ASSESSMENT VARIETY
A PARTnerships Collaborative Project

This resource has been designed to assist academics in addressing some of the common challenges they face in their teaching. It guides and supports collaborative evaluation of current practices by encouraging individual and peer reflection, with a view to action.

This resource is comprised of three parts.
1. Assessment variety: A brief guide
2. Assessment variety: Individual reflection
3. Assessment variety: Peer discussion

This project will take between 1 and 2 hours to complete.

For more information, contact the Centre for Teaching and Learning

Centre for Teaching and Learning
p: 4921 5350
e: ctl@newcastle.edu.au
www.newcastle.edu.au/ctl
Assessment variety: A brief guide

Having students engage in a variety of different types of assessment activities:

- Increases the validity and reliability of assessment schedules;
- Allows students to demonstrate learning in a variety of ways;
- Caters for diversity in student cohorts; and
- Increases student interest and engagement in learning activities.

Assessment activities for different types of thinking

<table>
<thead>
<tr>
<th>Type of thinking</th>
<th>Assessment activity</th>
<th></th>
</tr>
</thead>
</table>
| Thinking critically and making judgements | Essay  
Report  
Journal  
Letter of advice to...  
Present a case for an interest group  
Prepare a committee briefing paper for a specific meeting | Book review (or article) for a particular journal  
Write a newspaper article for a foreign newspaper  
Comment on an article's theoretical perspective |
| Solving problems and developing plans  | Problem scenario  
Group work  
Work-based problem  
Prepare a committee of enquiry report | Draft a research bid to a realistic brief  
Analyse a case  
Conference paper (or notes for a conference paper plus annotated bibliography) |
| Performing procedures and demonstrating techniques | Demonstration  
Role-play  
Make a video (write script and produce/make a video)  
Produce a poster | Lab report  
Prepare an illustrated manual on using the equipment, for a particular audience  
Observation of real or simulated professional practice |
| Managing and developing oneself       | Journal  
Portfolio | Learning contract  
Group work |
| Accessing and managing information    | Annotated bibliography  
Project  
Dissertation | Applied task  
Applied problem |
| Demonstrating knowledge and understanding | Written examination  
Oral examination  
Essay  
Report  
Comment on the accuracy of a set of records | Devise an encyclopaedia entry  
Produce an A–Z of...  
Write an answer to a client's question  
Short answer questions: True/False/ Multiple Choice Questions (paper-based or computer-aided assessment) |
| Designing, creating and performing    | Portfolio  
Performance | Presentation  
Hypothetical |
Assessment variety: Individual reflection

Use this table to reflect on the assessment types you currently use (½ – 1 hour).

Use the left hand column to list the types of assessment activities your students engage in, and the right hand column to comment on the possible alternative, or variations you might consider.

<table>
<thead>
<tr>
<th>Assessment activities used</th>
<th>Possible alternatives, or variations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Assessment variety: Peer discussion

Use these questions to guide the discussion with your peer reviewer (½ – 1 hour).

1) What did you learn about your assessments from your reflection?

2) Did you consider other assessment activities for your students? Why / why not?

3) Did you consider variations of your current assessment activities? Why / why not?

4) If you were to make these changes, what would you need to take into consideration, and what assistance would you need?

Date for a follow-up meeting to discuss further: ________________________________