

Please find the [decision-making cards for Assessment Literacy](#) (Evans 2016, pp. 22-25) that can be used by lecturers, students and programme leaders below:

ASSESSMENT LITERACY



AL 1 Clarify what constitutes good

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Lecturer / Teacher Focused (LT)

1T	Provide explicit guidance from the outset on the requirements of the assessment tasks.
2T	Check students' understanding of requirements through small-focused tasks and opportunities for discussion and reflection about the assessment criteria (e.g. demystifying critical reflection; writing styles; referencing etc.).
3T	Model examples of good practice in taught sessions.
4T	Provide students with examples of good practice and identify why they are good using explicit assessment marking criteria.
5T	Select snippets of good practice to discuss in sessions on a regular basis.
6T	Set formative tasks asking students to focus on key concepts.
7T	Provide model answers to questions and FAQs that are also available online.
8T	Develop rubrics so that students are directed to the requirements of the assessment task.

Student Focused (S)

1S	Get students to produce model answers individually and in groups to share with their peers.
2S	Ask students to mark work using the assessment criteria.
3S	Get students to personalise the assessment criteria in relation to the requirements of a specific task (i.e. write it in their own words).
4S	Get students to set the marking criteria for specific pieces of work using the guidelines for assessment ratified for your module/ programme.
5S	Get students to advise on developing the assessment criteria guidance for following cohorts of students; get students to map learning outcomes across modules.
6S	Get students to develop and personalise rubrics to support their own learning within and beyond the module of study.
7S	Get students to self-assess their own performance as part of the summative assessment (e.g. using the assessment criteria grid to annotate where they think they are according to the different criteria and justify why).
8S	Give students an article to assess and then get students to moderate their decisions in groups and to summarise and justify conclusions to the group.

Programme / Director Questions (PD)

1PD	Do teams have a shared understanding of what constitutes good?
2PD	How is what constitutes good academic practice shared within and across disciplines?
3PD	How are you ensuring that the assessment criteria are fit for purpose?
4PD	How are new colleagues inducted into the requirements of good academic practice?

ASSESSMENT LITERACY



AL2 Clarify how assessment elements fit together

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Lecturer / Teacher Focused (LT)

1T	Provide a route map / diagram showing how all assessment elements (formative and summative) fit together for students <u>and</u> lecturers.
2T	To ensure buy in – clarify with students why the assessment design is relevant and valuable in supporting students to meet learning objectives within and beyond the module.
3T	Signpost key tasks and timelines.
4T	Demonstrate how assessment tasks and assessment guidance are organised on the virtual learning environment.
5T	If completing formative assignments is a condition for submitting summative assignments make this explicit from the start.
6T	Revisit the assessment route map with students at regular intervals throughout the module/programme.

Student Focused (S)

S1	Get students to produce their own picture of the assessment pattern and get them to outline their role(s) in the process. (Gantt charts can be useful for students to demonstrate how they are going to organise and manage the requirements of assessment).
S2	Get the students to rewrite the learning outcomes in their own language. Map with them how you are intending to cover these within the module.
S3	Get students to complete a self-assessment on what aspects of assessment they are clear about and what areas they need more guidance on. Produce a summary of key points for all students based on student feedback queries.
S4	Involve students in contributing resources to the module / programme.
S5	How can students in years 1, 2 and 3 and at PG level contribute towards supporting understanding of how the module / programme fits together; what resources can they share?
S6	Ask students to review guidance in the handbook and to work with you to make information more explicit where and if necessary.

Programme / Director Questions (PD)

PD1	Is the rationale underpinning how the assessment elements fit together clear to lecturers and students?
PD2	Is information in module / programme handbooks clear and consistent throughout about how the different elements of assessment fit together?
PD3	How effective is the pattern of assessment within and across modules (timing; variety; fitness for purpose; organisation of formative and summative)? Who is overseeing this?
PD4	How are students feeding into the development of modules / programmes to support their understanding of how elements of assessment fit together?

ASSESSMENT LITERACY



AL3 Clarify Student Entitlement

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Lecturer / Teacher Focused (LT)

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| T1 | Clarify expectations regarding the hours of study required; the amount of preparation required for each session. |
| T2 | Be explicit and precise about the hours of support available for feedback and make sure this is consistent in handbooks and all other sources. |
| T3 | Be clear about what constitutes feedback and where and when this feedback will take place. |
| T4 | Be clear about what you want the students to do with the feedback and set specific tasks related to this (e.g. developing an action plan; reflecting on the feedback about what is understood and what is not; how they are going to advance their work) |
| T5 | In giving written feedback ensure consistency in the timing of feedback across the feedback team within a module so all students receive the feedback at approximately the same time. |
| T6 | Use individual and group feedback judiciously – when is group feedback most appropriate? |
| T7 | Tackle the emotional dimension of feedback directly with students. (e.g. enable time between the receiving of feedback and asking students to act on feedback). |

Student Focused (S)

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| S1 | Clarify the role(s) of the student in the feedback process and formalise this (e.g. contract regarding expectations as part of the feedback process). |
| S2 | Get students to produce a summary of what they understand from the feedback they have received. |
| S3 | Support students to establish peer feedback mentoring roles. |
| S4 | Encourage students to audit where their own strengths and areas for development lie and where they can best support peers. |
| S5 | Ask students to take responsibility for auditing in-session feedback to feed into future delivery working with the lecturer. |

Programme / Director Questions (PD)

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| PD1 | How are lecturer and student roles and expectations in assessment made clear to all? |
| PD2 | What does student engagement in assessment look like? |
| PD3 | What baseline of expectations regarding assessment practice has been agreed with teams? |
| PD4 | How have you established where consistency is essential and in what areas? |
| PD5 | What is being done to develop a shared understanding of assessment feedback approaches? |
| PD6 | How are students being supported to give and act on feedback as part of their role? |
| PD7 | Are hours of required study by students and hours of lecturer support made explicit? |
| PD8 | How are students being supported to recognise and make best use of the support offered? |

ASSESSMENT LITERACY

AL 4 Clarify the Requirements of the Discipline



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Lecturer / Teacher Focused (LT)

- LT1 Clarify what constitutes good within the discipline and/or dimensions of it.
- LT2 Model what constitutes a deep approach within your discipline.
- LT3 Be clear about who are the leading researchers / sources within your discipline that students should be consulting.
- LT4 Less is more – highlight key concepts and focus attention on these in your teaching.
- LT5 Identify threshold concepts – those that are likely to present difficulties to students and provide resources on these.
- LT6 Provide links to where further information can be sought on difficult concepts.
- LT7 Do an academic needs analysis with students to identify gaps in knowledge; use this information to pair students to support one another and / or to set up mixed groups for peer support.
- LT8 Ensure a programme level approach to the covering of core concepts to agree where replication is warranted and to avoid unnecessary duplication.
- LT9 Consider progression of ideas at programme level and how modules are working together to support student learning, and specifically how the flow of ideas / concepts / knowledge, and skills from one module feed into another.
- T10 Consider how resources are best shared across modules.

Student Focused (S)

- S1 Be clear about what information students can source and cover for themselves, and provide links to useful resources / sites.
- S2 Provide self-assessment tools so that students can test their understanding of key ideas.
- S3 Get students to write mini tests for each other to use for whole groups; peer groups etc.
- S4 Get students to produce key summaries of problematic concepts in an accessible language for their peers.
- S5 Encourage students to produce and offer resources for other cohorts.

Programme / Director Questions (PD)

- PD1 What constitutes a 'deep approach' within the discipline? Is your signature pedagogy articulated clearly?
- PD2 How are you inducting students to become members of your academic discipline?
- PD3 What networks beyond the disciplines should colleagues and students be tapping into to support understanding within the disciplines?
- PD4 How is the course content linking to the latest research within & beyond the Faculty and University?
- PD5 How are we promoting innovation within the disciplines, and as part of interdisciplinary research?
- PD6 How are students contributing to the knowledge base of the discipline?