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| **A3 Assessment and Feedback suggestions** | **Yes/Partly/ No** |
| You write about how you constructively align (Biggs, 2003) your planning, teaching and assessment. You design your learning outcomes so that they are assessable. (Recap video: <https://ocw.tudelft.nl/course-lectures/1-constructive-alignment/> ) |  |
| You explain how you have integrated graduate attributes\* programme learning outcomes (PLOs) and module learning outcomes (LOs) into your assessments.  \*if these do not exist within the university, you could explain what attributes you are trying to develop by the end of the programme. |  |
| You give an overview of the ways in which you assess and give feedback to learners –   1. When and how you assess: tests (online? MCQs?), end of year/semester examinations, practical skills assessments, essays, presentations, group work assignments, multimedia/digital assignments, portfolios/e-portfolios, ongoing formative assessments, authentic assessment. Give the reason why you use these assessments – You explain how these strategies are evidence informed? (V3) 2. Why, when and how you support students to self-assess and peer assess. Write about how successful self and peer assessment has been: has it led to an improvement in quality of student work? 3. When and how you give feedback: annotations on work, comments on draft assignments (formative feedback), oral feedback, feed forward, audio recorded feedback, explain frequency and timeliness of feedback. Give the reason why you use these feedback formats and the scholarly evidence to support your approach/es. (V3) |  |
| You write about at least 2 specific examples of your assessment and feedback practice, showing awareness of an appropriate range of assessment methods and the rationale for your use of specific methods. |  |
| You demonstrate an understanding of quality assurance procedures in assessment and feedback e.g. moderation procedures, standardisation, second marking, external examiners, assessment boards. (K6) |  |
| Write about why and how you develop students’ assessment literacy which includes an understanding of plagiarism e.g. acknowledging of other people’s work through citation. |  |
| You explain what you have done to help you understand the nature and scope of the assessment tasks in order for them to be more successful. Give examples: developing clear criteria/rubrics to support students, show previous examples of assignments and ask students to assess using the criteria/rubrics, showing them what good work looks like. |  |
| You demonstrate the ways in which you engage with the formal quality assurance processes of the university and how this has shaped your practice. (K6) |  |
| You give evidence of your commitment to quality enhancement e.g. seeking out opportunities to obtain feedback not just through formal institutional procedures, monitoring student attainment/results year on year and addressing any issues revealed in the data, revising an assessment or devising a new assessment, adapting assessment to meet external requirements or changes in university policies. (K6) |  |
| You write about how you take account of the wider context within which HE operates in your assessments e.g. developing and assessing students’ digital skills, assessing employability skills, entrepreneurship. (V4) |  |
| You write about how you prepare work based mentors to train and assess students on placement (if applicable). (V4) |  |
| You demonstrate within section A3 that all your teaching sessions have assessment opportunities built in and you explain with an example of how you use formative assessment information gained in sessions to prepare your subsequent sessions. (Links back to A1 and A2 and the concept of constructive alignment, Biggs, 2003) |  |
| You explain where your ideas for assessment and feedback come from (e.g. reading about what other people have tried, talking to colleagues, attending conferences etc?) You make use of relevant, current and range of literature or other publications which support your assessment and feedback practice. (V3) |  |
| You make use of relevant literature and/or other publications which support your planning and implementation. (V3) |  |
| You make accurate use of citations and academic writing conventions used. |  |
| You have proof-read Section A3 to ensure that explanations of your practice are comprehensible to others. |  |