

A-Z of Assessment Methods

Assessment Type	Description
Abstract	Write an abstract of a research article within a specified work limit
Annotated bibliography	Produce a list of primary sources/sites on a topic and using a referencing convention. List is annotated with commentary including an evaluation of what they have read
Articles for different audiences	Write a particular topic to an agreed length in a specific style e.g. journal, newspaper, magazine
Assessment stations (OSCE)	Students move around testing stations being assessed on different learning outcomes, each for a fixed period of time.
Book, website, journal article review	Write an account or present orally on designated articles or websites or TV/radio programme, including an evaluative element to demonstrate depth of understanding
Case study or care plan	Work through a case study/care plan to identify problems and offer solutions. Good for linking theory to practice
Concept map	Map out their understanding of a particular concept. A quick way to provide feedback to staff on students' understanding
Critical incident/journal/blog	Maintaining a diary/journal/blog (on placement) to record experiences. Write about a critical incident in terms of context, what happened, outcomes, underpinning theory and action plan
Designing learning materials/leaflet	Prepare a learning package for a particular audience e.g. public, school children etc. on an agreed topic
Dissertation	A large/extended critical essay underpinned by an extensive programme of reading and original research. The learner determines the focus and direction of their work
'Doing it' exam	An exam which requires students to do something like read an article, analyse and interpret data etc.
Essay	A piece of writing on a particular subject within given parameters e.g. word count, use of different literature sources etc.
Essay plan	Produce a plan demonstrating their preparation, planning and reading on a specific topic. Useful for formative and peer assessment
Field report	Produce a written or oral report relating to a field/site visit
Grant application	Use real/adapted versions of different grant application forms to plan a research project. Could be assessed using the published criteria as a basis for marking criteria
Instant reports	Submit a report as they leave a lab. Could be used with a pre-designed pro-forma to speed up marking and feedback provision to students.
In-tray exercises	Students receive a dossier of papers to read, prioritise and work on with a variety of tasks and new information given at intervals throughout the assessment period. This simulates real practice.

Lab books/reports	Write a report for a sample of, or all practicals undertaken within a single lab book. Lab books could be collected each week to mark reports done in previous weeks (to ensure books are kept up to date). A designated sample of reports would contribute to the assessment mark.
Learning logs	List of activities, competencies and outcomes which students check off during a period of learning during placement.
Make/design something	Make or design something e.g. a radio broadcast, video clip, web page – opportunity for group work.
Media profile	Use pictures or headlines from newspapers or magazines to illustrate the public perception/profile of a particular aspect of the subject area – good for group work
Mini-practical	A series of mini practical sessions conducted under timed conditions which creates potential for assessing a wide range of practical, analytical and interpretative skills
MCQ	Useful for diagnostic and formative assessment in addition to summative. Well-designed questions can assess more factual recall information.
Observation	Being observed whilst undertaking some form of ‘performance’. Commonly used in teaching classroom practice and laboratory work
Online discussion boards	Contributing to an online discussion, with peers, hosted on a virtual learning environment.
Open book exams	Exam with an opportunity to use any or specified resources to help answer a set of questions under time constraints. This removes the over reliance on memory and recall.
Oral presentations	An oral presentation on a particular topic for a specified length of time. Associated resources e.g. handouts may also be required. Often undertaken as a small group
Part-written practical reports	Lab sheets given to students provide some of the write up but leave sections such as error analysis, theoretical explanation etc. for students to complete
Patchwork texts	Small pieces of work (patches) are completed over a period of time which are later ‘stitched’ together in a reflective commentary. The patches are discrete and complete entities in their own right but can help contribute to a holistic understanding of the module content/outcomes.
Performance	e.g. concert, play, dance etc.
Portfolios/e-portfolios	Provide evidence of achievement of learning outcome which commonly incorporate a reflective commentary
Posters	Poster is produced as real size or as a PowerPoint file on a particular topic. The poster may form part of an oral presentation or Q&A session. Can be individual or group work.
Problem sheets	Problem sheets completed on e.g. a weekly basis. Can provide students with regular formative feedback on their work for self or peer assessment.
Question banks	Produce a number of questions on a topic which contribute to the bank (e.g. PeerWise). Good for formative quizzes to help students gauge their own understanding.

Reflective diaries	Recording learning over a period of time, interspersing narrative with a reflective commentary which could support development of an action plan.
Research projects/group projects	Potential for sampling wide range of practical, analytical and interpretative skills. Can assess wide application of knowledge, understanding and skills.
Role play	Write or give an oral presentation whilst taking on a particular role e.g. journal reviewer, editor, consultant, critic etc.
Seen exams	Exam questions which are to be answered in a time constrained context are given to students in advance. Alternatively, the exam topics are given in advanced whilst the precise questions remain unseen.
Selective reports/sampling reports	Write up particular sections of a report each week e.g. methods section or results section. Alternatively, students are required to write practical reports in full but are told in advance that only a percentage of the reports will be assessed.
Short answer questions	Undertaken in an unseen, time constrained context. Useful to assess a wide range of knowledge across a module.
Simulations	Text or virtual computer based simulations are provided for students who are then required to answer questions, resolve problems, perform tasks etc. according to changing circumstances in the simulation. Can assess a wide range of skills, knowledge and competencies.
Wiki/blogs	An individual blog (web-based diary) is maintained to record progress on a project. Alternatively, a Wiki (students collaboratively modify content on website) can be used as a group exercise
Viva Voce/Oral	Verbally responding to questions on a wide range of topics. Can be used for borderline cases/classifications.

(Adapted from University of Reading)

https://www.reading.ac.uk/web/files/eia/A-Z_of_Assessment_Methods_FINAL_table.pdf

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