Assessment plan format

## What is an assessment and what is the purpose of an assessment plan?

Assessment refers to a wide variety of methods or tools that is used to evaluate, measure, and document students’ progress. It can be divided in:

1. **summative** (common synonyms: high stake measure, test): this involves judging/testing students' work/effort during and/or at the end of the study component based on a set of criteria resulting in awarding a (partial) grade.
2. **formative** (common synonyms: low stake, evaluate, feedback): this does not result in a grade but is an opportunity for teachers to monitor students learning process and intervene when necessary. For students, it offers an opportunity to check themselves and to develop self-assessment skills.

The assessment plan describes the interplay of assessment and feedback.

**The purpose of the assessment plan is to give students an understanding of what, when, in what way, by whom they will be assessed, and how the outcomes are returned (in a meaningful way).**

It also can provide information about what criteria are used, what conditions apply (what is expected of them), what students must do to pass the course, how the final grade is determined, and what retake opportunities are available.

For teachers, it is a good tool to show an overall picture of assessment activities (tests and feedback) within the course and demonstrate the principle of constructive alignment.

For program directors, it is a resource for gathering information in the process of shaping the assessment plan at the curriculum level and controlling student workload.

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| Assessment Plan | |
| **Short description of what students must do to pass the course:** |  |
| **Short description of how the final grade is determined:** |  |
| **Short description of what retake opportunities are available:** |  |

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| **Course; course code; level:** |  | | | | | | |
| **Responsible teacher/examiner:** |  | | | | | | |
| **Other teachers/assessors:** |  | | | | | | |
| **Learning outcome1** | | | | | **Level2** | | |
| 1. | | | | |  | | |
| 2. | | | | |  | | |
| 3. | | | | |  | | |
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| **Assessment: test forms3** | | **Assessment: feedback methods3** | **Lo number4** | **F/S5** | | **Weight (%) and/or conditions6** | **Assessed by whom?7** |
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| Weekly schedule assessment (test and feedback activities)8 | | | | | | | | | |
|  | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 | Week 8 | Examination period |
| 1.Test form |  |  |  |  |  |  |  |  |  |
| 2.Feedback method |  |  |  |  |  |  |  |  |  |

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| **Checklist9** | |
| **The assessment plan, how the grade is determined, what retake opportunities there are, et cetera is in line with the directives.** |  |
| **The assessment plan has been approved (by the program committee, examination committee and/or program director) and considered valid.** |  |
| **Measures have been taken to achieve a reliable and fair assessment.** |  |
| **Students know how the assessment works (aspect of transparency). -> are they well informed/sufficient opportunities to practice?** |  |
| **The assessment plan ensures adequate distribution of workload within the course.** |  |
| **The assessment plan as a whole results in the desired study behavior/has a positive effect on learning.** |  |
| **Previous assessment results are evaluated (how?) and the findings used in this assessment plan?** |  |

## Explanation

1 The “Learning outcome” column lists a concise description of the overall goals or purposes of the course (5 to 10 is typically for a 5 EC course).

2 “Level” refers to Bloom’s taxonomy (classification) of the learning outcomes. It defines the types of work that you want your students to do.

3 “Assessment” is an overview of the test and feedback formats and the tools or techniques used. For example: digital quizzes, written or oral exam, individual or group report, presentation, paper, essay, design product, assignment, programming, reflection, discussion, self or peer review, rubrics, ... For exams and some assignments, you can add information about the kind (short open answer, multiple choice or essay questions) and number of questions.

4 “Lo number” refers to the corresponding Learning outcome in the Learning outcome table.

5 “Formative/summative (F/S)” indicates the function of the assessment part: is it in function of learning (formative) or in function of grading (summative).

6 “Weight and/or conditions”. The weight indicates how much of the assessment part counts towards the final grade. You can also indicate whether an assessment part (test or feedback moment) is conditional for receiving a final grade or for getting a bonus point.

7 “Assessed by whom?” indicates who are involved in the assessment: teacher, TA, expert stakeholder, peer, self, automated.

8 “Weekly schedule assessment” gives insight in the assessment part activities per week. It can be used to indicate the deadlines and distribute workload.

9 “Checklist” is intended as a handout to teachers with questions focused on the quality aspects of assessments.