



Assessment "Spring Clean" Workshop

Why Do We Assess Students?



We must prepare students to cope with the unknown and build their capacity to learn when the props of a course curriculum, assignments, teachers, academic resources are withdrawn.

What, then, does that imply for what and how we assess?

Boud, 2014, p26

The role of UDL in assessment



Expert Learners who are...

Purposeful & Motivated

Resourceful & Knowledgeable

Strategic & Goal-Directed

UDL Framework

Three Principles

- Multiple Means of Engagement
- Multiple Means of Representation
- Multiple Means of Action and expression

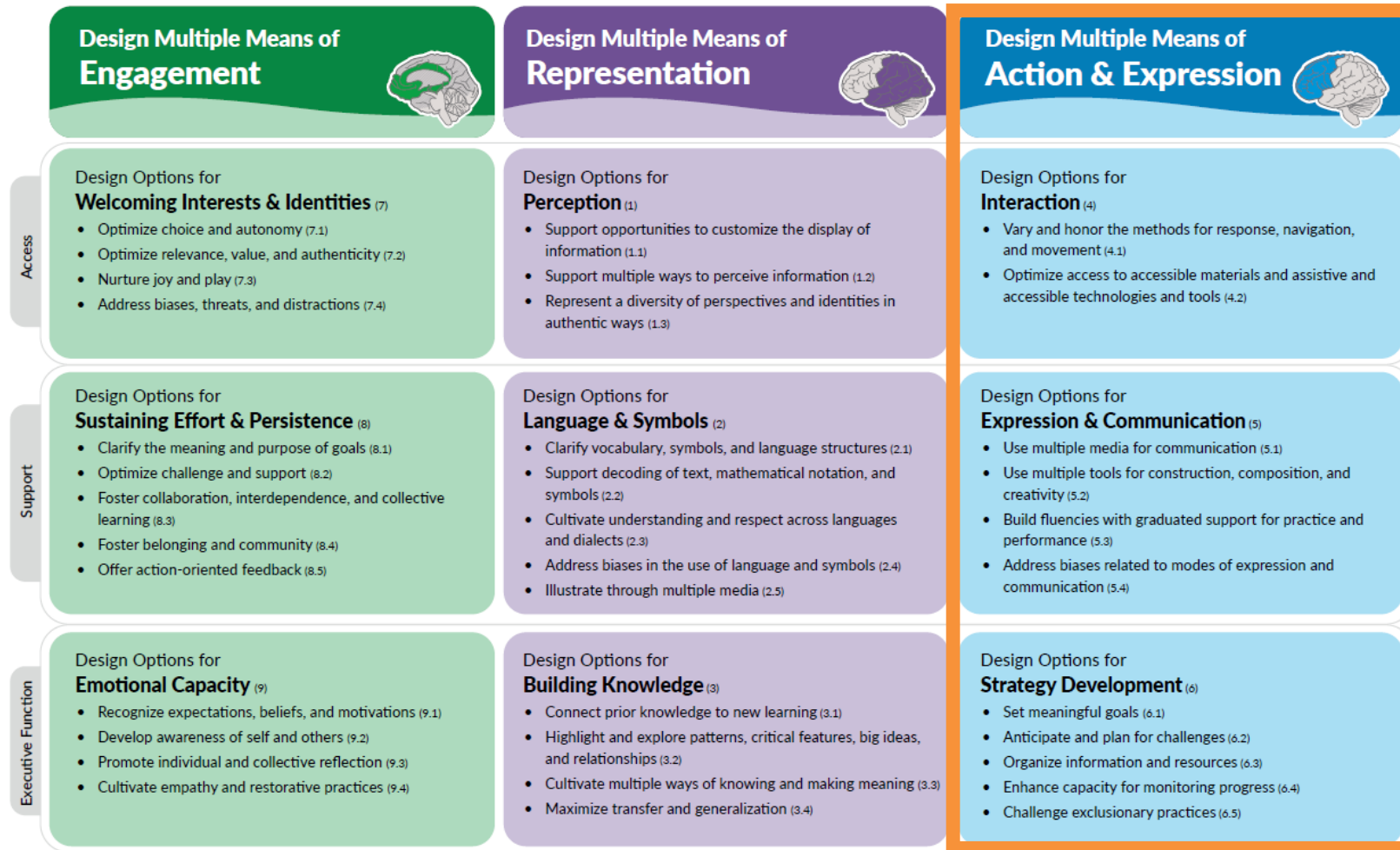
The **Goals** for each **Principle** are at the bottom of each column.

- Each **Principle** has three **Guidelines**
- Each **Guideline** has multiple **Check Points**

[Cast UDL Guidelines](https://udlguidelines.cast.org)

The Universal Design for Learning Guidelines

The goal of UDL is **learner agency** that is purposeful & reflective, resourceful & authentic, strategic & action-oriented.





Assessment Design

Designing for Student Assessment Literacy



- Integrate scaffolding that builds understanding of quality
- Use exemplars, co-created rubrics, and feedback dialogues
- Encourage self-assessment and peer review
- Prioritise transparency and shared language of standards

“Students can’t produce quality unless they can recognise it.” D Royce Sadler

Key Assessment Design Considerations 1&2



1. **Alignment with Intended Learning Outcomes**

- Which assessment formats most effectively capture and demonstrate the core learning outcomes of the module or unit?
- Do the tasks authentically reflect the cognitive, practical, and/or professional competencies students are expected to develop?

2. **Intrinsic Learning Value of the Task**

- Does engagement with the assessment task itself constitute a meaningful learning experience?
- Will students deepen their understanding, apply critical thinking, and develop transferable skills through completing the task?

Key Assessment Design Considerations 3&4



3. Clarity of Expectations and Standards

- What information will students need to fully understand what is expected of them, including the assessment criteria, performance standards, and success indicators?
- When should this information be communicated, and through what channels (e.g., rubrics, exemplars, briefing sessions, FAQs)?

4. Feedback for Learning

- What type of feedback will best support student learning and improvement (e.g., descriptive, feedforward, peer-generated, self-assessment prompts)?
- Who will provide this feedback academic staff, peers, or digital tools and how quickly can it be delivered while maintaining its educational value?
- How should feedback be structured to promote reflection, dialogue, and future application?

Key Assessment Design Considerations 5&6



5. **Balancing Grades with Developmental Feedback**

- If marks or grades are provided, how can the assessment design encourage students to engage meaningfully with qualitative feedback rather than focusing solely on numerical outcomes?
- Are there opportunities to separate grades from feedback initially, or implement low-stakes formative assessments?

6. **Opportunities for Transfer and Application**

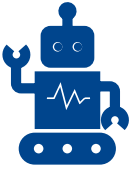
- At what points in the unit or programme can students apply what they have learned from this assessment to future tasks or real-world contexts?
- How can assessment be sequenced to reinforce cumulative learning and development of self-regulation?

Take 15 mins to discuss the topics below and identify any areas for spring cleaning

1. Alignment with Intended Learning Outcomes
2. Intrinsic Learning Value of the Task
3. Clarity of Expectations and Standards
4. Feedback for Learning
5. Balancing Grades with Developmental Feedback
6. Opportunities for Transfer and Application



AI and Assessment Design 1-3



1. Prioritise Higher-Order Cognitive Skills

- Design assessment tasks that **go beyond the recall of factual information** to focus on advanced cognitive processes such as analysis, synthesis, evaluation, and application.

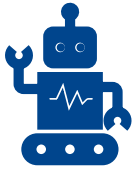
2. Utilise Scenario-Based and Case-Based Assessments

- Contextualised assessments that present students with **real-world scenarios or case studies** require them to apply their disciplinary knowledge in unpredictable and complex situations.

3. Incorporate Collaborative and Dialogic Elements

- Embedding **collaborative components** such as group projects, peer review, or team-based problem-solving promotes social learning, negotiation of meaning, and co-construction of knowledge.

AI and Assessment Design 4&5



4. Embed Authentic Assessment Practices

- Authentic assessments are rooted in **real-world relevance** and require students to produce artefacts or perform tasks that mirror professional or disciplinary practice.

5. Encourage Reflection and Self-Assessment

- Integrate structured opportunities for **metacognitive reflection**, prompting students to articulate their reasoning, evaluate their own performance, or critique their learning processes.

Next Steps

What areas of your assessment practice are you going to change or develop?



CPD Supports

9th of June 2025

Assignment Design and
Development Workshop



References

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- [The UDL Guidelines v3.0](#)
- Sadler, D. R. (2014). Beyond feedback: Developing student capability in complex appraisal. In *Approaches to assessment that enhance learning in higher education* (pp. 45-60). Routledge.
- Wiggins, G., Wiggins, G.P. and McTighe, J., 2005. *Understanding by design*. Ascd.

National Forum Resources

- [Authentic Assessment in Irish Higher Education](#)
- [Designing in Assessment OF/FOR/AS Learning Throughout the Programme](#)
- [Expanding our Understanding of Assessment and Feedback in Irish Higher Education](#)
- [Profile of Assessment Practices in Irish Higher Education](#)
- [Students as Partners in Assessment \(SaPiA\): A Literature Scoping Review](#)
- [HEANFETL-AI-Considerations.pdf](#)



Thank you!

Go raibh maith
agat!