



Creative assessments in Literature: outcomes, criteria: individual activity

Collection: Assessment

Resource: Designing and running innovative assessments

Approximate duration

2 hours

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 is linked to an [audio interview with Dr. Lesley Coote](#) (University of Hull), who stresses the importance of using the same learning outcomes on essay-based modules as on modules using 'creative' forms of assessment (DVD-cover design, poster-making, etc.). The activity will give you practice in making the step from learning outcomes to marking criteria, and should stimulate you into new ideas about the link between your modules, their assessment and the skills and knowledge you would like to help your students develop.



1 | *This resource is part of a set of professional development resources for Higher Education English (including English Literature, English Language & Creative Writing) called 'The Pool'. The resources were developed by the English Subject Centre in 2011 as part of a JISC/HEA Open Educational Resources (OER) Project.*

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The activity

1. Listen to the [audio interview with Dr. Lesley Coote](#) (University of Hull) by clicking the link in this sentence. Lesley is a lecturer who has used a variety of unusual types of assessment, many involving creative activity, when teaching modules on medieval and on on seventeenth-century literature. Make notes as you listen. You may like to use the following questions in guidance for your notes:
 - What reasons does Lesley give for using 'creative' assessment? Can you think of any other reasons?
 - What does Lesley say is the relationship between the essay and other forms of assessment?
 - Do you agree with Lesley that the essay remains important in English degrees? What reasons does she give for this? Can you think of any reasons additional to those that she gives?
 - What are the key points Lesley makes about writing marking criteria for creative forms of assessment?
 - Write down Lesley's final recommendations for somebody starting to think about using creative forms of assessment.
2. Choose a module you teach which is assessed by essays of some kind (e.g. continual assessment, exam, student presentation) and for which learning outcomes and marking criteria have been produced.
3. Using the learning outcomes, devise an assessment pattern for this module that involves students in producing creative work. You may find inspiration from other 'Pool' activities on the use of creative writing in literature modules: see [Designing a creative-critical module](#); [Creative assessment](#); [Transformative writing](#). You may also like to look at the [Mix and match](#) activities on learning outcomes.

The total assessment for a module does not need to be assessed in this way: bear in mind the examples mentioned by Lesley in the interview in which creative forms of assessment count for a relatively small percentage of the mark.

4. Now consider the differences between the two assessment strategies for the module: the original, essay-based assessment strategy and the new assessment



strategy you have just devised. Referring back to the learning outcomes and the original marking criteria, consider how students undertaking each assessment strategy will attain the course's learning outcomes. What changes do you need to make to the original marking criteria? Rewrite them accordingly.

5. Look back over the two versions of the module, considering the following questions:
 - In the two assessment strategies, what are the main differences in the relationship between outcomes and criteria?
 - Do you think any one of the two assessment strategies is more likely to help your students attain the learning outcomes of the module?
 - Has this exercise made you want to reformulate the learning outcomes of the module?

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 (*you are here)**
 - 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
 - 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

