



**Maynooth
University**

National University
of Ireland Maynooth

MU Centre for Teaching and Learning 'Assess for Success'

Good practice in assessment and
feedback to promote student success



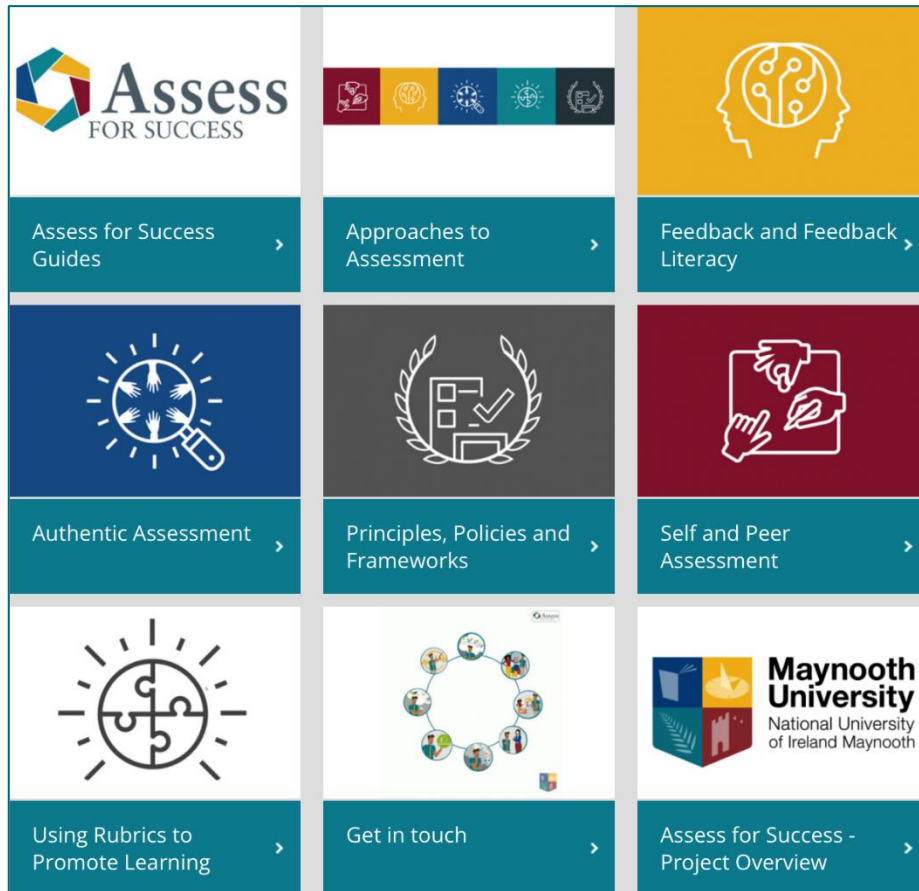
Rationale

‘Assessment is an integral part of student learning and can impact significantly on students’ satisfaction, engagement and ultimate achievement Good assessment can enhance the student learning experience and potential outcomes’ (Brown and Sambell, 2022, p. 1).

Aims

- To create an assessment and feedback resource **hub**
- To support **conversations and the sharing of practice**
- To **collaborate** with international experts in the development of bespoke assessment and feedback Open Education Resources (**OERs**)
- To contribute to **student learning and student success**

Outputs



- Staff survey
- Workshops on identified priority areas
- Curation of approximately 116 resources
- Production of 11 custom MU Assessment and Feedback Guides (staff and student) and 30 OERs (videos, infographics, short guides, animations)

Impact and using the hub

- to inform, and share, practice and increase awareness, knowledge and confidence
- to prompt professional conversations about assessment and feedback
- for review of assessment and feedback practices
- in dialogue with students about assessment and feedback
- to identify, and potentially amplify awareness of, cross-cutting issues such as Open resources, and EDI as they relate to assessment and feedback
- to inform research
- to contribute to changes in institutional structures, strategies and policies.

Authentic Assessment – Task Generator

“The principle of authenticity [regarding assessment] ... helps us think about the long-term value of the tasks we set, and helps us to stimulate genuine, high order learning where students really get to grips with building complex ideas and grasp them so thoroughly they can integrate and apply them to novel situations.”
Brown and Sambell, 2022

For staff who are not familiar with authentic assessment it can be difficult to know where to start with this approach. The Authentic Assessment Task Generator provides a blueprint to help staff to create more authentic assignments.

STEP 01
Learning outcomes

Start with the learning outcomes. Our assessment approaches should be referring to the intended learning outcomes and authentic assessment is no different in this regard.

STEP 02
Doing

Focus on the powerful verbs in your learning outcomes, for example, present, demonstrate, illustrate, develop, plan, prioritise, select, investigate ... Where the verbs seem vague or ambiguous they may need re-working so that they are more readily fit for purpose.

STEP 03
Application

Apply the verbs to what you want your students to do, for instance, ‘research data relating to planning applications’, or ‘illustrate your findings using three different media’. Think clearly about how students will work with the learning outcomes and look at the learning outcomes from their perspective in order to help to ensure clarity and transparency.

STEP 04
Context

Introduce the subject or professional context through the creation of scenarios or plausible contexts. This will involve some thinking, but can be enjoyable and rewarding for both staff and students and there is the possibility for re-working scenarios and professional contexts for subsequent iterations of the assessment.

STEP 05
Outcomes and evidence

Identify outcomes and evidence of achievement. This may involve outputs that show the achievement of the learning outcomes, that are for real audiences, across a range of registers, genres and media. There are lots of examples of ways of evidencing achievement of learning outcomes in these compendia.

STEP 06
Modifiers and developments

Include modifiers, developments and range statements. All of these guide the students about the scale and scope of what is required and give students a clear idea of what is expected.

Q You can find lots of examples of authentic tasks in these compendia.

References:

Brown, S. and Sambell, K. (2020-2021) Assessment, Learning and Teaching in Higher Education. Sally Brown. Available at: <https://sallybrown.net/ky/sambell-and-sally-brown-covid-19-assessment-collection/>

Sambell, K. and Brown, S. (2022) Authentic Assessment: A Maynooth University ‘Access for Success’ Guide. Maynooth: Maynooth University.

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Assess
Maynooth University
National Forum
HEA Higher Education Authority

Accessing the hub and acknowledgements

Learning (TEL)

Staff Development

Research & Projects

Student Learning

Academic Advisory Office

Writing Centre

Assessment & Feedback Hub

- Assess for Success Guides

- **Approaches to Assessment**

- Feedback and Feedback Literacy

- Authentic Assessment

- Principles, Policies and Frameworks

- Self and Peer Assessment

- Using Rubrics to Promote Learning

- Get in touch

- Assess for Success - Project Overview

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The guide is complemented by a **short video** on the same topic. In the video, Professor Sally Brown and Professor Kay Sambell consider five questions around fit for purpose assessment. The questions are: why do we assess (rationale); when do we assess (timing); what are we assessing (knowledge, skills, attitudes, etc.); how do we assess (range of methods); and who does the assessing (lecturer, tutor, employer, peer, self).



The **Maynooth University guide and video** are followed by a curated list of **resources**, some of which have been developed specifically for Maynooth University, and others which we have sourced directly, or adapted, from other HEIs. Each resource has a short description and includes a note of the home institution from which the resource was sourced, where applicable.

▶ [Getting Started with Assessment - Purposes and Design](#)

▶ [How to Assess - Choice and Methods](#)

▶ [Leading Assessment, including through Programme Approaches](#)

▶ [Case Studies](#)

▶ [Equity, Diversity and Inclusion \(EDI\) and Accessibility](#)



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FOR THE ENHANCEMENT OF TEACHING
AND LEARNING IN HIGHER EDUCATION