



Assessment – best practice or  
making the best of a bad job?

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# A short history of assessment....



# Measurement





# Validity questions

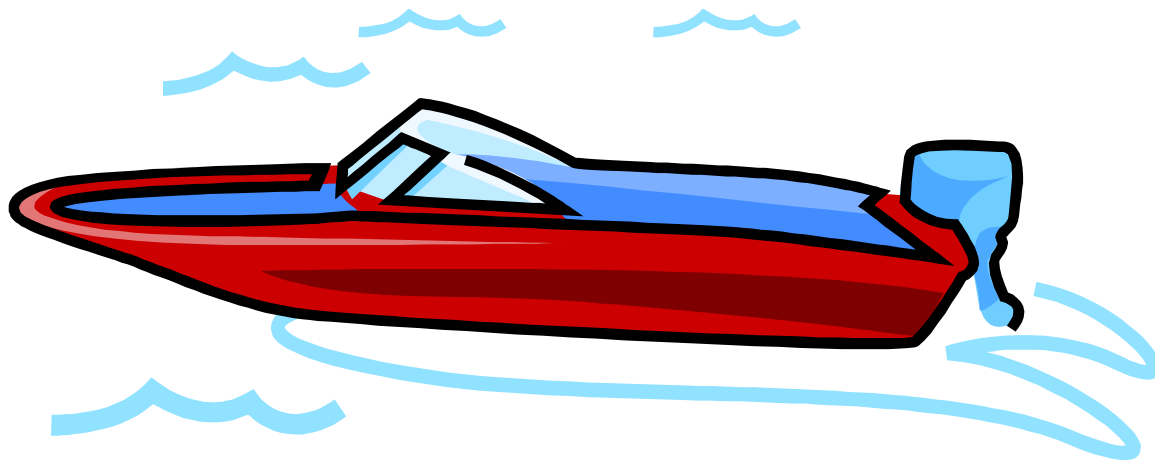
- Are we assessing the right things?

Knowledge

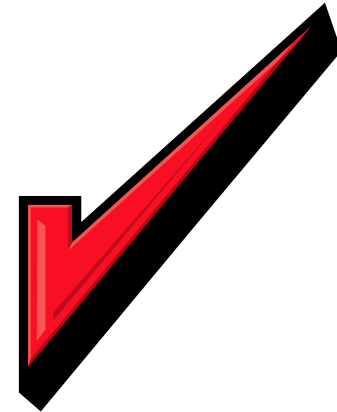
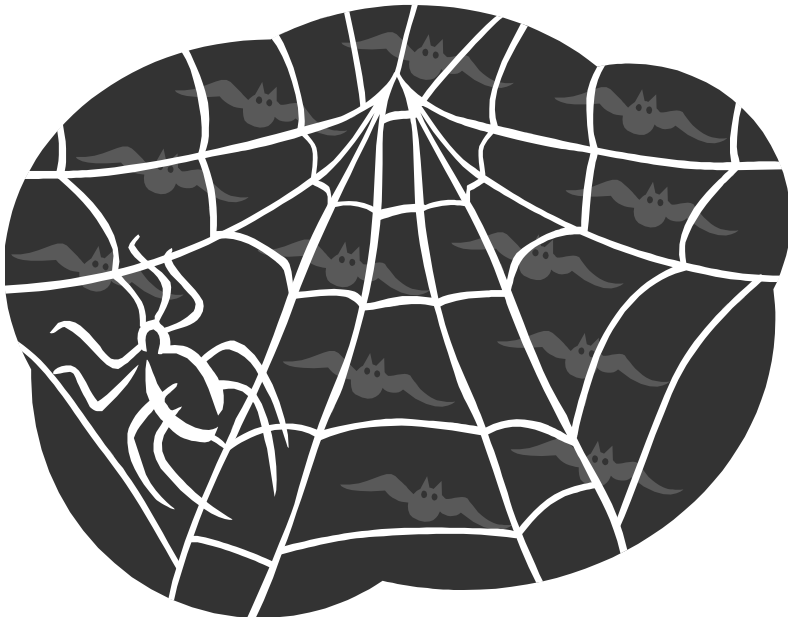
Skills

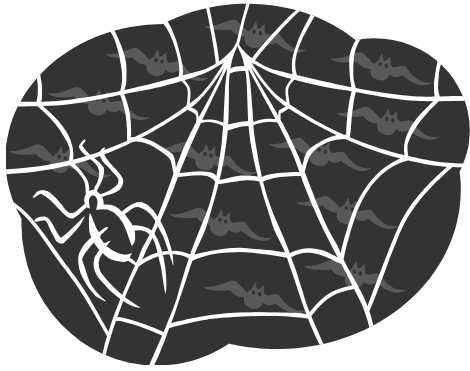
Understanding

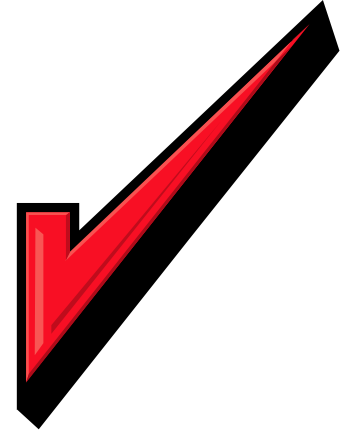
# Backwash ....



# Alignment ...







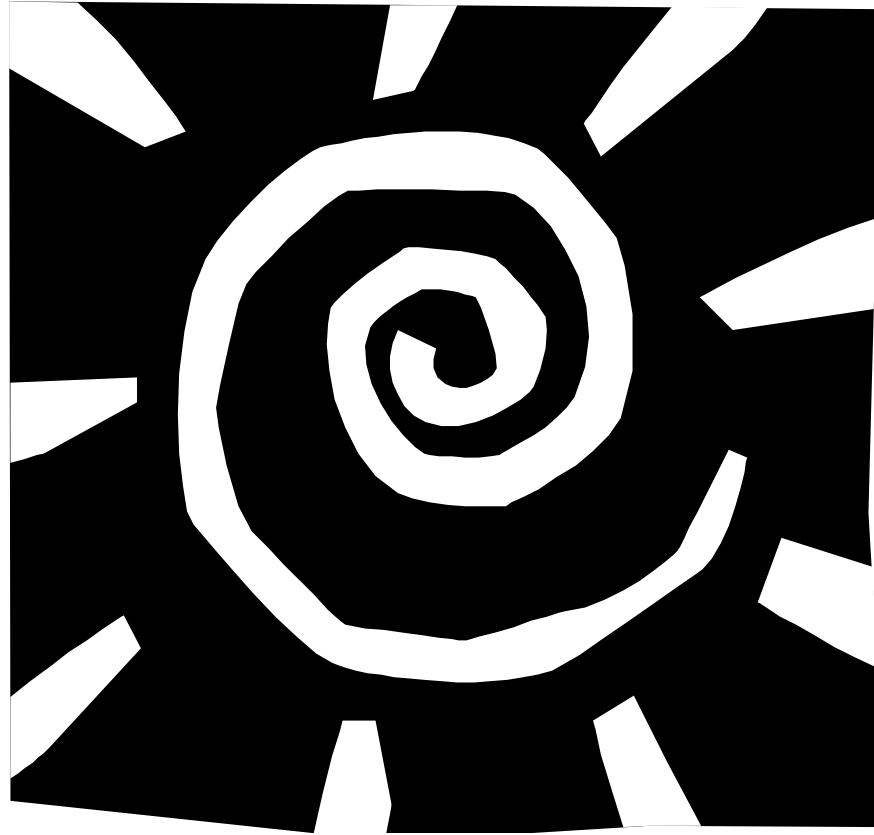


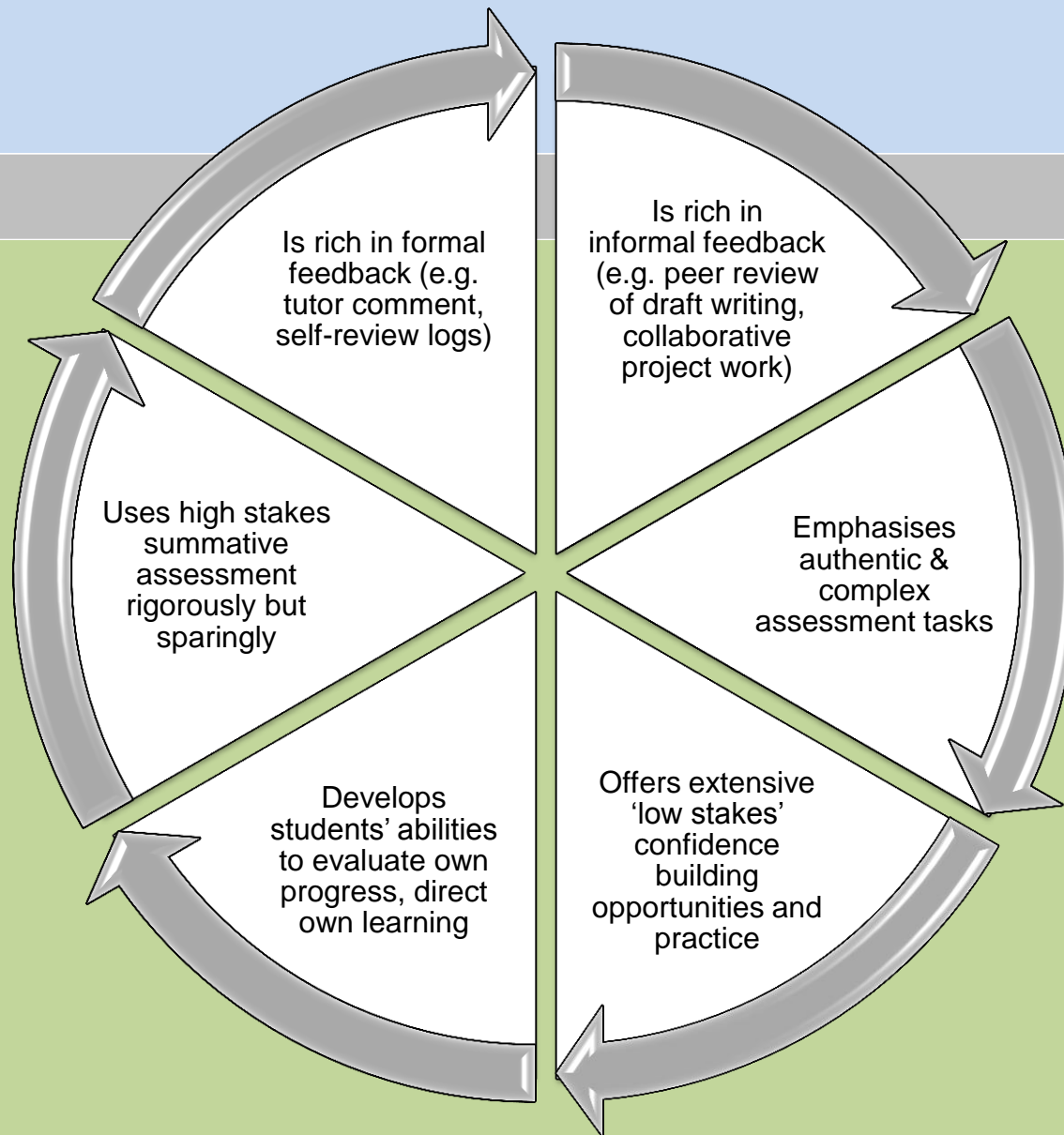


What do we  
want?



# The best intentions ....





# Assessment for learning



# Authenticity

- ‘real world’ – placements, live projects
- ‘simulation’ – “Constructionarium”, virtual environments
- ‘realistic’ – using partial information to address problems; addressing different audiences.



# Practice and Rehearsal

- In-class quizzes
- Partial or 'gapped' assignments
- Presentations, posters, online contributions



# Formative/summative balance

- Engaging tasks to reduce instrumentalism
- Threshold approaches to foundation skills
- Build confidence through practice – “All for one and one for all !”
- Link learning and exams/assignments – portfolios, alternative exams
- Assignment alternatives : presentations, critique



# Feedback

- Selective feedback from tutors
- Peer feedback/review - in-class, online ...
- Generic feedback and its use
- Background feedback
- Timing – feedforward
- Dialogue



# Self-direction/Self-assessment

- Develop insider view of assessment standards
- Self-review logs
- Self-marking
- Acknowledge expertise
- Research/enquiry based tasks





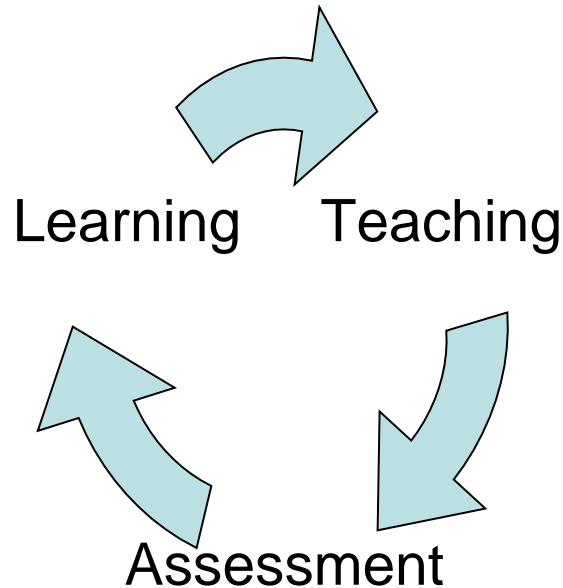
# Powerful learning environments

“ ... good tasks [that] afford plenty of opportunities for judgment and conversations about judgment”

Knight (2006) p 441

# Re-engineering ...

“Substantial modification to the learning environment through changes to regular classroom practice involving turning the learning culture around”  
(Sadler, quoted in Yorke, 2003)





“This gives you much more chance to express your ideas. You can actually put more into your work and promote yourself into your work. [Also] you can certainly demonstrate how much more you know, and how you can interpret things”