

# DIFFERENCES THAT MAKE THE DIFFERENCE: ASSESSMENT

Oxford Centre for Staff and Learning Development

1. Ensure advance dates are given for assessment hand in.
2. Explain the marking criteria, the assessment, and feedback process.
3. Consider what pre-existing skills and knowledge you are expecting students to arrive with to be able to complete the summative assessment. What support do you have in place to support those who might not have these?
4. Where possible use a range of assessment methods and give students choice over assessment methods.
5. Talk together as a team to establish a programme timetable for hand in dates to avoid bunching of assessment dates.
6. If there is unavoidable bunching of assessment dates, encourage students to manage their time to prepare for this. Signpost students to Wellbeing ([www.brookes.ac.uk/students/upgrade/study-skills/time-management](http://www.brookes.ac.uk/students/upgrade/study-skills/time-management)) for further support.
7. Give an opportunity for students to have a chance to practice new forms of assessment prior to hand-in with an opportunity to receive formative feedback.
8. Discuss with students the different expectations of the assessment methods and why they are being used.



## FOR FURTHER INFORMATION:

- Selecting appropriate assessment methods to meet objectives: [http://www.brookes.ac.uk/services/ocslid/resources/briefing\\_papers/methods\\_assessment.pdf](http://www.brookes.ac.uk/services/ocslid/resources/briefing_papers/methods_assessment.pdf)
- Alternatives to Exams: <http://bit.ly/2Qjmk7y>
- The Equality Act 2010: [www.ecu.ac.uk/guidance-resources/equality-legislation](http://www.ecu.ac.uk/guidance-resources/equality-legislation)
- Digital capabilities: [www.brookes.ac.uk/virtual-gateway-for-staff/brookesdc](http://www.brookes.ac.uk/virtual-gateway-for-staff/brookesdc)