**Appendix F: Developing Student Engagement in Assessment**

*Evans (2018) Transformative approaches to assessment practices using the EAT Framework in Balloo et al. 2018.*

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| **Transactional** | *Identify your position* | | | | | **Transformational** |
| **Assessment Literacy** | **1** | **2** | **3** | **4** | **5** |  |
| Telling - one directional guidance on assessment criteria - lecturer to student. |  |  |  |  |  | Explaining / discussing requirements with students. |
| Teacher driven rubrics. |  |  |  |  |  | Student generated rubrics. |
| Provision of exemplars. |  |  |  |  |  | Student development of exemplars. |
| Provision of assessment criteria. |  |  |  |  |  | Student creating assessment criteria. |
| Provision of glossaries. |  |  |  |  |  | Student generated glossaries. |
| Given assessment regulations. |  |  |  |  |  | Students contributing to development of regulations. |
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| **Assessment Feedback** | **1** | **2** | **3** | **4** | **5** | **Transformational** |
| Reliance on the teacher for feedback. |  |  |  |  |  | Reliance on range of sources – emphasis on developing student self-assessment. |
| Corrective feedback – one directional from teacher to student – work corrected. |  |  |  |  |  | Examples of how to correct with the responsibility on the student to apply the approach. |
| Provision of guidance on how to improve. |  |  |  |  |  | Student responsibility for developing action plan based on feedback on how to improve. |
| Asks students to reflect on their feedback. |  |  |  |  |  | Provides frameworks to support students in reflection involving dialogic practices and focused application to demonstrate understanding rather than reflection alone. |
| Directive. Solutions provided. |  |  |  |  |  | Challenges the student to find solutions. |
| Focus on the immediate requirements of the module task |  |  |  |  |  | Focus on application of learning within and beyond the course. |
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| **Assessment Design** | **1** | **2** | **3** | **4** | **5** | **Transformational** |
| Assessment tasks designed *for* students. |  |  |  |  |  | Assessment tasks designed *with & by* students. |
| Teacher summative assessment. |  |  |  |  |  | Student and teacher summative assessment. |
| Teacher ownership of assessment tasks. |  |  |  |  |  | Student ownership of assessment tasks. |
| Tasks designed exclusively to meet specific learning outcomes. |  |  |  |  |  | Tasks designed to meet learning outcomes and to go beyond. |
| Strongly scaffolded learning tasks- students regulated and told what to do. |  |  |  |  |  | Students taught to self-regulate as part of course design. |
| Resources to support learning provided but relationship between them not made explicit. |  |  |  |  |  | All key resources available from the outset to enable student control of learning & signposted in relation to tasks and key crunch points. Clear links to resources provided. |
| Guidance mainly provided by teacher. |  |  |  |  |  | Students supported to build networks and to identify guidance from range of sources. |
| Resources provided for students. |  |  |  |  |  | Students/teachers generate resources. |
| Limited opportunities for self-assessment. |  |  |  |  |  | Ongoing aligned opportunities for self-assessment from start to finish. |
| Limited opportunities to explore assessment holistically and to explore potential issues. Teacher directs solution-finding. |  |  |  |  |  | Key threshold concepts identified from the outset. Students encouraged to provide resources to support understanding in areas seen as difficult, and to find own solutions. |