



Trinity College Dublin
Coláiste na Tríonóide, Baile Átha Cliath
The University of Dublin

100+ Ways to Assess

Academic Practice,
University of Dublin
Trinity College

University of Dublin, Trinity College





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100+ Ways to Assess:

1. **Annotated Bibliography:** a list of citations followed by a brief descriptive and evaluative paragraph, the purpose of which is to inform the reader of the relevance, accuracy, and quality of the sources cited.
2. **Assessment Stations:** students rotate between different stations which have different questions to answer at them; e.g. a science practical assessment where questions relate to particular artefacts at each station.
3. **Book Review:** gives the reader a concise summary of the content including a relevant description of the topic as well as its overall perspective, argument, or purpose. Second, and more importantly, a review offers a critical assessment of the content.
4. **Business Plan:** a formal statement of business goals, reasons they are attainable, and plans for reaching them. It may also contain background information about the organization or team attempting to reach those goals.
5. **Capstone Project:** students pursue independent research on a question or problem of their choice, engage with the scholarly debates in the relevant disciplines, and produce a substantial thesis/dissertation providing a deep understanding of the topic.
6. **Case Study:** detailed examination of a subject of study (the case), as well as its related contextual conditions (often associated with medicine or law).
7. **Clinical Observation:** observation and feedback for teaching and evaluating medical student communication skills between trainee physician and patient may involve role plays or actual trainee-patient interactions.
8. **Concept Map:** a type of graphic organizer that can be used to organize and represent knowledge of a subject. Concept maps begin with a main idea (or concept) and then branch out to show how that main idea can be broken down into specific topics.
9. **Conference Paper:** a paper written specifically for a conference. Adheres to a particular style which is less dense, less formal, with shorter sentences, and more signposts for the listeners than an article for publication in a journal.
10. **Creative Presentation:** Students present a topic in a creative way; e.g. the history of a scientific breakthrough or the biography of a famous scientist as a play, movie, puppet show etc.
11. **Critical Incident Account:** short narrative account focusing on the most important professional experiences of e.g. medical students, residents, and other learners - ideally suited for addressing values and attitudes, and for professional development.
12. **Classroom Assessment Techniques (CAT):** simple, non-graded, anonymous, in-class activities designed to give lecturers and students useful feedback on the teaching-learning process as it is happening.
13. **Clinical Placement:** Practice-based learning assessment in an environment that is conducive to learning and promotes personal and professional development incorporating assessment of clinical skills.
14. **Clinical Competence:** students assessed on the domains of competence to become safe, caring, competent decision-makers who are willing to accept personal and professional accountability; e.g. in nursing.
15. **Critical Reading:** asking what is learned from the way the author selected and arranged facts and to extract information actively from a text.
16. **Debate:** discussion between students about a particular topic in which they express different opinions and explore different perspectives.

17. **Designing Learning Materials for Different Audiences:** Developing learning resources that support the learning activities and/or the evaluation and assessment planned for a course of study; e.g. by education students, that align with the needs, interests and abilities of the learners in different contexts.
18. **Dissertation:** a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings.
19. **Enquiry-Based Learning:** a form of active learning that starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. Students research issues and questions to develop their knowledge or solution. Used in small scale investigations and research projects.
20. **Essay:** a piece of writing (a paper) that gives the author's own argument. A major part of a formal education in the form of free response questions. Presentation of the writer's own views on a subject/topic in a logical, factual and discursive manner.
21. **Essay plan:** the skeleton of an essay including arguments, main points and conclusions to be fleshed out.
22. **Examination:** an official test to demonstrate knowledge or ability in a particular subject.
23. **Extended Matching Question:** A detailed form of multiple choice question that has a lead-in statement (such as a clinical vignette), followed by a list of at least five options from which the learner selects one or more, as instructed.
24. **Field Report:** describes the observation of people, places, and/or events and analyzes that observation data in order to identify and categorize common themes in relation to the research question underpinning the study; e.g. in social sciences and in ecology, environmental biology.
25. **Grant Application:** the production of a research proposal in a given area of study – may be the first stage of fleshing out a proposal for a final year project / dissertation / thesis.
26. **Group Work:** any learning situation where students work together to tackle a particular issue
27. **Image Analysis (photograph):** look for the selection and arrangement of visual elements within the photograph and discern patterns and meaning. In science, image analysis may also entail the use of analysis software that provides a quantitative and/or qualitative perspective on the image.
28. **Instant Report:** Can be generated from a series of short questions to assess personality traits of students for example; e.g. can inform their reflective practice through making explicit problem solving or group working approaches.
29. **In-Tray Exercise:** paper-based simulation in which students are presented with a business-related scenario, accompanied by a list of related tasks including telephone calls, emails, complaints and reports. The student prioritises each task in accordance to their perceived importance, providing reasons why they have chosen the selected sequence.
30. **Journal:** Reflective writing kept through the period of a learning experience leading to insights for development, particularly professional development.
31. **Key features Question (KFQ):** for assessment of clinical reasoning skills using key features providing significant steps in the resolution of a problem. Examinations using KFQs focus on a difficult aspect in the diagnosis and management of a problem, at which candidates are most likely to make errors.
32. **Laboratory Notebook:** notebook kept during the process of e.g. a science laboratory project, documenting the actual process undertaken including challenges and solutions during the process of working through the experiments designed to tackle the problem.

33. **Laboratory Report:** report on the final outcome of a laboratory experiment or series of experiments in a practical laboratory or series of laboratories, incorporating background information, materials and methods, results, discussion, conclusions and references.
34. **Learning Log:** personalized learning resource in which the student records their responses to learning challenges. Each log is a unique record of the student's thinking and learning.
35. **Literature Review:** a scholarly paper, which includes the current knowledge as well as theoretical and methodological contributions to a particular topic. Comprised of secondary sources, and does not report new or original experimental work.
36. **Long Cases:** detailed clinical cases for numerous diseases and disorders presented to trainees to improve practical clinical skills.
37. **Make/Design an Artefact:** requiring the creation of a creative product; e.g. a work of art or fashion accessory, computer programme, web page, a model in engineering, design an experiment in science.
38. **Mind Map:** a diagram used to visually organize information around a single concept showing the relationships between parts and the whole. Major ideas are connected directly to the central concept, and other ideas branch out from those.
39. **Multiple Choice Questions (MCQs):** short answer questions often used in quizzes and short tests. Consists of a problem, known as the stem, and a list of suggested solutions, known as alternatives. The alternatives consist of one correct or best alternative, which is the answer, and incorrect or inferior alternatives, known as distractors.
40. **Mini Clinical Evaluation Exercise (mini-CEX):** measures the trainees' performance in workplace - an expert observes and rates the actual performance of trainees.
41. **Modified Essay Questions (MEQs):** a sequence of questions based on a case study. Students presented with a scenario, and then given a series of questions based on it that they answer with a short text. Assess a student's ability to identify problems, and resolve them by applying their existing knowledge.
42. **Objective Structured Clinical Examination (OSCE):** multipurpose evaluative tool that can be utilized to assess health care professionals in a clinical setting. It assesses competency, based on objective testing through direct observation.
43. **Open Book Exam:** evaluation based on understanding rather than recall and memorization.
44. **Oral Presentation:** presentation of work in any form orally.
45. **Participation in Class:** encourages and rewards development oral and group skills such as interacting and cooperating with peers and a tutor. Can encompass active learning in a lab, studio, tutorial or in role-plays and simulations.
46. **Patchwork Test:** consists of a carefully structured series of short pieces of writing, carried out at regular intervals throughout a module - typically over a term or semester. Writing is shared with other students in small working groups of four or five.
47. **Performance:** in drama, students' performance assessed on how they to respond to text, interpret their role, apply skills and communicate with an audience.
48. **Peer Assessment:** students grade and/or provide feedback on each other's assignments using rubrics/grading criteria they have developed themselves or with which they have been provided.
49. **Photo Essay:** a set of photographs selected to tell a story or make the viewer feel a certain emotion. Photo essays may contain no text. In this case, the photographs must speak for themselves or photographs may have captions or brief notes to explain their meaning.
50. **Portfolio:** a compilation of academic work and other forms of educational evidence assembled by a student for the purpose of evaluating coursework quality, learning progress, and academic achievement and for creating a lasting archive of academic work products,

- accomplishments, and other documentation. Often associated with a work placement and could include a reflective component.
51. **Poster Presentation:** communicate academic work and provide a snapshot of work intended to engage colleagues in a dialogue.
 52. **Problem Sheets:** used in maths, science and professional disciplines such as law and accountancy. Students issued with a list of examples to be worked through in time for the next taught session, when they are discussed in class. They may well be self- or peer-assessed, and the teacher may or may not see them.
 53. **Profile Writing:** a comprehensive summary of all of a student's skills, knowledge and abilities - a paragraph as a compressed version of a CV used by employers.
 54. **Problem-Based Learning (PBL):** students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge.
 55. **Project Work:** provides students with the opportunity to synthesise knowledge from various areas of learning, and critically and creatively apply it to real life situations. Enhances students' knowledge and enables them to acquire skills like collaboration, communication and independent learning, prepares them for lifelong learning.
 56. **Quiz:** a brief assessment used formatively or summatively to measure growth in knowledge, abilities, and/or skills.
 57. **Reflective Writing/Reflective Practice Essay:** self-evaluation of and reflection on a learning experience leading to insights for development, particularly professional development. Common in medical training.
 58. **Report:** piece of work written in the style of a technical briefing. Often linked to workplace practices and learning.
 59. **Research Project:** individual or group project in the subject area. May be of different size (in terms of credit) and duration.
 60. **Role Play:** a game in which the participants assume the roles of characters and collaboratively create stories. Participants determine the actions of their characters based on their characterisation, and the actions succeed or fail according to a formal system of rules and guidelines.
 61. **Seen Exam:** a time-constrained assessment task, presented to students in advance of the assessment. The actual exam is still taken under strict conditions, with no external material allowed into the exam room and a time limit for completing the answers.
 62. **Self-Assessment:** self-evaluation of a piece of submitted work enabling the student to understand learning intentions and success criteria, use these criteria to judge what they have learnt and still need to learn, reflect on the learning process to ascertain how they learn best act on feedback received from their teacher and their peers, set learning targets based on what they still need to learn and manage the organisation of their learning.
 63. **Script Concordance Test (SCT):** used to assess clinical reasoning in ambiguous or uncertain real-life situations. Probes the multiple judgments that are made in the clinical reasoning process. Scoring reflects the degree of concordance of these judgments to those of a panel of reference experts.
 64. **Short Answer Questions:** a brief assessment consisting of short questions requiring concise answers to measure growth in knowledge, abilities, and/or skills.
 65. **Short Response Paper:** Used to argue for or against a thesis found in a reading. Common in in political theory, ethics, legal theory, and philosophy.
 66. **Short Cases:** The medical trainee carried out a short examination of a patient. No history is taken and verbal communication is only allowed to give the patient instructions. Following

- the examination, the candidate gives a 3-5 minute summary of findings, the likely diagnosis including probable causes and severity of the condition.
67. **Simulations:** in medicine, simulation-based education (SBE) important in conjunction with clinical learning. Simulations are forms of experiential learning in which learners take on different roles, assuming a profile of a character or personality, and interact and participate in diverse and complex learning settings similar to "role play".
 68. **Statements of Relevance:** short pieces of writing, making claims about the relevance of a workshop, article, field observation etc. to another task or activity.
 69. **Student lead journals:** Engage students in the journal production process to help demystify the practice of publishing and improve a number of academic skills that are applicable to their professional careers.
 70. **Student Designed and Assessed tests:** students design their own assessments and then carry out self- and/or peer-assessment.
 71. **Tests/Quizzes in Tutorials (Formative or Summative):** aligned to lecture material being covered.
 72. **Thesis:** a document submitted in support of candidature for an academic degree or professional qualification presenting the author's research and findings. Usually a more comprehensive piece of work than a dissertation related to an in-depth piece of research.
 73. **Translation:** In languages the ability to translate from one language to another with appropriate use of spelling and grammar etc.
 74. **Tutorials:** more opportunities for feedback, writing and peer assessment.
 75. **Two Part Assessment:** Elements of the task are formatively assessed, but the final product is summatively assessed.
 76. **Wiki:** a website on which users collaboratively modify content and structure directly from the web browser.
 77. **Work Practice/Placement-Based Assignment:** an assignment of any sort; technical briefing/report/portfolio, reflective practice essay related to any work practice/placement.
 78. **Visual Analysis Paper:** usually written for Art History, History or English courses. Describe the image and discuss how the way it is put together (the composition), analyze the meaning of the image for the artist, consider the historical meaning of the image and evaluate the effectiveness of the image for today.
 79. **Viva Voce/Oral Exam:** means by or with the living voice - i.e., by word of mouth as opposed to writing - a verbal defence of a thesis.
 80. **360 Evaluation:** process in which students receive confidential, anonymous feedback from the people around them. Typically includes self-assessment along with peers/lecturers/supervisors. May be particularly suited for work placements where questions cover a broad range of workplace competencies.

Online / electronic Assessments

81. **Animations:** students create animations about course material using specialist software and submit online and are assessed. Students view animations online e.g. for cell signalling pathways and answer quizzes online related to the material.
82. **Apps:** such as Google forms, Poll Everywhere, Socrative. Mentimeter and Padlet can be used for displaying in-class formative assessment, providing feedback and assessing group and collaborative work.
83. **Blogs:** a regularly updated or informational website consisting of discrete, often informal diary-style text entries ("posts"), which can include student comments and responses from the authors – peer learning and/or peer assessment).



84. **Brainstorming / Mind Mapping / Concept Mapping:** on various topics using online tools e.g. bubble.us, stormboard.com, MindMup, Coggle it etc.
85. **Case Studies:** can be submitted and assessed online.
86. **Computer-Based Assessment (CBA):** assessments delivered and marked by computer in an automated fashion.
87. **Crosswords:** students or staff use online resources to create and / or answer questions in crossword format.
88. **Discussion Board:** an online discussion and debating site where students can post and reply to one another (peer learning and/or assessment) on a particular topic. May be linked to a blog.
89. **ePortfolios/Reflective Journals:** submitted and assessed online - used as tool for assessment wherever a repository of evidence, combined with a reflective analysis of the process and outcomes, is prepared for assessment and validation against a set of external criteria.
90. **Exams/Assignments:** annotating and giving a grade to an assignment that is saved electronically and can be viewed by the student and academic.
91. **Experience Based Practicums:** Students post weekly or monthly about their experiences - peers and/or the instructor critique and respond.
92. **Films/Movies:** created using appropriate software on a particular topic and submitted online e.g. to YouTube or a VLE for further discussions.
93. **Games:** can be used or developed by students online; e.g. a student creates a game based on their topic or a student chooses a role to play pre-designed by the instructor; e.g. the student plays the role as a company consultant to solve case studies.
94. **Peer Assessment:** use of peer-wise or WebPA or built in to a VLE (e.g. Blackboard).
95. **Presentations:** student-generated content online quizzes, video/audio, or slide shows.
96. **Projects:** simulations, role playing, case studies, problem solving exercises, group collaborative work.
97. **Self-Assessment:** Students can assess reflect on their own learning and their level/skills. Short/timed multiple choice self-tests (10-15 questions) using automated scoring are useful for providing quick feedback.
98. **Student Response System (SRS):** clickers – for formative in class assessment (Run formative in-class quizzes on the topic just covered and give immediate corrective feedback).
99. **Tests and Quizzes Online/in VLE:** a series of questions with optional answers such as multiple choice and short answers.
100. **Virtual Labs:** students work through protocols (as lab manuals, videos, audios) and answer quizzes as they go (can be formative or summative).
101. **Web Page:** student(s) produce(s) a web page on a topic.
102. **Wiki:** a website developed collaboratively by several students (peer learning and/or assessment).
 - a. **Collaborative group lecture notes using Wikiversity:** The lecturer prepares a slide presentation with only the keywords on each slide. Small groups of students produce notes from the presentation using Wikiversity, these notes can be made useful for others, and evaluated by other groups.
 - b. **Compile a dialog on quotes using Wikiquote:** Find transcripts of what people of note have said on a particular topic. 'Compare and contrast' their statements by selecting quotes from the transcripts to use in a fictitious dialog between the people. Use Wikiquote as a space to source and contribute these quotes. Create sequential art with the dialog, such as a comic strip or story board, puppetry on video, or use a simple animation site



- c. **Make an illustration for Wikimedia Commons:** Creating a diagram, graph, infographic or other image can be an effective way to come to terms with a complex system, data set, or range of data sets. Create an image of this type and load it to Wikimedia Commons for wider use and association with similar works.
- d. **Outward Facing Assessment using Wikibooks and Youtube:** Use Wikibooks and Youtube for student assignments. The goal is to establish a form of relevance and reach for the work of students, by taking their traditional assignment developing educational programs and information pamphlets for target communities, and making it publicly available on commonly used channels.
- e. **Produce evidence in Wikispaces:** Ask students to investigate the evidence surrounding a scenario, and to use what they found to compile a website using Wikispaces. The platform's ability to record edit history and individual contributions helps to address some of the problem of groupwork.
- f. **Publish a paper through Wikiversity:** Use Wikiversity to set up a Journal, and ask students to submit proposals for papers. With accepted proposals, ask students to develop their papers on their Wikiversity Userpages, and submit the link when completed. Set up an editorial board to select the best papers to be listed in the Journal.
- g. **Write a textbook on Wikibooks:** Replace your essay assignment with writing a chapter to a Wikibook. Take your expensive textbook, devise an improved table of chapters, and ask participants to select a chapter as their assignment.
- h. **Writing news stories for Wikinews:** Journalism students assigned tasks of researching & writing Wikinews stories. Assessed with a system of rolling marks, each submission earning small increments of marks for the final grade.