

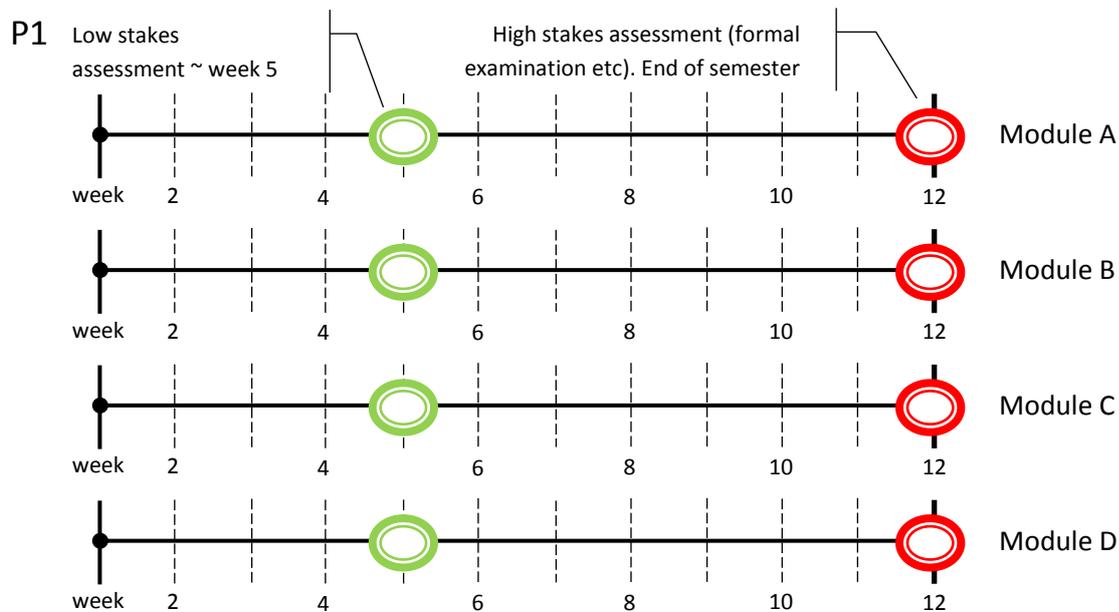
Assessment Patterns: a review of the possible consequences

Moving away from high stakes, end-of-process assessment

-  Represents low stakes assessment
-  Represents medium stakes assessment
-  Represents high stakes assessment

What follows are a collection of 'assessment patterns'. The patterns set out different assessment strategies along a 12 week semester (timeline). The patterns are not focussed on the type of assessment, only its timing and its 'stakes' (low, medium or high)

A typical example of assessment: (4 modules from a programme)

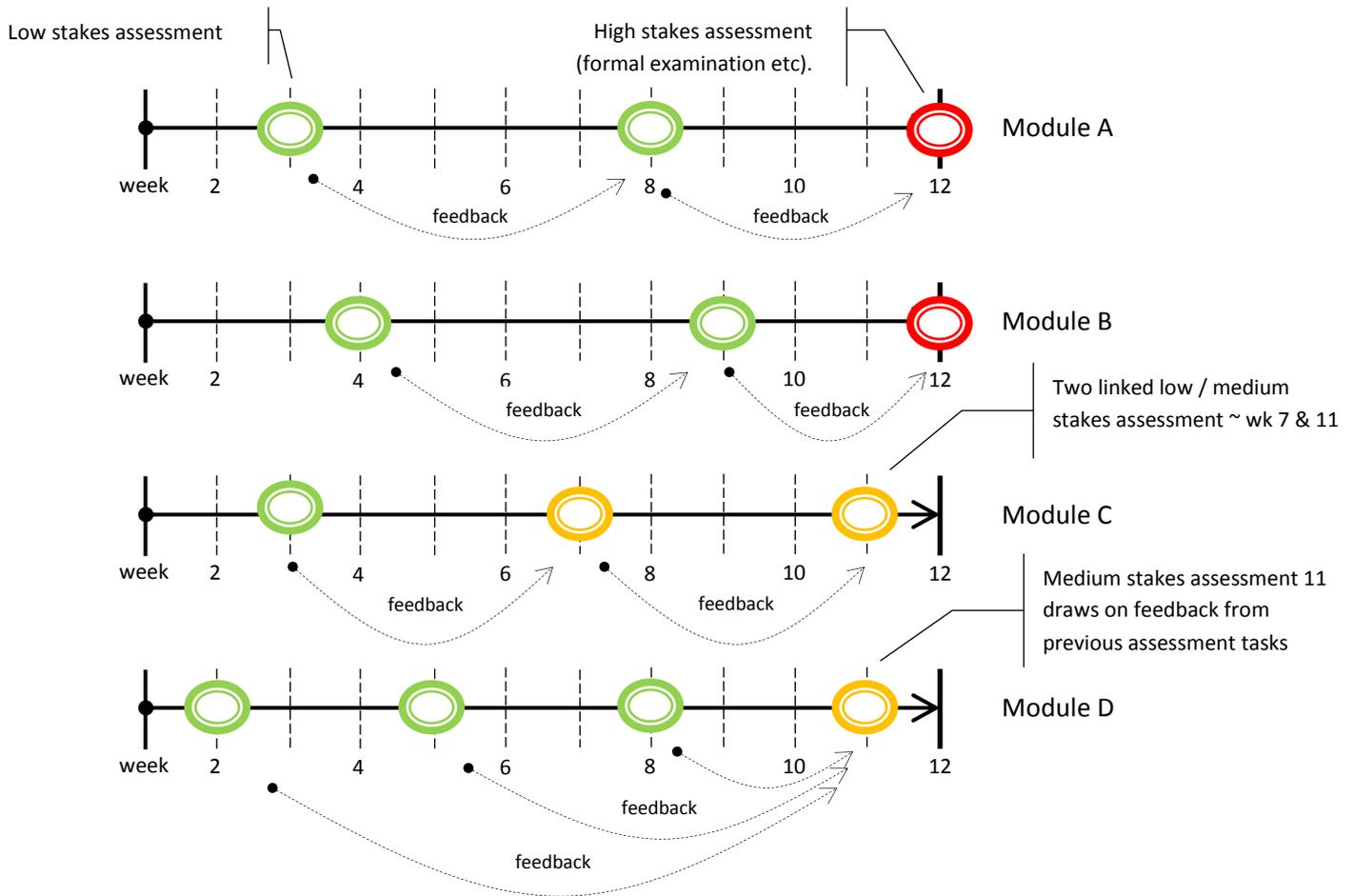


Possible consequences

- Undistributed student work load
- Teachers not seeing student conceptions until too late
- Examination too high stakes
- Timing of assessment on all modules coincides and gives little opportunity for students to commit properly to any of the assessment tasks
- Assessment diet is very similar for all modules and nature of assessment is very similar (All have examinations? All have essays?) Does not engage students with other important activity
- Modules are not explicitly interconnected – just seen as a collection of modules that constitute a degree programme

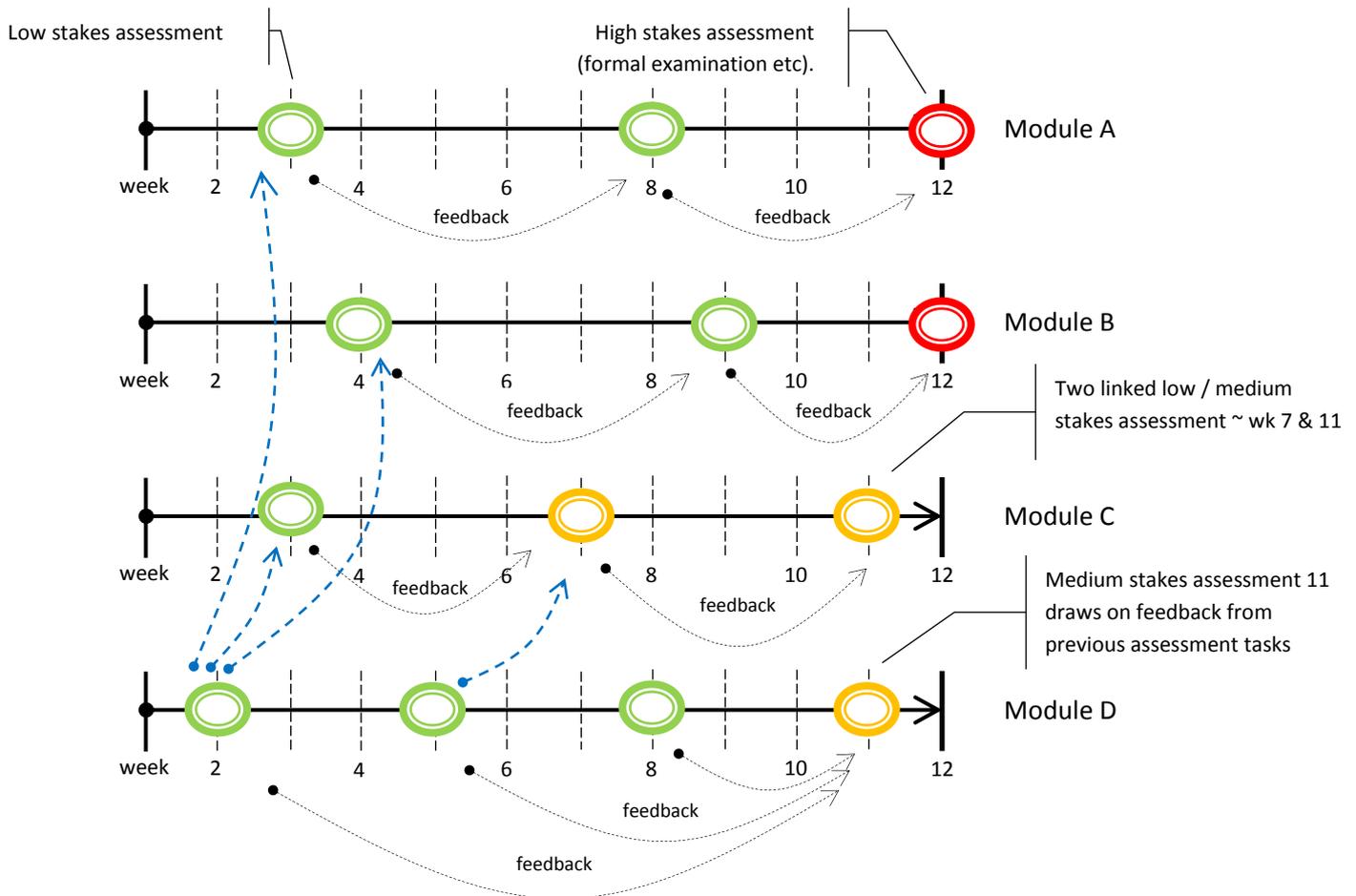
Some alternative (better) patterns:

P2



Possible consequences

- Good distribution of student work load (across the modules)
- Variety of assessment stakes (low, medium and high).
- Timing of the assessment activity has been organised to reduce bunching of student effort and ensure students can commit properly to all of the tasks
- All assessments (in module) are linked via the feedback
- Modules are not (still) explicitly interconnected – just seen as a collection of modules that constitute a degree programme



Possible consequences

- Good distribution of student work load (across the modules)
- Variety of assessment stakes (low, medium and high).
- Timing of the assessment activity has been organised to reduce bunching of student effort and ensure students can commit properly to all of the tasks
- All assessments (in module) are linked via the feedback
- Modules are explicitly interconnected by the feedback – helps students see relationships from one module to another and also see that feedback from one module can be used to support their learning in another module. In the example shown above the feedback from the first assessment (first assessment in module D) feeds into first assessment tasks in other modules – i.e. this could be related to general ideas such as report structure, writing, skills, planning, etc.
- Feedback from second assessment task (Module D) could be used to feed in to the second assessment in Module C. This assessment/ feedback relationship might be more subject specific. i.e. The second task (Module C) might be an integrating / synoptic type activity. Naturally, other inter-module feedback-assessment relationships are possible. The nature of which and the strength of the relationship may vary.

Questions:

How do your assessment patterns show students the cross-module nature of learning and the integrative nature of the degree being studied?

How can technology help in such endeavours?

