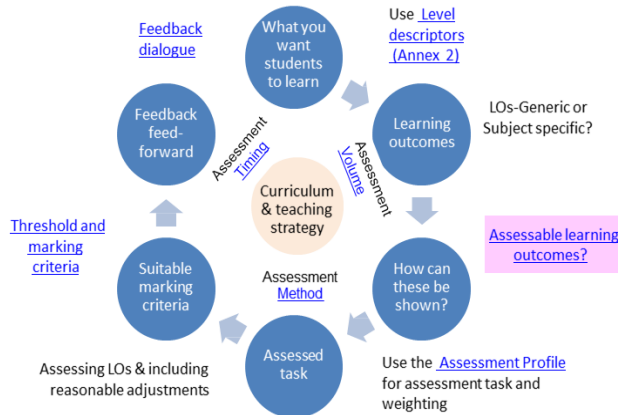


Assessment Design Cycle

If we accept that ‘assessment frames learning’ (Gibbs 2006*), then coherent assessment design must be integral to task, module and programme development.

STEPS IN ASSESSMENT DESIGN

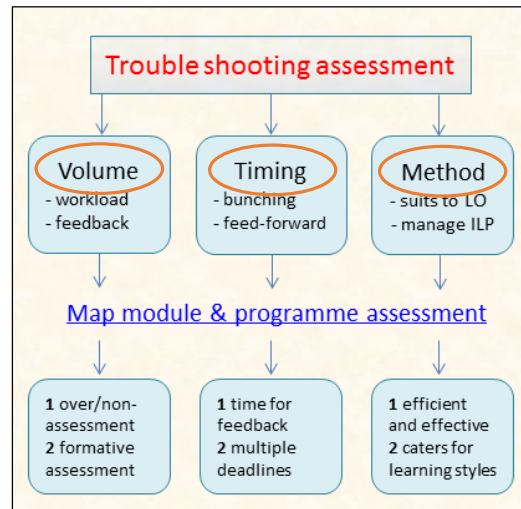
1. Define what you want students to learn
2. Design appropriate learning outcomes using level descriptors
3. Decide how students can best show they have achieved these learning outcomes
4. Choose an appropriate assessment method
5. Design suitable assessment criteria and feedback format for the learning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



*Gibbs G (2006) in *Innovative Assessment in HE*; Bryan & Clegg eds. Oxon: Routledge. p.23.

Trouble-Shooting Assessment

Areas of concern in assessment can be grouped under: **volume**, **timing** and **method**.



Volume: is analysed through an estimate of workload based assessed learning outcomes.

Timing: affects feedback, feed-forward, workload and effectiveness of formative tasks.

Method: is the vehicle for demonstrating achievement, and must therefore be appropriate to LOs as well as catering to differing learning styles.

The interactive mapping tool (overleaf) supports the visualisation and analysis of these three strands of assessment design.

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Managing Programme Assessment

‘Students are strategic as never before, and they allocate their time and focus their attention on what they believe will be assessed and what they believe will gain good grades’ (Gibbs 2006).

Ten years on and good assessment design is still a hot topic for students and staff.

ASSESSMENT TOOLKIT

To assure and enhance assessment quality: **Design** coherent assessment using the *Assessment Design Cycle* approach.



Analyse the assessment **volume**, **timing** or **method** using the assessment *Interactive Mapping Tool*.

The new Assessment Toolkit provides the Interactive Mapping Tool plus the online Assessment Design Guide and Checklist.



View the Prezi at kent.ac.uk/teaching/assessment

Changes to module information are automatically updated in the summary pages providing a **dynamic tool to track and visualise programme assessment.**

Example programme map using the interactive mapping tool.

Programme Summary

The **programme summary** page shows the development of the programme LOs through the modules. Compulsory and optional modules can be viewed separately.

ASSESSMENT VOLUME

can be analysed in conjunction with LOs by programme, module or assessment.

MAPPING STARTS WITH the **module detail** page. This records module information and maps Assessment to Module LOs (specific and generic). Module LOs are mapped to the Programme LOs (A1, B1 etc). Changes on this page flow through to the summary pages.

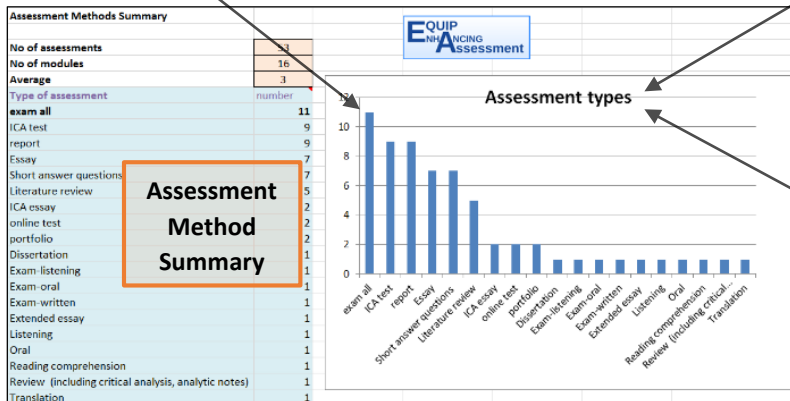
Module details

MLOs mapped to PLO e.g. C1,2,3, etc

Module Detail

Module assessment details

Assessments types are automatically totalled by programme.



ASSESSMENT TIMING can be analysed by term, stage, module or programme.

Programme Due dates are summarised by term, week and stage.

Assessment due dates

Due Dates Summary

ASSESSMENT METHOD can be analysed via the module page or the summary of programme assessment types.