

What is the Assessment Guide?

The Assessment Guide provides a toolkit and templates for staff to use in the design and review of valid reliable and equitable assessments to enhance students' learning experience.

The Assessment Guide aims to promote principles of consistency of practice; coherent programme assessment structure; sustainable assessment and quality of contact hours.

Why should I use it?

Using this guide will help you to design assessment which:

- fits the module and programme learning outcomes
- helps students apply their feedback
- can be readily adapted to accommodate reasonable adjustments (where feasible)
- provides a manageable workload for staff and students.

Using this guide will also take the pain out of module approvals by supporting the development of assessment which meets the University's Code of practice (Periodic Programme Review Annex F Part 6 Section A), Approval of new modules (Annex B) and Credit Framework for taught programmes (Section 3)

How should I use it?

This guide provides a set of mapping templates, links to the online toolkit, assessment profile and design framework to assist the development of good assessment design.

→ **Map and review** assessment method, volume and timing across modules and programmes using the templates

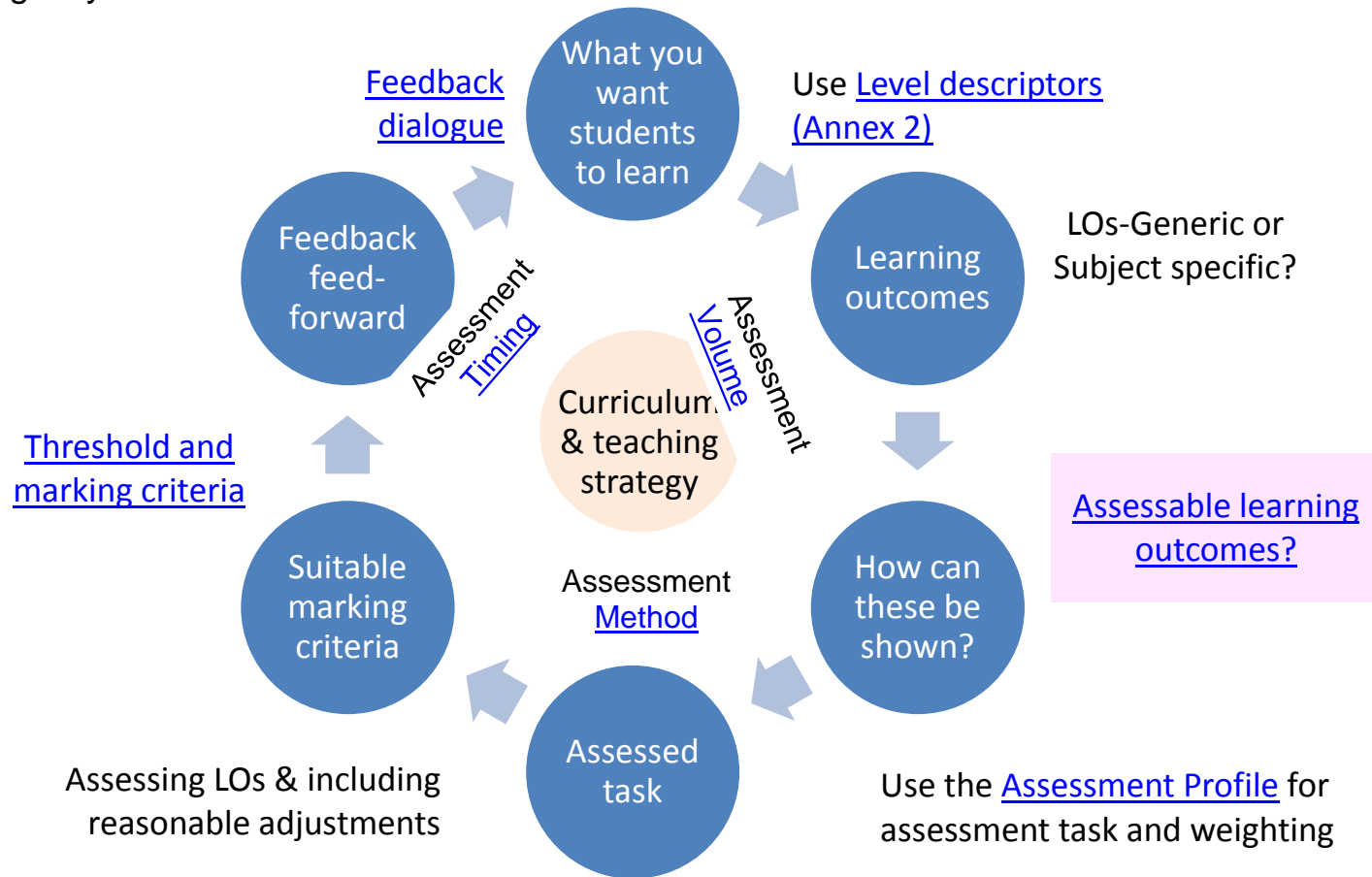
→ **Search** the profile with the search terms based on the skills you want to assess to find possible assessment types

→ **Search** the profile with the search terms based on the assessments you are using to find possible weightings and formats.

→ **Browse** the profile for ideas on possible weightings, assessment types and formats.

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Assessment Design Cycle



1. Define what you want students to learn
2. Design appropriate learning outcomes using level descriptors
3. Decide how students can best show they have achieved these learning outcomes
4. Choose the most appropriate assessment method
5. Design assessment criteria and feedback format based on the learning outcomes and task
6. Engage in a dialogue with students about feedback and what you want students to learn

| Working with | Assessment Design Cycle | Benefits | Resources |
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| 1. What do you want your students to learn? | | | |
| <p>Programme level: Assoc Deans L&T Subject bench- marks</p> <p>Module level: Prog Director School DLT Module Convener</p> | <p>a) Decide what you want students to learn This is may be defined in existing programme or module learning outcomes. It encompasses the skills and knowledge that you want students to acquire or develop in the study period.</p> <ul style="list-style-type: none"> • Pin down your curriculum content and this will help in developing coherent and appropriate learning outcomes | <p>Helps in developing clear learning outcomes that students can understand</p> <p>Defines and narrows curriculum content</p> | <p>Top-Ten-Tips on Assessment for learning</p> <p>Assessment design:</p> <ul style="list-style-type: none"> • Prezi • pdf |
| <p>Programme level: Prog Director</p> <p>Module level: School DLT Senior tutor</p> | <p>b) List the skills and abilities (implicit/explicit) required</p> <ul style="list-style-type: none"> • How can these be shown? • Will you be explicitly teaching all the skills and abilities required to achieve the learning outcomes? • Are any skills or abilities ‘assumed’ and not taught? • Are these considered generic or specific skills and abilities in this context? <p>Decide the best way to assess the skills and abilities.</p> | <p>Clarifies:</p> <ul style="list-style-type: none"> • What students already know and what needs to be taught. <p>What other topics/units teach similar skills or build on this unit</p> | <p>Browse the profile with the search terms based on the skills you want to assess for alternative assessment types</p> <p>Generic/specific LO definition</p> |

| 2. Design and write learning outcomes | | | |
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| <p>Programme level: Existing PLOs Subject benchmarks</p> <p>Module level: Level descriptors PLOs Module Convener Director of Studies</p> | <p>a) Define learning outcomes based on what you want students to learn. These may be at programme, module or <u>assessment</u> level.</p> <p>Include what a learner is expected to know and do and the minimum standard to be achieved (LOs are written at threshold level).</p> <p>Are the LOs:</p> <ul style="list-style-type: none"> • Generic or specific? • At the correct level of study? • Taught / assessed elsewhere in the programme? • Dependent on skills taught in other modules? • Providing grounding for future modules? <p><i>LOs indicate skills or abilities which students are expected to demonstrate through the assessment task. Make sure your learning outcomes clearly set out assessable expectations.</i></p> | <p>Students can see:</p> <ul style="list-style-type: none"> • why an assessment is being used • how it helps them achieve module and programme LOs <p>Staff can see:</p> <ul style="list-style-type: none"> • marking standards • how to frame feedback <p>Clearly defined LOs will facilitate making reasonable adjustments for students with ILPs</p> | <p>LOs and Levels</p> <p>Sample LOs</p> <p>Using Level Descriptors and Annex 2</p> |
| <p>Programme level: Prog Directors Director of Studies Stage Directors</p> <p>Module level: Module convener Director of Studies</p> | <p>b) Check if you are over-assessing: have these outcomes/skills been assessed?</p> <p>Within a programme or module, students may have to demonstrate the same skills several times.</p> <ul style="list-style-type: none"> • Map your programme/module assessments to check the learning outcomes and assessments to look for overlap or gaps in student demonstration of learning. • Do assessments build on previous skills/ knowledge? • How do assessments provide relevant feedback/feed-forward for following assessments? | <p>Comprehensive planning may allow a reduced assessment workload for staff and students</p> | <p>Assessment volume mapping templates</p> <p>Programme mapping example</p> |

| 2.1 Check and map assessment volume | | | |
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| <p>Programme level: Prog Director Stage Directors School DLT</p> | <p>a) Map programme LOs</p> <p>List programme learning outcomes. Indicate how modules contribute to the development and assessment of PLOs.</p> <p>Look for:</p> <ul style="list-style-type: none"> • Over-assessment (are LOs repeatedly assessed across the programme) • Non- assessment: is each PLO developed and assessed within the programme adequately? • Formative assessment opportunities: modules which contribute to the development of overall PLOs <p>Compare optional and compulsory modules:</p> <ul style="list-style-type: none"> • Are all PLOs assessed within compulsory modules? If not, how will these PLOs be assessed? • How do optional modules fit the overall assessment patterns for the programme? • How do optional modules contribute to the learning outcomes of the programme? | <p>Programme assessment loads may be reduced if assessed skills are spread over modules rather than repeated many times.</p> | <p>Programme volume mapping templates (select one or more)</p> <ol style="list-style-type: none"> 1. Modules to PLOs 2. Module LO to Programme LOs 3. Module assessment to Programme LOs 4. Assessment LOs to Programme LOs |
| <p>Module level: Module Convener School DLT Stage Directors</p> | <p>b) Map Module LOs</p> <p>List your module LOs and how these are assessed.</p> <p>Look for:</p> <ul style="list-style-type: none"> • Over-assessment (are LOs repeatedly assessed within the module) • Non- assessment: is each generic and specific LO assessed within the module adequately? • Formative assessment opportunities: one single summative assessment may not provide an adequate learning opportunity for students | <p>Links module, programme and assessment LOs.</p> <p>Shows what will be the most appropriate form of assessment.</p> | <p>Use module volume mapping templates</p> <ol style="list-style-type: none"> 1. Assessment to Module LOs 2. Assessment LOs to Module LOs |

| 3. How can students show achievement of learning outcomes? | | | |
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| <p>Assoc Deans L&T UEL Curriculum Team for assessment design</p> <p>Student Support & Wellbeing (ILP information)</p> | <p>a) Look at possible alternative forms of assessment: advantages/disadvantages.</p> <p>Can you effectively assess the learning outcomes using alternative methods which promote better student engagement?</p> <ul style="list-style-type: none"> • Is there a more efficient or effective method to assess the learning outcomes? • Does this assessment build on prior assessments or develop skills for subsequent work? • How might students view the task? • Is there an essential aspect of the learning outcome that dictates a specific assessment format or can the learning outcomes be shown in a variety of ways? | <p>Different learning styles and reasonable adjustments can be accommodated when the focus is on achievement of the learning outcomes rather than assessment task per se.</p> | <p>Search the profile for alternative assessment types</p> <p>Assessment timing mapping templates</p> <p>Top-Ten-Tips on diversifying assessment</p> <p>Top-Ten-Tips on inclusive assessment</p> |
| 4. Choose the most appropriate assessment method | | | |
| <p>UEL</p> <p>Student Support and Wellbeing</p> <p>ILP students in specific cases</p> | <p>a) Consider the assessment method and weighting</p> <p>Often one form of assessment is overused in a module or programme. Alternatively, assessments may be introduced without adequate preparation for students.</p> <ul style="list-style-type: none"> • Is your assessment testing the skills claimed in the LOs? • Is the assessment method is efficient regarding staff/student time? • Do assessments build on previous skills or are you introducing a completely new form of assessment? • Are you providing assessments which cater to different learning styles and abilities? • How do you cater for students with ILPs? | <p>Students can demonstrate achievement of LOs in the most appropriate way.</p> <p>Skills are developed incrementally through levels through progressive assessments.</p> | <p>Search the profile with the search terms based on the skills you want to assess for alternative assessment types</p> <p>Top-Ten-Tips on diversifying assessment</p> <p>Top-Ten-Tips on inclusive assessment</p> |

| 4.1 Check and map assessment method | | | |
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| Stage Directors Programme Directors Directors of Studies | <p>a) Map programme assessment method</p> <p>List the type of assessments that occur in the programme. Indicate whether the assessment is formative/developmental or summative/assessed for each module. Look for:</p> <ul style="list-style-type: none"> • Formative assessments and development of assessment skills through levels • Assessments which develop discipline and transferable skills • A balanced assessment 'diet' | | Programme method mapping templates 1. Assessment Method 2. Assessment method to Programme LOs |
| Module Conveners Stage Directors School DLTs | <p>b) Map module assessment method</p> <p>List the type of assessments that occur in the module. Indicate whether the assessment is developing or assessing learning outcomes.</p> <p>Look for:</p> <ul style="list-style-type: none"> • Opportunities to use feedback during the module ie tasks which feed forward to summative assessments. • Opportunities for students to discuss tasks and feedback eg peer assessment. • Activities which develop relevant discipline and transferable skills. | | Module method mapping templates - Assessment method to Module LOs |

| 5. Design assessment criteria and feedback format | | | |
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| UELT Curriculum Team School DLTs | <p>a) Design suitable marking criteria</p> <p>Assessment criteria indicate what the student must do and the quality required to either pass or to achieve set grades.</p> <ul style="list-style-type: none"> • Generic criteria have limited usefulness. Students need to know how specific tasks will be assessed. • Specify requirements of the assessment task at the pass/fail boundary. • Indicate areas where improvements or refinements will improve grades beyond the bare pass mark. • Provide: a framework for provision of targeted feedback on performance. <p><i>You can use table or bullet formats.</i></p> | <p>Constructive alignment of assessment criteria and learning outcomes provides students with a clear description of what they need to achieve.</p> <p>Clear criteria provide markers with a structure for relevant feedback.</p> | <p>Assessment criteria</p> <p>Sample LOs and threshold marking criteria</p> |
| 6. Engage students in a feedback dialogue | | | |
| Students UELT Curriculum Team Student Learning Advisory Service | <p>a) Feedback / feed-forward dialogue 'for learning'</p> <p>Feedback is not necessarily from staff to students. It is about the dialogue around student understanding of the goals and standards required. Feedback dialogue can be between students (self/peer assessment) or staff (draft work, exemplars, feed-forward).</p> <ul style="list-style-type: none"> • Do you encourage reflection on feedback? • Do you use self/peer assessment? • Is your feedback relevant to future assessments? • Do you provide feedback/feed-forward on draft work? • do you include self-assessment on your assessment cover sheets? • Can students specify which aspects of their work they would like feedback on? | <p>Developing a feedback dialogue enhances the student learning experience and promotes engagement with their learning.</p> <p>Feedback that is timely and relevant to current work is more likely to be used by students.</p> | <p>Feedback design</p> <p>Top Ten Tips on Self-Assessment Sheets</p> <p>Top Ten Tips on Self, Peer and Group Assessment</p> <p>TESTA assessment review</p> |

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| <p>Module Conveners School administrators and those handling student submissions Assessment Administrators/School QA Officers</p> | <p>b) Review Assessment Timing Assessments may clash across modules or programmes where students are in modules from different schools. Students may experience different reading weeks, or have several assessments of various weightings due on the same day as regular lectures and seminars. Consider:</p> <ul style="list-style-type: none"> • How much time is required to complete the assessment? • Are there conflicting demands on students from different subjects? • Is there insufficient or excessive time between assessments? • Can administrative staff manage the flow of students if several assessments are due at once? | | <p>Use Assessment timing mapping templates</p> |
| <p>6.1 Check and map assessment timing</p> | | | |
| <p>Stage Directors Programme Directors School QA Officers</p> | <p>a) Programme assessment timing Map submission dates throughout the programme. Include 'optional dates' as well as time constraints such as compulsory attendance and work flow across vacation periods. Look for:</p> <ul style="list-style-type: none"> • Bunching of assessments around certain weeks • Insufficient or excessive time between assessments • Over- or under- assessment workload • Overall timing of assessments within the workload for the programme. • Conflicting demands on student time. • Time for students to reflect on and use feedback. | | <p>Programme Assessment dates</p> |

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| <p>Stage Directors Module Conveners School QA Officers</p> | <p>b) Module assessment timing Students report that feedback is not useable because it tends to come too late to be useful. Map submission dates and how the formative assessment feedback and summative assessments fit together in the module. Look for:</p> <ul style="list-style-type: none"> • Room for feedback between assessments • Over- or under- assessment workload • Can the feedback be produced in a timely fashion? • Is there adequate time between formative/summative assessments for students to use their feedback? • What formative assessment feedback is available to students before submission dates? • Can you meet appropriate targets for feedback timeliness? • Can you provide generic feedback promptly following assessment submission to improve timely feedback? <p>Investigate alternative forms of assessment and consider the advantages and disadvantages for you and for your students. For example, self/peer assessment may be time-consuming initially when training students, but ultimately provides good opportunities for developing self-assessment skills, providing prompt focused feedback and possibly reducing marking load for staff.</p> | | <p>Module assessment dates</p> |
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6.2 Is your assessment leading students to learn what you want them to?

Students
Programme/Stage
Directors
Module Conveners

Review assessment coherence

Review what you want students to learn.

- How does your assessment plan support your learning outcomes?
- Do the individual assessment tasks engage students with the learning outcomes?
- How does your feedback dialogue engage students with assessment tasks?
- Will your assessment design lead your students to learn what you want them to learn?

If not, go back to step 1!