Educational Development Unit: Assessment and constructive alignment

Teaching toolkit: Assessment and feedback:  

General assessment and feedback workshops
- Introduction to Assessment for Learning
- A Practical Guide to Giving Effective Feedback
- A Practical Guide to Setting and Marking Assessments
- Focus on Programme Level Assessment Design
- Introduction to Feedback and Formative Assessment in the Faculty of Medicine

If you would like to discuss aspects of feedback and assessment, please contact the EDU representative on your Faculty Education Committee (or contact directly Monika Pazio or Tiffany Chiu)

Medicine – Jo Horsburgh  
Business – Iro Ntonia  
Life Sciences – Kate Ippolito  
Engineering – Monika Pazio

Basic terms

Constructive alignment - The process of thinking about designing teaching to best deliver the Intended Learning Outcomes (ILOs) and then designing the assessment to test whether those outcomes have been appropriately delivered allows us to look at the alignment of the teaching with the assessment.

Formative assessment (assessment FOR learning) - Formal and/or informal processes teachers and students use to gather evidence for the purpose of improving learning through continuous feedback.

Summative assessment (assessment OF learning) - Used to evaluate student learning and indicate overall achievement against learning outcomes, usually at the end of a course/programme.

Inclusive assessment - “An inclusive assessment regime allows an entire cohort of diverse students to demonstrate their ability to meet the learning outcomes of their programme. A student’s background, race, religion, gender, sexuality, age, marital status or disability should not impact on their opportunity to learn and to evidence that learning” (University of Reading, n.d.)
Things to think about:

- Do your assessments currently enable you to assess and feedback on students’ mastery of important skills and behaviours/attitudes, as well as their knowledge?
- Does this range of assessment methods enable all students to demonstrate their ability to achieve the learning outcomes?
- How do you provide a flexible range of assessment modes that allow to assess the same learning outcomes in different ways?
- Is there an appropriate number and range of assessment methods at each level?
- Are assessments spread throughout the year to enable students to monitor their study strategies and to learn from and feed forward their teachers’ feedback?
- Are your summative assessments positioned to capture the student’s final integrated learning?
- Do your assessment practices support students to acquire the skills they need for success in real world contexts?

Useful literature:


