Matching assessment to outcome: individual activity

Collection: Assessment

Resource: Mix and match

Approximate duration

30 minutes, or longer, dependent on the number of matches undertaken

Learning outcomes

To become practised in linking learning outcomes to assessment type, and to begin to see the value of using learning outcomes as a tool in the planning of modules.

Introduction

Writing learning outcomes has long been a *bete noire* for many lecturers in English and in other disciplines. Part of the reason for this is that lecturers tended to approach them only after having already designed the modules to which they apply in advance. As a result, they feel superfluous: just an extra layer of bureaucracy. Yet one of the best ways to use learning outcomes is as guidance at the beginning of module planning: having decided on the overall aim of your module, the idea is that you write learning outcomes--descriptions of what you want students to be able to do as a result of following the module--*before* deciding on the form of assessment you will use. This will allow you to pick an assessment that best serves the learning outcomes--and therefore the students on the module. The default position for English lecturers is perhaps still to test all aspects of a module by asking students to write an essay. Yet there are many other possibilities, as the exercise that follows will show.

The activity

The lists of learning outcomes and assessment patterns can be downloaded as a 'Word' file by clicking the link within this resource in Humbox.

1. Choose one of the learning outcomes from the list below. (You may want to choose an outcome close to your own subject specialism.)
2. Look at the list of assessment patterns below. Is there one that you think would be appropriate for your chosen learning outcome? If there is, write a short paragraph explaining why.
3. If one does seem appropriate, how would it have to be managed to make it particularly effective for your chosen learning outcome? If it involves more than one assessment, what should the relative weightings be? What help and/or guidance would you have to give the students to make the assessment work? What specific topics would the students be likely to work on for their assessments? What teaching strategies would be necessary to make the assessment successful in encouraging the students to fulfil your chosen learning outcome?
4. If none of the assessment patterns seems appropriate, can you tweak one to make it fit, or think of an alternative? Write a short paragraph justifying your answer. Answer the follow-up questions in step 3 above.
5. How would you give feedback to students on their work on your chosen assessments?
6. Repeat the exercise, matching assessment pattern to learning outcome as many times as you like.

Learning outcomes

1. Students will be able to detect unconscious political and ideological content in literary and non-literary texts from the early medieval period.
2. Students will gain experience in the processes of presenting and publishing literary writing.
3. Students will be able to demonstrate detailed understanding of the imagery of late nineteenth-century decadent poetry.

4. Students will be able to produce critical analyses of the relationship between powerful organisations and the discourses they disseminate in the public sphere.

5. Students will be able to analyse critically the relationship between text and stage action in plays from a range of different periods.

6. Students will be able to identify and analyse key period-specific elements in English texts from the medieval to the modern periods.

Assessment patterns

1. Production of a 15-minute video, written, filmed and performed by groups of three students, dramatising a topic relevant to the module, together with a 1,000-word essay on a topic of each student's choice.

2. One 2,000-word essay in the middle of the module and a three-hour, three-essay, unseen exam at the end.

3. One in-class presentation and one 2,000-word piece of written work at the end of the module.

4. One pass-fail quiz, one 500-word close reading exercise and one 2,500-word piece of written work.

5. A portfolio of short writing exercises undertaken as pre-seminar tasks across the module, supplemented with explanatory linking text written at the end of the module.

6. A group research project undertaken in groups of four outside the classroom (perhaps in association with an organisation outside the university), part of the mark being for individual work, part for group work.

Links & References

- English Subject Centre assessment area
- Assessment case studies (English Subject Centre). Worked examples from English lecturers of the introduction of new forms of assessment to modules in the discipline.
- Higher Education Academy assessment area. Non-discipline specific materials on assessment.

Relationship to the Professional Standards Framework

- **Areas of Activity 3**: Assessment and giving feedback to learners
- **Core Knowledge 2:** Appropriate methods for teaching and learning in the subject area and at the level of the academic programme
- **Core Knowledge 5:** Methods for evaluating the effectiveness of teaching
- **Professional Values 1:** Respect for individual learners
- **Professional Values 3:** Commitment to the development of learning communities
- **Professional Values 4:** Commitment to encouraging participation in higher education, acknowledging diversity and promoting equality of opportunity

More information about the Professional Standards Framework can be obtained from the summary factsheet in the *Subject & Pedagogy* collection in HumBox.
http://humbox.ac.uk/2731/

Resources in the Assessment Collection

- Assessment: introduction to the collection
- Assessment audit: resource overview
    - Auditing English: individual activity
    - Auditing English: group activity
- Designing and running innovative assessments: resource overview
    - Creative assessments in Literature: outcomes, criteria: individual activity
    - Creative assessments in Literature: outcomes, criteria: group activity
- Assessment SWOT analysis: resource overview
    - SWOT analysis: individual activity
    - SWOT analysis: group activity
- Mix and match: resource overview
    - **Matching assessment to outcome: individual activity (*you are here)**
    - Matching assessment to outcome: group activity
- Creative assessment: resource overview
    - Creative criticism
- Feedback and marking strategies: resource overview
    - Marking exercise: individual activity

- Marking exercise: group activity

- Computer-aided assessment: resource overview
  - Writing multiple-choice questionnaires: individual activity
  - Writing multiple-choice questionnaires: group activity

- What is assessment for? : resource overview
  - Balancing the interest groups: individual activity
  - Balancing the interest groups: group activity