

## Varied Assessment Methods (page 1 of 2)

Based on An A-Z of Assessment Methods (Centre for the Development of Teaching and Learning, University of Reading).

What's it called?	What is it?
Annotated Biographies	Students produce a list of texts, primary sources and internet sites on specified or agreed topics to a particular referencing convention. They annotate these with a commentary, which could include an evaluation of what they have read.
Blog/Wiki	Students are required to keep an individual blog, e.g. to record their progress on a project, or a wiki; could be used as part of a group project exercise.
Case study/Care plan	Students are required to work through a case study/care plan to identify the problem(s) and to offer potential solutions; useful for assessing students' understanding and for encouraging students to see links between theory and practice. Case studies could be provided in advance of a time-constrained assessment.
Critique/review of a book, article, performance, artwork, design etc.	Students write a critical analysis or review of a book, article, performance, artwork, or design.
Designing Learning Materials	Students prepare a learning package for a particular audience e.g. members of the public, school children etc. on a specified or agreed topic.
Digital product	Students are required to make or design a digital product, e.g. radio broadcast, video clip, web page etc; useful as a group work exercise.
Essay draft	Students write the first draft of what will later be submitted for final summative assessment.
Essay plan	Students write a plan of what will later be submitted for final summative assessment, so that this assessment directly feeds forward to it.
Instant reports	Students are required to submit a report as they leave the tutorial, seminar, workshop or lab. Could be used with a pre- designed pro-forma to speed-up marking and feedback provision to students.
Newspaper/magazine article	Students write a newspaper or magazine-style articles on a given or self-selected subject.
Online discussion forums	Students are assessed on the basis of their contributions to an online discussion for example, with their peers; this could be hosted on a virtual learning environment (VLE).
Oral exam/Viva voce	Often used for assessing 'borderline' degree classifications but also useful to explore students' understanding of a wide range of topics. Students can be given a list of possible questions beforehand and then posed a small subset. Depending on class size however, this form of assessment can be time consuming for staff.

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Oral presentation	Students make an oral presentation (possibly with audio-visual aids) on a given or self-selected topic. The presentation could be related to the topic of a final summative assessment, so that this assessment directly feeds forward to it. The presentation can be made to an audience or presented as a screencast of a slide show with audio commentary.
Portfolio/E-Portfolio	Students provide evidence for their achievement of learning outcomes; these commonly incorporate a reflective commentary.
Poster	Students prepare a research poster following the conventions of their discipline.
Quiz (Learn.gold)	Learn.gold quizzes can take different formats and have the advantage of providing immediate feedback to students. (To learn more contact tel@gold.ac.uk.)
Reflective diary or log	Students record their learning over a period of time, interspersing narrative with a reflective commentary which could support the development of an action plan. For example, students can be encouraged to write reflective logs based on the assessment feedback they receive.
Research/Project proposal or grant application	Students write a proposal (possible in the form of a formal grant application) for a piece of research or project within the convention of their discipline.
Research proposal synopsis (500 words)	Students write a short synopsis of a proposal for a piece of research or project within the convention of their discipline.
Seen Exams	Students are provided with the questions to be answered in a time-constrained context in advance. Alternatively the examination topics may be released in advance but the precise questions are unseen until the exam.
Short answer questions	Useful to assess a wide range of knowledge/skills across a module.
Simulation	Text, video or virtual computer-based simulations are provided for students who are then required to answer questions, resolve problems, perform tasks and take actions etc. according to changing circumstances within the simulation. Useful for assessing a wide range of skills, knowledge and competencies.