

Planning your assessment for 2021-22

This guide takes you through some key questions about your assessments, signposting the helpful resources that are available.

Assessment in 2021-22 will still be a little unusual. Most exams will continue to be in the take-home format. The transition to Canvas will change how assessments are delivered, marked and managed. And some of us will want to take the opportunity to apply lessons we've learnt about assessment over the past 18 months. With [a modified approval process still in place](#), making changes to assessment continues to be more straightforward than normal, and we have considerable scope to adjust the balance of coursework and exams, and the timing and format of coursework.

Do your assessments help students to do their best work? 'Assessment for Learning' is the idea that all assessments should be designed to help students to improve, not just to measure their knowledge and skills.

- You can read an introduction to [Assessment for Learning](#), which explains why it's a good idea, and what it looks like.
- There is a guide to [designing Assessments for Learning](#), and another on [overcoming challenges with assessment](#).

Do you want to try out a new assessment method? You may be concerned about how an existing method will work given Covid restrictions, or you may be introducing additional coursework in place of an exam.

- There are lists of assessment formats in [In At the Deep End \(pp.36-7\)](#) and the [Introduction to RBL module](#).
- There are also guides to [alternatives to essays](#) and [alternatives to exams](#).

Do you need to write a take-home exam paper? Take-home exams are quite different from conventional exams, and papers normally need to be adapted to take into account the changed conditions.

- There is some good general advice on writing exam papers in [In At the Deep End \(pp.38-9\)](#), and some ideas about [different ways of using the exam format](#).
- Specific guidance on [turning a traditional exam paper into a take-home exam](#) is available, as well as advice on [creating a take-home exam](#).
- Take-home exams are new for students too, and you can read [what students thought about the May 2020 take-home exams](#).

Do you want to give students more help to understand what assessments require of them? Students can sometimes struggle to gauge what we expect them to do in assessments. This is a particular problem for unfamiliar assessment methods, such as take-home exams.

- There is a general guide to [helping students to understand assessment requirements](#), as well as more specific guides: [using formative tasks to help students prepare](#); [encouraging students to self-assess](#); and [using exemplars](#).
- There is also a guide to [helping international students](#) with the particular challenges they can face in understanding what's expected.

Do you want to make improve the process of giving feedback? Feedback is crucial for helping students to learn, but it is time-consuming.

- You can read a guide to [efficient ways to provide feedback](#), and [In At the Deep End \(pp.40-1\)](#) has more ideas.
- To help make sure that the feedback is useful to the students, there is a guide to [providing effective feedback](#), and a specific guide to [feedback on exams](#).
- Of course, it is crucial that students actually read and use the feedback they are given, and there is advice on [helping students to engage with feedback](#) (and more ideas in [In At the Deep End p.42](#)). The [Introduction to RBL module](#) contains information about different online feedback tools. You may find the [checklist for feedback quality](#) a useful way of reviewing your plans for providing feedback.

Notes



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