Creative assessments in Literature: outcomes, criteria: group activity

Collection: Assessment

Resource: Designing and running innovative assessments

Approximate duration

1 hour

Learning outcomes

To have developed skill in investigating the relationship between learning outcomes and marking criteria for both essay-based and creative forms of assessment.

Introduction

Assessment in English Studies is often heavily reliant on the essay. This activity both illustrates other types of assessment and provides an opportunity to think about some of the mechanics of introducing new modes of assessment into a module--frequently a source of anxiety both for departments and individual lecturers.

The activity will give participants practice in making the step from learning outcomes to marking criteria, and should stimulate them into new ideas about the link between modules, their assessment and the skills and knowledge they would like to help your students develop.

The activity

1. Ask participants to prepare for the session by bringing along with them learning outcomes and marking criteria from a module they usually teach.

2. Stage a brief presentation/discussion on different forms of assessment in English Studies. You may find the documents in the 'Links & References' section useful.
3. Divide the group into pairs.
4. Ask each individual participant to think of a different form of assessment for the module for which he or she has brought in learning outcomes and marking criteria.
5. Tell each pair to swap learning outcomes and marking criteria. Each participant must tell his or her partner what new form of assessment he or she has devised for the module.
6. Each participant reads the learning outcomes and marking criteria for his or her partner's module. He or she must now alter the marking criteria to reflect the difference in assessment type, keeping the learning outcomes the same.
7. The pairs discuss the activity.
8. Conclude with a plenary discussion. Ask if anybody has felt the need to rethink the learning outcomes for their--or their partner's-- module.

Links & References

- Audio interview with Dr.Lesley Coote (University of Hull) about running innovative assessments on English modules.
  [http://www.english.heacademy.ac.uk/archive/mediaplayer/player.html?directPlay=coote_podcast08]

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 (*you are here)**
- Assessment SWOT analysis: resource overview
  - SWOT analysis: individual activity
  - SWOT analysis: group activity
- Mix and match: resource overview
  - Matching assessment to outcome: individual activity
  - 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