**Annex 7: Designing Assessment and Feedback for Learning**

The following [Assessment](#_Assessment_Checklist) and [Feedback](#_Feedback_Checklist) checklists are designed to prompt academics’ self-evaluation of existing assessment and feedback practice and to encourage more effective assessment and feedback design.

These checklists are based on the following principles:

1. Assessments will be aligned with the intended learning outcomes of the module and course.
2. Assessments will be challenging and designed to promote deep learning. Doing so generally requires sustained effort, meaningful interactions with academics, engagement with diverse others, authentic tasks that reflect real-world or key disciplinary demands, and students’ integration of and reflection on learning. Authenticity may involve presenting work to audiences beyond the teacher and often involves group-work.
3. Students will be supported in understanding assessment and its purposes as well as meeting assessment expectations through, for example, clear instructions, criteria, successively building up requisite skills and knowledge over successive learning activities and assignments, discussions of exemplars, and feedback on draft work.
4. Students will be actively engaged in the assessment and feedback process through, for example, self- and peer-assessment, dialogues with teachers and peers about expectations and feedback on work-in-progress, interpreting and using feedback in subsequent attempts and assessments, and learning from other sources of feedback, such as consequential feedback.
5. Feedback from teachers is part of an ongoing, positive relationship with students, not a one-off event.
6. Implementing the principles above promotes good academic practice and integrity (see [Annex 10: Academic Misconduct](https://www.kent.ac.uk/education/documents/credit-framework/credit-framework-annex-10.docx) of the Credit Framework).

# **Assessment Checklist**

To what extent does this assessment:

1. Start from the desired outcomes and work backward, setting high expectations that challenge students to achieve desired, meaningful outcomes? Have you been explicit with students about why these outcomes matter and how your assessment is aligned with them?
2. Sustain student effort (particularly over time)?
3. Promote meaningful interactions among students and between students and teachers?
4. Support students to work with diverse others (diverse peers through, e.g. random or teacher-assigned groups or interactions with clients, stakeholders, or community members)?
5. Offer multiple, timely feedback opportunities from a variety of sources? (see Activity 2 and its resources for more detail)
6. Apply learning to the “real world”?How realistic is it? How culturally sensitive/relevant is it? If adding emotional realism or time pressure, is there sufficient support?
7. Allow students to publicly demonstrate competence?
8. Require students to reflect on and integrate their learning?
9. Develop students’ understanding of what constitutes quality work and the ability to judge that quality (“evaluative judgment” e.g. through work with exemplars, rubrics, peer feedback or self-assessment tools)?
10. Ensure students are prepared to undertake the tasks? Have you scaffolded the learning underpinning the assessment tasks (e.g. by demonstrating use of key equipment, modelling how to apply a theory to practice, providing tools to support collaboration or offering mini-practice sessions)? Have you made resources and processes accessible?

**References:**

(Based on Kuh and O’Donnell, 2013; Kuh, O’Donnell & Schneider, 2017 regarding eight key principles of high impact practices and, (bolded) **Villarroel et al, 2018 on authentic assessment**; Black & Wiliam, 2018 principles of assessment for learning). For more details, see: Pitt and Quinlan, 2022

<https://www.advance-he.ac.uk/knowledge-hub/impacts-higher-education-assessment-and-feedback-policy-and-practice-students-review>

See also guidance on supporting positive mental health and wellbeing through the curriculum here: [Education for Mental Health Toolkit | Advance HE (advance-he.ac.uk)](https://www.advance-he.ac.uk/knowledge-hub/education-mental-health-toolkit)

# **Feedback Checklist**

How well does your module or course provides opportunities for feedback from a variety of people, sources and at various times?

1. **Multiple Opportunities**
   1. Are there multiple opportunities for feedback throughout a term?
   2. Are there multiple opportunities on the same product?
2. **Timing**
   1. Do students get immediate feedback?
   2. Do students get feedback in time to use it subsequently?
3. **Relational**
   1. Does it respond to students’ needs/requests?
   2. Is it elaborative?
   3. Is it emotionally sensitive?
4. **Feedback Talk**
   1. Does feedback talk occur in your classes?
   2. Do students recognise and understand feedback talk as being feedback?
5. **Peers**
   1. Are there formal opportunities for peers to give feedback?
   2. Are students encouraged to learn from peer feedback?
6. **Exemplars**
   1. Are you using exemplars (examples of a range of work of varying quality) to help your students to understand criteria?
   2. Are you discussing exemplars with students to help them recognise quality?
   3. Are you helping students to learn from exemplars to improve their own work?
7. **Self-Assessment**
   1. Do you have tools to help students self-assess their work such as essay cover sheets or rubrics or templates for reflection?
   2. Do you talk with your students about how they can assess their own understanding as they read or talk to friends or family?
8. **Consequential**
   1. Do you encourage them to observe the results of their actions/inputs on the software and/or equipment you use to improve their use of these tools or materials?
   2. Do you encourage your students to learn from and recognise this as “consequential feedback” available to them through that will help them improve their use of key tools, objects and materials of the field?

**References:**

Based on Pitt, E. & **Quinlan, K. M.** (2022). *Impacts of higher education assessment and feedback policy and practice on students: a review of the literature 2016-2021.* York, UK: Advance HE.

<https://www.advance-he.ac.uk/knowledge-hub/impacts-higher-education-assessment-and-feedback-policy-and-practice-students-review>