

Title: **“But how do I know what you really want us to do?”: Using exemplars to develop assessment literacy and competences using readily-accessible exemplars**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Discuss what works well in developing students’ assessment literacy;
- Consider the value of exemplars in building students’ confidence prior to embarking on assignments;
- Develop personal plans for building in pre-assessment activities for their own students.

Session Outline

- How students can gain a better understanding of the requirements of university level assessment, when they may have low social and cultural capital and therefore few to turn to so as to explain how university systems work;
- How can university teachers support high numbers of diverse students in ways that are reasonably time efficient but which are also highly beneficial to students?
- How can students develop the capability to judge the quality of their own work so there is a reasonable match with assessors’ expectations, as Sadler(2010) advocates?

Session Activities and Approximate Timings

- short presentations by Sally on assessment literacy and by Kay on the use of exemplars (6-8 minutes each);
- opportunities for participants working in groups of six to discuss some examples of the exemplars used at Northumbria (15 mins);
- opportunities for groups to draft some exemplars and discuss how they could be used in their own contexts/disciplines to develop their own case studies (10 mins);
- plenary summing up(5 mins).

References

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Price, M, Rust, C., Donovan, B., and Handley, K. with Bryant, R. (2012) *Assessment Literacy: the foundation for Improving student learning*, Oxford: Oxford Centre for Staff and learning

Handley, K., & Williams, L. (2011). From copying to learning: Using exemplars to engage students with assessment criteria and feedback. *Assessment & Evaluation in Higher Education*, 36(1), 95-108.

Sadler, D. R. (2010). Beyond feedback: Developing student capability in complex appraisal. *Assessment and Evaluation in Higher Education*, 35(5), 535-550.