What you want your students to learn

Assessment drives student attention and learning. Coherent assessment design at task, module and programme level ensures that:

- **Students** see how to achieve module and programme learning outcomes and can better use their feedback.
- **Staff** can manage reasonable adjustments and assessment workload.

Define Learning Outcomes

Is your assessment design leading students to study what you want them to, given your explicit learning outcomes?

Select Assessment Method

Reasonable Adjustments?

Match **Module assessment mapping** to alternative tasks

Map module & programme assessment

1 over/non-assessment
2 formative assessment

1 time for feedback
2 multiple deadlines

1 efficient and effective
2 caters for learning styles

Trouble shooting assessment

Volume - workload
- feedback

Timing - bunching
- feed-forward

Method - suits to LO
- manage ILP

Design Feedback plan

Design Assessment Criteria

Formative assessment and feedback dialogue

Do you encourage on-going reflection on feedback?
How is your feedback relevant to future assessments?
Do you provide feedback/feed-forward on draft work?
Do your students provide feedback/feed-forward to peers?
Is your summative assessment also formative? How?
How can you foster feedback dialogue for lifelong learning?

View Prezi

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