Role of Assessment

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Assessment plays a number of roles in the life of a student, some of which they may be more aware of than others.

It's widely accepted that students' learning patterns, educational focus, and allocation of time will be directly influenced by assessment.

Assessment does more than allocate a grade or degree classification to students – it plays an important role in focusing their attention and, as Sainsbury & Walker (2007) observe, actually drives their learning. Gibbs (2003) states that assessment has 6 main functions:

1. Capturing student time and attention
2. Generating appropriate student learning activity
3. Providing timely feedback which students pay attention to
4. Helping students to internalise the discipline’s standards and notions of equality
5. Generating marks or grades which distinguish between students or enable pass/fail decisions to be made
6. Providing evidence for other outside the course to enable them to judge the appropriateness of standards on the course.

He states that with the exception of the last two points these should occur as frequently as possible to support effective learning.

Other reasons given for conducting assessment include (Brown & Knight, 1994):

- Fulfil student expectations
- Motive students
- Provide feedback
- Provide opportunities to remedy mistakes
- Help with module choice/selection
- Indicate readiness for progression
- Diagnostic tool
- Enables grading and degree classification
- Performance indicator for students
- Performance indicator for staff
- Tradition
- Performance indicator for institution
- Facilitates learning
Approaching assessment

When considering how to approach assessment Harris & Bell (1990) warn against getting too fixated with trying to apply as many new, innovate approaches as possible. Rather than simply replacing the end of term essay with an end of term report, the underlying philosophy of how we approach assessment has to be reconsidered. This means considering the course as a whole and the role of assessment within it. Biggs & Tang (2007) advocate an approach of asking why, what, how, who, and when?

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<td>There are many reasons for assessing (see above).</td>
<td>Often focuses on a limited range of impractical skills or knowledge unrelated to the specified learning outcomes at expense of skills &amp; abilities required to function in society.</td>
<td>Most assessment is undertaken by the traditional approaches of exam, essay, or report.</td>
<td>Tutors (for expertise); self-assessment (for reflection); peer assessment (for feedback); employers (outside HE); clients (professionalism &amp; satisfaction)</td>
<td>Ideally assessment should be incremental to provide opportunities to learn from mistakes &amp; feedback, not en masse at the end of term</td>
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*Figure 1: The Why, What, How, Who, & When of Assessment*