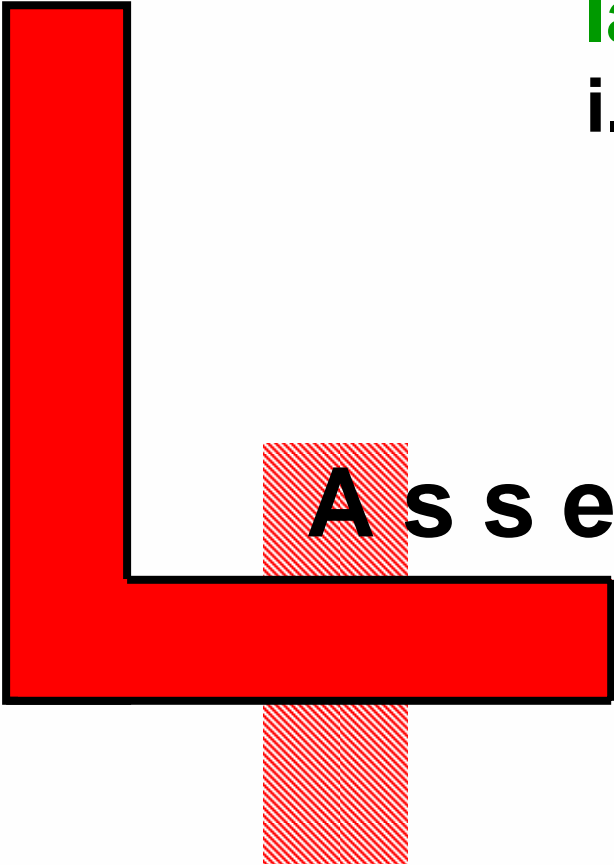


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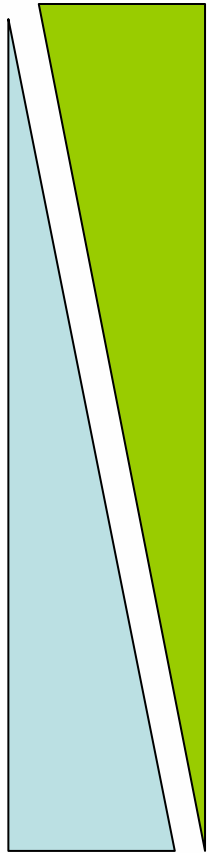
A s s e s s m e n t f o r
E A R N I N G

**Centre for Bioscience
The Higher Education Academy
School of Biomedical Sciences
University of Leeds, UK**



Purposes of assessment

Students



Staff

Drives students to work and to learn – “they won’t do it if it doesn’t count”

Motivates and rewards

Defines what needs to be learned

Tells students how they are getting on – measures progress

Identifies problem students and problem areas

Opportunity for feedback

Grades performance

Assures quality

Tells staff how the course is going

Informs staff about their teaching

Pressures on assessment

Quality assurance – is it reproducible, valid, reliable, consistent, fair?

More students – what you can do with 10 you can't necessarily do with 100

Staff time – availability and priority towards research

Plagiarism – use resistant assessment

Diversity of ability, experience and background

Timeliness – 4 months to mark exams is too long!

University regulations

Diversity of methods

Disabled students

Reality means we cannot always achieve the ideal

Assessment 2aid Learning

Matched to learning objectives

Demonstrably fair, reliable, consistent, valid and relevant

Not too much (more time assessing than teaching)

Timed with rest of learning and other assessments

Progressive

Matched to teaching style

Students know what to expect in advance

Opportunity for students to practice

ALL assessment should have a formative element

Appeal process

Staff learn from assessment as well as students

Take-away thought

On your courses do you
provide
Assessment of learning
or



A s s e s s m e n t for
E A R N I N G

?????