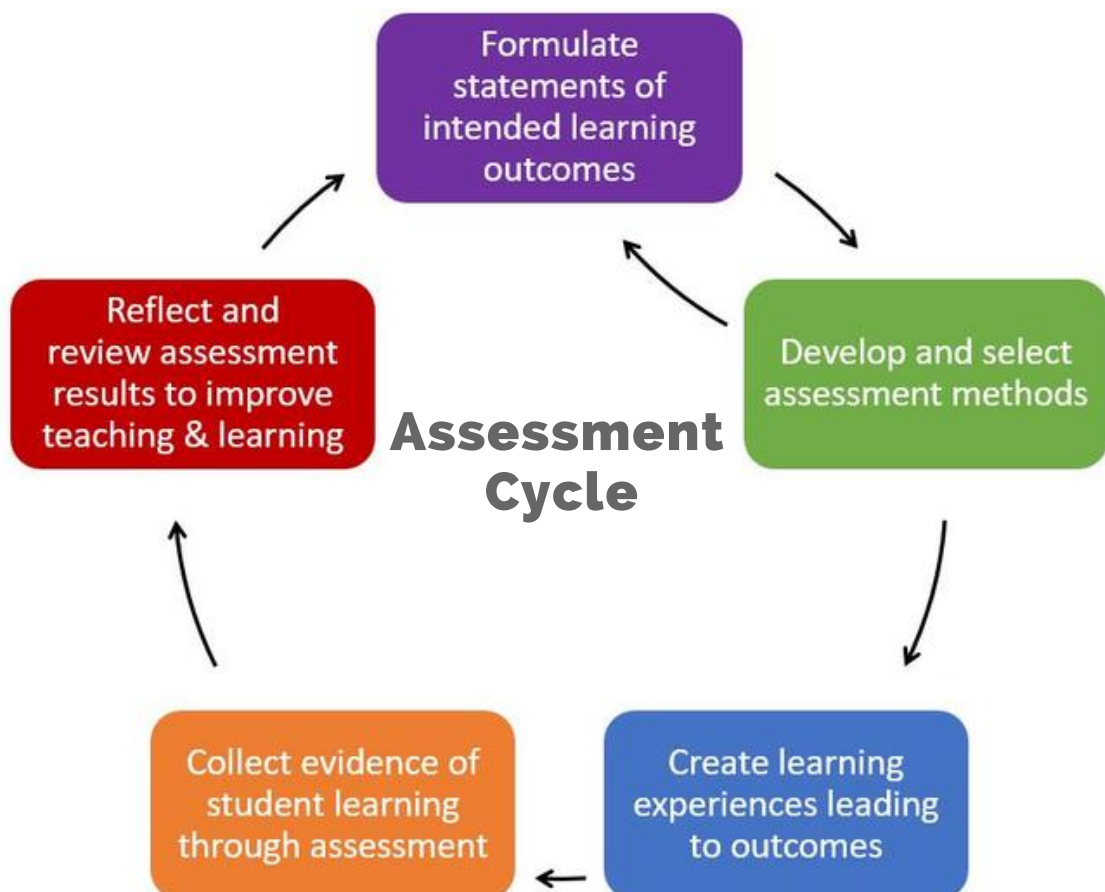
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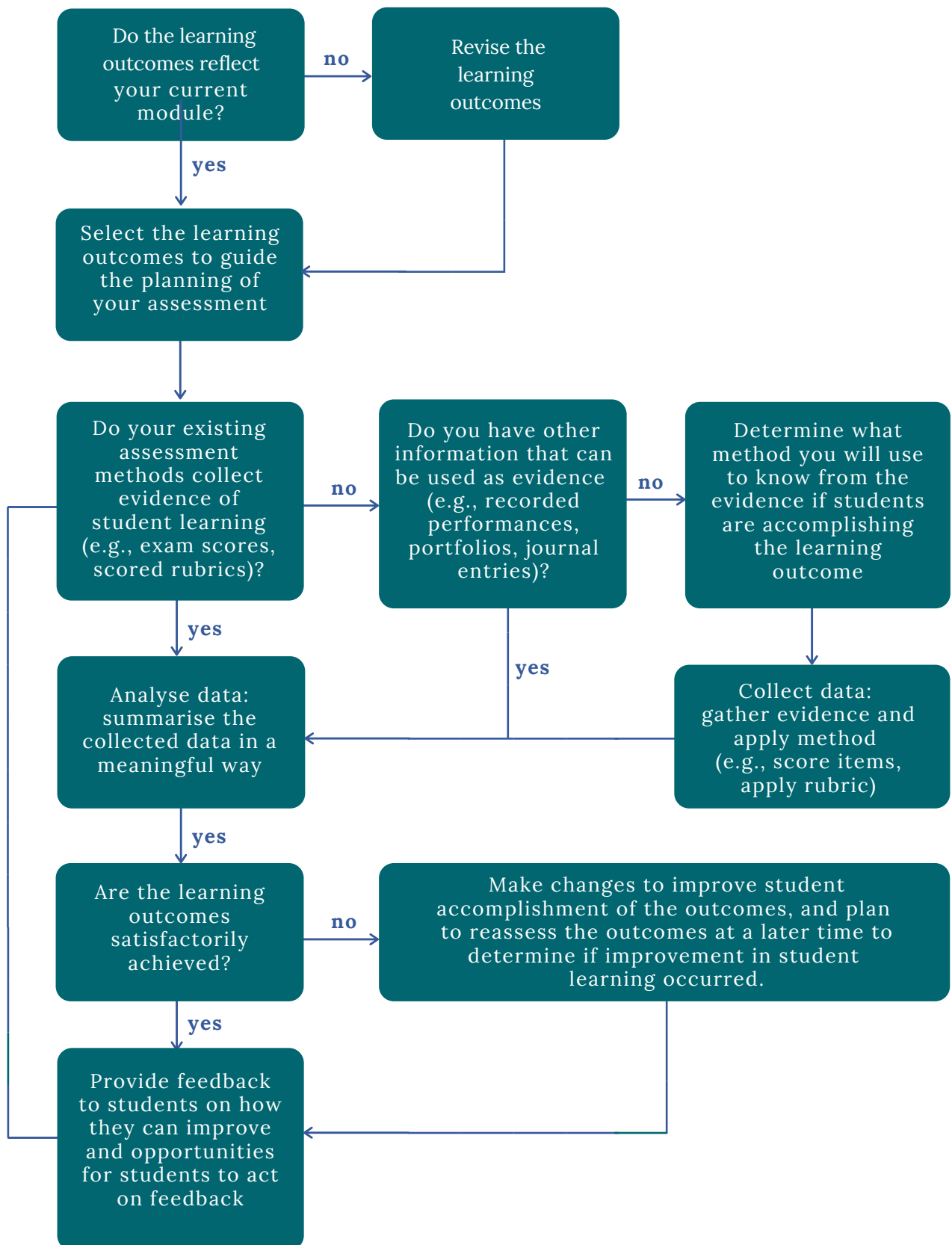
Assessment is used for different purposes:

1. Contribute directly or indirectly to students' successful completion of a module or programme (summative assessment; high-stakes; assessment of learning; certification; accreditation)
2. Improve students' learning (formative assessment; low-stakes; assessment for learning)
3. Foster long-term learning (sustainable assessment)
4. Inform teaching practices (formative assessment)



Assessment planning

The flowchart helps you plan your assessment tasks



Assessment methods

Objective tests

Multiple-choice questions (MCQs)
Fill-in-the-blanks
True/False

Constructed response tests

Essays
Structured questions
Short answer questions

Performance assessments

Project
Portfolio
Case study
Reflective journals

Assessment principles

Assessment tasks are more effective, if they

1 Allow teachers and students to determine if the desired learning outcomes are met

2 Encourage students to engage in desirable activities in preparing and doing the task

3 Are doable in the light of opportunities that students have had to study and practice

4 Are engaging, interesting and a worthwhile use of students' time

5 Do not place an unrealistic burden of work on students to complete, taking into account their typical workload

6 Promote students' to judge the quality of their work

7 Are realistic, authentic, and a valid representation of what students are learning

Assessment tasks are less effective, if they

- inadvertently allows for plagiarism by repeating questions/topics used before
- involve busywork, but does not promote deep thinking about what they are doing or working
- oversample some learning outcomes

Feedback principles

Helps clarify what good performance is (goals, criteria, standards)

To what extent do students in your module have opportunities to engage actively with goals, criteria and standards, before, during and after an assessment task?

Facilitates the development of self-assessment and reflection in learning

To what extent are there formal opportunities for reflection, self-assessment or peer assessment in your module?

Delivers high-quality information to students about their learning

What kind of teacher feedback do you provide—in what ways does it help students self-assess and self-correct?

Encourages teacher and peer dialogue around learning

What opportunities are there for feedback dialogues (peer and/or tutor-student) around assessment tasks in your module?

Encourages positive motivational beliefs and self-esteem

To what extent do your assessment and feedback processes enhance your students' motivation to learn and be successful?

Provides opportunities to act on feedback

To what extent is feedback attended to and acted upon by students in your module that allow students to close the gap between current and desired performance, and if so, in what ways?

Provides information to teachers that can be used to help shape teaching

To what extent do your assessment and feedback processes inform and shape your teaching?

References

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