

Adjusting Assessments: some considerations

Covid-19: Adjustments to Assessment in Times of Disruption.

Given the current context we must reduce, as much as is possible, the total number of modules to be assessed by way of examination. When designing alternative assessments, please consider the following key takeaways:

1. **Pedagogy:** All assessment changes should be pedagogically and academically sound.
2. **Learning Outcomes:** Always start with the learning outcomes (programme or module). Assessments must be aligned to learning outcomes.
3. **Redundancy:** Reduce redundant learning outcomes to lessen unnecessary assessment. If learning outcomes have already been demonstrated by students, they may not need to be assessed again.
4. **Standards:** When considering alternative assessments, it is important that the new assessment should maintain a similar standard to assure the standards of students' achievements
5. **Workload:** Alternative assessments should aim to have similar expectations in terms of student workload (time spent/word count or equivalent).
6. **Rubrics:** As assessments change, rubrics may need to be updated. This is important both to develop student understandings of 'good' work in the revised assessment models and to assist other assessors.
7. **Communication:** Be sure to communicate any changes clearly with students and other assessors so that everyone has a shared understanding of adjusted assessments.
8. **Practice runs for students:** When considering new assessment approaches, ask yourself if your students have seen/done an assessment like this before? If not, could you build in a 'mock' assessment or practice run with no summative grade attached?
9. **Take account of reasonable adjustments for students with additional needs when designing alternative assessment.**
10. **Mitigate against plagiarism:** Encourage submission through Turnitin.

This document is not a statement of formal university policy, but a teaching and learning resource written from a pedagogical perspective. It is not intended to be prescriptive.

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