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Redesigning summative assessments: getting started

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Getting started



Which course or assignment will you focus on?



Possible purposes of assessment

To judge current competence 	To judge current knowledge	To judge capacity for future learning
To encourage focus on particular aspects of the curriculum	To reward the meeting of teacher expectations	To accredit a minimum level of professional competence 
To differentiate performance among students	To validate the effectiveness of teaching 	To permit progression to the next level of study
To permit award of a final qualification 	To demonstrate maintenance of academic standards	To identify areas for individual future development 
To recognise an ability to follow instructions	To recognise the ability to perform under pressure 	To confirm that intended learning outcomes have been achieved
To build student confidence	To reduce the number of students on the course 	To judge teacher competence in preparing students for assessment



Four questions to ask about your assessment

1. **Validity:** Does it let students demonstrate achievement of the learning outcomes?
2. **Manageability:** Will it be straightforward to mark, give feedback, and moderate?
3. **Clarity:** Will students understand what to do and see how this task fits into their course overall?
4. **Satisfaction:** Will I look forward to marking it?

Decision: What type of task?

Coursework: Less controlled conditions	Examination: Controlled conditions
Article	Multiple-choice test
Bibliography	Objective structured (clinical) examination (OSCE)
Biography	Open-book examination
Blog	Oral examination
Case Study	Performance or show
Competence portfolio	Practical examination
Essay	Presentation
Event	Seen examination
Poster	Unseen examination
Synthesis portfolio or patchwork text	
Take-home examination	



Other decisions

- Choice of task?
- Group or individual assessment?
- Submission size?
- Penalties?
- Anonymised submissions?

Grading

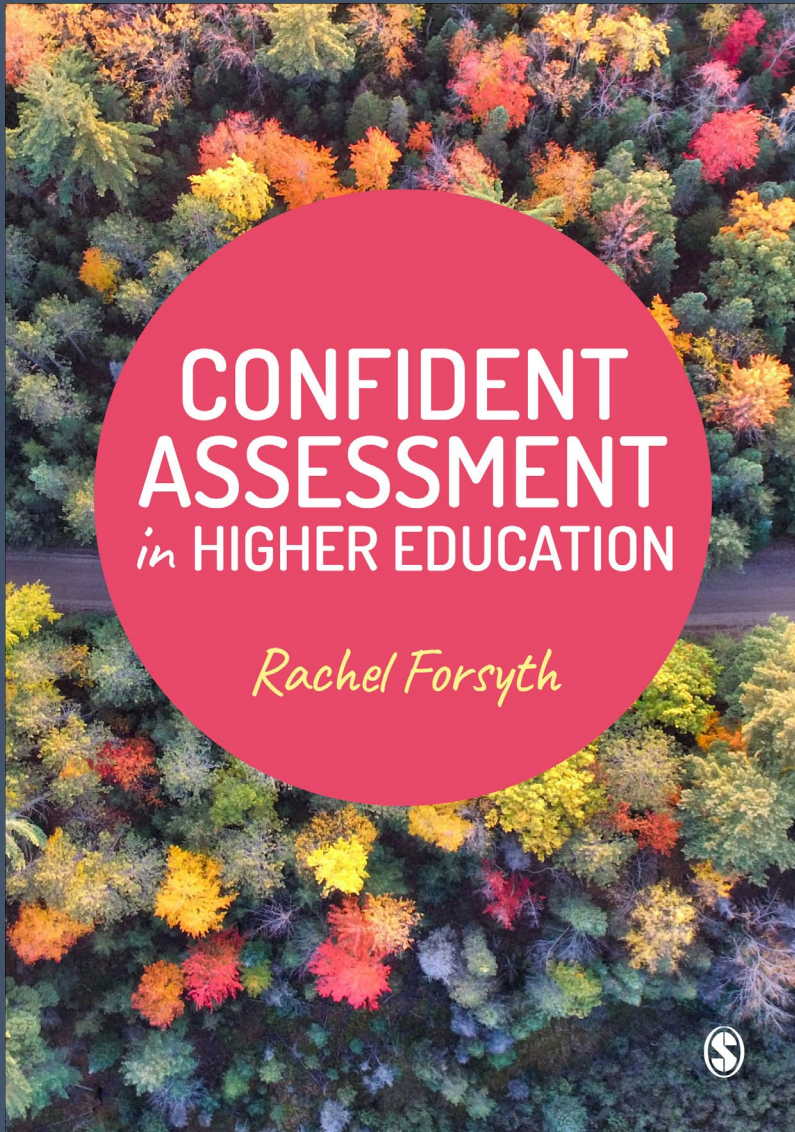
- Write a list of threshold (pass) criteria for the assignment
- Write a list of excellent (best) criteria for the assignment



Feedback plan

- What kind of feedback will students get?
- Will feedback be mainly on a draft, or on the final submission?
- What should students do with the feedback?
- How will the feedback relate to their future assignments/courses?





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