CRADLE suggests ...

'Assessment design innovations'

THE RESEARCH PROJECT

The **Assessment Design Decisions** project (2012-2015) interviewed 33 university teachers about their assessment design practices. It combines these findings with existing literature on good assessment into a framework that helps university teachers make good decisions about assessment design. The interview data gave **insights into how educators successfully innovated** in assessment.

Seek exemplars to overcome departmental assumptions about assessment

Find inspiration in assessment exemplars; accepting too readily the 'way things are done around here' can prevent innovation, as colleagues may not realise there might be other appropriate ways of assessing students.

Articulate how you want students to benefit from the assessment to frame authentic activities

Form clear rationales for why and how the students would benefit from the task, in addition to meeting unit and global learning outcomes.

Design tasks and feedback processes that build on each other over time

Demonstrate how the various assessment activities and associated feedback processes fit together coherently across the unit so one task informs the next.

Think laterally about managing logistics, marking and other workload factors

Sustainable innovations can reduce workload rather than increase it, particularly after the first iteration.

Engage key leaders in your area early and manage risks

Successful assessment innovators strategically seek endorsement or support from influential colleagues, and explain possible risks, which allowed learning when the approach was not completely successful.

Plan how to inform students (and colleagues) about your approach

Effective assessment practitioners develop plans to convince students of the importance and value of new kinds of assessment tasks. They balance building interest while not overloading students with instructions.

Centre for Research in Assessment and Digital Learning

CRADLE suggests is a series of briefings from the Centre for Research and Assessment in Digital Learning (CRADLE), which translates our own research into practice-based possibilities.

FIND MORE

www.assessmentdecisions.org

Bearman, M., Dawson, P., Boud, D., Bennett, S., Hall, M., & Molloy, E. (2016). Support for assessment practice: developing the Assessment Design Decisions Framework. Teaching in Higher Education, 21(5), 545-556.

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