



Assessment Introduction

NB: This PowerPoint document is written as a study guide, it is not designed as a presentation tool (i.e. Many slides have too much data for large presentation purposes)



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Why assess?

- It is worth considering what is the purpose of assessment?
- Some reasons are as follows:
 - Selection and placement
 - Motivation
 - Focusing student learning
 - Consolidating and structuring learning
 - Guiding and correcting learning
 - Determining readiness to proceed (diagnostic)
 - Certifying or grading achievement (ensuring standards)
 - Evaluating teaching

Can you add any others to the list?



Key Principles of Assessment



3 main principles are that assessment should be:

- Fair
- Valid
- Reliable

What do these terms mean to you?

How do you ensure this within your teaching practice?



Types of Assessment

There are 2 main types of assessment, formative and summative as defined below:

“Formative assessment - Assessments undertaken during the learning and teaching process to provide feedback to both learner and assessor on progress made.”

“Summative assessment - Assessment which measures a level of performance and is used in determining final outcome/result.”
(Otago Polytechnic, Assessment and Moderation Policy, AP900.02, 2005, pp 7-8)

For assessment to be an effective part of learning there needs to be a focus on formative assessment.

What happens within the courses that you are teaching?



Methods of assessment



- Click on this [assessment assortment](#) and see how many are familiar to you.
- Perhaps you can explore some of the terms that are not familiar to you or think about how you could incorporate different methods of assessment into your teaching.



Assessment terminology



It is useful to explore the terminology used for assessment as it is important to ensure that students have the same understanding of the terminology as you do.

Check out these [definitions](#)



Developing an assessment



When planning an assessment it is helpful to consider the 5 W's again (and the H)

- Why – purpose– consider the learning outcomes
- What – is being assessed – the expectations
- Who – is being assessed, appropriateness of method
- Where – context in which the assessment is occurring
- When – timing of the assessment
- How – the method and process

