

Rethinking Assessment: Moving to an alternative, remote end-of-term assessment

Students can learn through many different but equitable assessment methods. An alternative online assessment is not a lesser form of assessment, but simply a different assessment to achieve the same aim. Please consider the following principles adapted from [guidelines](#) provided by the National Forum for the Enhancement of Teaching and Learning

1. **Pedagogical considerations:** - Think creatively to find a suitable alternative to the traditional end of term exam. Ensure that the assessment tasks are aligned to the learning outcomes. Choose assessment tasks that allow students to demonstrate that they have achieved the learning outcomes while ensuring that they have the skills and knowhow to demonstrate their learning in the chosen assessment method. Existing assessment criteria/rubrics may need to be adapted to align with the alternative assessment. It is important that these revisions are shared with the students and are used to support inter-rater reliability of multiple graders. Bear in mind that other graders may require some guidance and upskilling in this regard.
2. **Equivalent Effort:** The alternative assessment should require an equivalent effort on the part of the student, estimated, for example, by student effort hours on the assessment task, length of time or word count.
3. **Transparency:** Students should be informed of all changes to assessment methods. Ensure that students are provided with clear and comprehensive instructions on all aspects of the completion of the assessment, including such information on the word count, criteria for assessment, required file formats and the number of attempts allowed for that assessment component. Consider that students' work will need to be judged having regard to the unfamiliar teaching and learning context that students will have experienced during this unprecedented time.
4. **Inclusivity and accessibility:** Be aware that some students, for a variety of reasons, may have challenges engaging with online assessment as they may not have the technology or internet access required. These students should be encouraged to self-identify in advance so that individual arrangements can be made via the module leader and course director. This may involve offering alternative modes of submission via scanned document via email on their phone, for example. (For more information, see [JISC Making Assessment Accessible](#))
5. **VLE capacity (Sulis/Moodle): VLE capacity (Sulis/Moodle):** VLEs can manage asynchronous assessment very effectively (with tools like Assignments, PostEm, Turnitin Feedback Studio and Forums), but synchronous assessment (such as a timed online test with the Test & Quizzes tool) can pose important risks and so are not **recommended** in this context. Consider alternative approaches that you can easily manage taking into account your skills and those of your students.
6. **Supporting students:** Consider feedback options and consider using the tools on the VLE to facilitate feedback processes.

Learn more [here](#)