

ASke (Assessment Standards Knowledge exchange) is a Centre for Excellence in Teaching and Learning (CETL) based in the Business School at Oxford Brookes University

ASke works in three areas:

- Supporting good assessment practice across the University and beyond
- Pioneering new and effective assessment practice based on research the team carries out
- Cultivating a community of practice through the development of social environment and physical space. Enhancing a sense of academic community encourages staff and students to contribute to the development of a shared understanding of academic standards as well as improving the learning experience

Our website has more information:
www.brookes.ac.uk/aske

You can also contact **Assessment Standards Knowledge exchange**

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Brookes Students' Union

Brookes Students' Union recognises that many students are not happy with the feedback that they receive. The Students' Union has been working closely with the University to improve the feedback that students get on assessment.

Activities include:

- Consulting with students (over 500 responded!) on their experience of feedback
- Creating a Vox Pop DVD in which students express their views on feedback
- Running a campaign to get greater University commitment to feedback on assessment and exams
- Working with ASke to produce this leaflet

The Students' Union will continue to work to improve feedback for students. See the website

www.thesu.com

Thank you to Orla Rodgers Students' Union Vice President Academic Affairs (2008-9) for helping to produce this leaflet.



oxford brookes
**STUDENTS'
UNION**

A large graphic of a target with concentric circles in blue, red, and yellow. Several arrows with green fletching are hitting the bullseye. A yellow sticky note is attached to the target with the handwritten text 'Advice for students'.

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Assessment Doing better!

ASke Assessment Standards Knowledge exchange
The Centre for Excellence in Assessment at the Business School

Doing better – what you need to know

Assignments such as essays, reports or presentations are designed to assess your progress against the **learning outcomes** of your module and programme. The assignment **brief** tells you what you need to do, and the **criteria** tell you the basis on which your work will be assessed.

There should be a clear link between the assignment brief, criteria and learning outcomes. If you're unsure, ask your tutor or academic adviser.

Assessment requirements

- Different assignments have different requirements for the task, format, deadlines and so on, which are summarised in the assignment brief.

Assessment criteria

- Criteria are used in everyday life for judging performance at work, in sport, in education and elsewhere.
- Now and especially in the future, you'll be asked to judge your own work and that of others. You'll need to be able to justify your judgement using criteria and evidence. The ability to judge is an important graduate attribute.
- In Higher Education, each discipline may have varied assignments with different purposes and therefore different criteria.

Assessment standards

- For each criterion, different standards of performance are expected at different levels of development. As an example, think of the criterion of 'accuracy' in archery:

For an Olympic archer, "excellence" might mean hitting the bulls-eye every time.

For a newcomer, "excellence" might mean getting the arrow anywhere near the target!



3 steps to doing better on your assignment

1

Getting ready to start

- Read the assignment brief and look at the requirements and criteria. These are usually in your module guide.
- What does each criterion mean? If you're not sure, ask your tutor.
- Look at feedback you've received on previous assignments with similar criteria. Can you apply the advice to your current assignment?
- Are there examples of previously marked assignments? Judge the examples against the assessment criteria. Talk to others about what the criteria mean in practice, and what the expected standard is.

2

Working on your assignment

- Keep the assessment criteria nearby so that you know what's important.
- Find out if the module includes peer review sessions where you can talk to others about your draft work and how to improve it against each criterion.
- Use other resources available in the University to help you, e.g. referencing guides, Peer Assisted Learning or Upgrade sessions.
- Develop your self-assessment skills by trying to review and judge your work against the criteria.

3

Using the feedback on your marked assignment

- Read the feedback to understand how well you've done against each criterion. If you don't understand your feedback, ask your academic adviser or tutor.
- Use the feedback to think about how to improve on later assignments.

It's difficult to improve if you don't know what you're aiming for!