

**Assessment activity, facilitated by Paul Orsmond**

For one of your modules consider:

1. Where do you publish the assessment criteria?
2. How do these criteria line up with the Learning Outcomes?
3. How do you ensure that students use and understand these criteria?
4. If students engage differently with the criteria for different tasks (lab report vs. essay vs. poster)

- 1<sup>st</sup> two questions more easily addressed
- Take steps to ensure students use and understand criteria
  - regular repetition and discussion
  - use exemplars to illustrate criteria
- make sure that criteria can be and are understood
- Criteria published – online, hardcopy – handbooks
- Criteria
  - general - level 1
  - specific – tasks and courses / modules
- Concern about matching criteria with learning outcomes
- Difficulty getting students to use criteria
  - reinforce message that criteria exist
  - create situations where students use criteria
- Students consider time spent as a criteria
- Strict criteria at an early stage
  - mark to these
  - students will use them
- Learning outcomes for higher order learning
  - more difficult to write?
  - alignment harder
- Publishing criteria – layering
- Often criteria given – we hope they will be used
- Concern that criteria may be too prescriptive
- Engagement – helped by self / peer assessment
- Feedback refers back to criteria / Learning Outcomes
- Staff understanding of criteria
- Tacit knowledge – it's a '73'
- Some resistance to criteria
- Norm referencing vs. criterion referencing
- What do we miss if criteria are too prescriptive?
  - room for students to be creative, etc
  - too many criteria – 'join the dots'