

## ASSESSMENT BRIEFS & MARKING CRITERIA

In 2018/19 a revised Moderation of Assessment policy was introduced which identified an extended role for moderators to support the development and design of assessment and assessment briefs

<https://portal.uea.ac.uk/documents/6207125/7465906/Section+3+Moderation+of+Assessment.pdf/f8733efb-6e4b-4b58-946a-c6ad1cb7c529>.

With effect from the beginning of this academic year (2019-20) the University wishes to ensure that all students are provided with an assessment brief including clear marking criteria to support their preparation of each summative assessment item. The brief will be subject to review as part of the moderation process.

### WHY HAVE AN ASSESSMENT BRIEF

We believe the provision of a clearly presented briefing resource and clearly expressed marking criteria will support students to demonstrate achievement of learning and to perform to their best ability. We hope it will also reduce assessment related stress and offer greater consistency in the experience of undertaking any summative item.

It also offers a valuable opportunity for dialogue with students about the assessment item.

### WHAT SHOULD AN ASSESSMENT BRIEF INCLUDE?

In order that we can offer the assurance of equal opportunity to students undertaking assessment and improve consistency in the information available we ask that all Assessment Briefs contain the minimum key components:

- For written assessments - a brief description of the task identifying the assessment method, any structural requirements or stated word limit (where applicable)
- For examinations or assessment events– the format (e.g. MCQ; OSCE; verbal exam), number of sections/ stations, duration of the assessment or its components or particular expectations (e.g. pass all sections) (as applicable)
- The learning outcomes being tested through the assessment activity
- Clearly expressed marking criteria
- Weighting of the assessment item (where there is more than one summative item)
- Identification of the formative activity to support the assessment item
- Any required referencing or formatting expectations
- Submission method or arrangements.

### WHEN DO I NEED TO PRODUCE A BRIEF?

An Assessment brief for each summative item (excluding examinations\*) should be made available to students no later than the commencement of the related module.

\*Where a module makes use of summative examination(s), then a brief for the exam should be made available to students no later than the date of publication of the examination timetable.

### WHERE WILL STUDENTS ACCESS THEIR BRIEF

The Assessment Brief is to be shared with students via the relevant module (year or course where appropriate) Blackboard site and accessed via an identified 'Assessment Brief and Marking Criteria' tab created within the left hand menu. We would expect that briefs will be supported by an opportunity for students to discuss the assessment.

### HOW DO I DESIGN A BRIEF?

The particular format of your brief is up to you as long as it contains the information expected above. You may however find it useful to make use of the Assessment Brief checklist overleaf when producing or reviewing your resource to help ensure accessibility and communicative clarity.

### WHERE CAN I GET HELP?

Further support and the opportunity to share best practice with others is available through CSED Assessment Brief sessions scheduled this academic year – please go to <https://portal.uea.ac.uk/csed/coursecalendar> for more information.

## ASSESSMENT BRIEF CHECKLIST

<b>QUICK CHECKLIST – Does your brief contain all the required information?</b>	
A brief description of the task	
The assessment method	
Structural requirements or a stated word limit (where applicable)	
The examination type or format (e.g. MCQ; OSCE; verbal exam)	
The number of sections/ stations / questions/ elements	
The duration of an assessment event	
Any specific expectations (e.g. pass all sections) (as applicable)	
The learning outcomes being tested	
Clearly expressed marking criteria	
Weighting of the assessment item (where there is more than one summative item)	
Identification of the formative activity to support the assessment item	
Any required referencing or formatting expectations	
The submission method or arrangements	
<b>OTHER CONSIDERATIONS – You might also like to think about ...</b>	
Can your brief fit onto one side of A4?	
Are the marking criteria really clear and accessible? Discuss them with your students to ensure you have a shared understanding and expectations of the task, and invite feedback.	
Is the assessment supported by a marking rubric? If so, share this with your students.	
One sentence in a brief explaining the context/ rationale for the assessment task is helpful.	
Try and model any required presentational aspects of the assessment task (font choice, size, line spacing etc.) in your brief design. They should adhere to <a href="#">British Dyslexia Association guidelines</a> .	
Use headings, subheadings, text boxes and bolding to break text up and bring attention to the key points effectively.	
If students are being asked to answer a question, write it in the most direct way possible. Try to avoid phrases such as ‘This assignment gives you the opportunity to ...’ (though it might be useful in formulating the rationale for the assignment, as suggested above).	
The assessment brief is being written for students and it is helpful to address them as ‘You’ throughout.	
Active verb forms, not passives, should be used as far as possible.	
Be concise – the <a href="#">gov.uk website</a> has some excellent guidance on writing clearly. Try not to have any sentence longer than 25 words.	
Does your brief include a signpost to support available (e.g. Learning Enhancement resources, use of extenuating circumstances etc.)?	
Your brief should NOT include any specified assessment dates – include a link or signpost instead to evasion.	
Review your brief with marking and moderator colleagues – ideally before it is shared with your students.	
<b>DON'T FORGET – post it on your Blackboard site under the ‘Assessment Brief and Marking Criteria’ tab.</b>	