Assessment Patterns: a review of the possible consequences

Making more of feedback

- 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). This document extends the previous document (moving away from end of process assessment) and has a focus on the ways in which assessment can be constructed to help students make more of their feedback

A typical example of assessment:

P1

Possible consequences
- Engages students early with the curriculum
- Student workload reasonably well spread out
- Not reliant on high stakes assessment activity
- Opportunities exist for the provision of feedback after each assessment
- The three assessment tasks are seen as being too discrete. i.e. there is no obvious link between the assessments
- Little explicit need for students to collect, read, seek to understand or act on any feedback
Some (alternative) better assessment patterns

Possible consequences

- Engages students early with the curriculum
- Student workload reasonably well spread out
- Not reliant on high stakes assessment activity
- Opportunities exist for the provision of feedback after each assessment
- To benefit the learning, the two last tasks are connected by the feedback.

P3

Possible consequences

- Engages students early with the curriculum
- Student workload reasonably well spread out
- Not reliant on high stakes assessment activity
- Opportunities exist for the provision of feedback after each assessment
- Task two ‘suggests’ feedback from one is important – weak feedback link
- Task three is directly related to the feedback students receive in task two – strong feedback link
- Because of the linking of feedback (both weak and strong) students are more likely to pick up, read, seek to understand and subsequently use their feedback
Possible consequences

- Engages students early with the curriculum
- Student workload is distributed across the semester
- Not reliant on high stakes assessment
- Opportunities exist for the provision of feedback after each assessment
- The assessment pattern provides a good mix of low and medium stakes assessment.
- Students are able to identify / show their misconceptions (low stakes) without major implications.
- Able to see how students are doing via the two medium stakes assessment
- The students are expected to act on the feedback obtained from the low stakes assessment.

How might you link assessment tasks? Some examples

a) Task 1 could set out a plan for task 2 (mind map / key areas to explore / section headings and justification for sections...).

b) Task 1 could be a draft for task 2.

c) Task 2 could ask students to explicitly set out how they have used the feedback from task 1 to shape their learning and submission for task 2

d) Task 2 could be a task asking students to write a response to the feedback obtained in task 1. It might suggest what they might do differently now, or no changes were planned what justification would they give for making no changes (in light of the feedback)

In all cases the feedback from task 1 would benefit the learning and the students’ submissions to task 2.

Questions:
In what ways do you create assessment activity that requires students to use their feedback?
How can technology help in such endeavours?