**Rich questions for Reading University on assessment**

**Sally Brown, March 2015**

1. What do you see as the major problems associated with assessment on your programmes/courses?
2. What do the free response comments as well as the raw scores of your NSS results in relation to assessment and feedback tell you that you need to do?
3. How can you use early support in each year to foster students’ assessment literacy appropriate for each level of study?
4. What kinds of assessment tasks best lend themselves to enabling students to integrate theory with practice in your subject area?
5. How well do you manage the assessment of group work to make it fair & authentic and genuinely foster social literacy?
6. How well do you encourage students to engage fully with the subject/programme, and how can assessment improve this??
7. How good are you at pacing assessment over the course to avoid exhausting log jams for staff and students?
8. What particular ‘threshold concepts’ and ‘troublesome knowledge’ do students struggle with in your subject area, and how can you ensure they are well prepared for assessments that involve them?
9. How can you help students become more confident in the production of their assignments, so they can avoid over-reliance on staff support?
10. To what extent can you assess more holistically and review assessment across the whole programme?

**Interrogate your course / programme assessment strategy**

Where is assessment literacy developed?  
Where is progression evidenced of knowledge, skills, attributes and standards?  
Where is there practice / rehearsal for each new type of assessment?  
Is there bunching of assessments?  
Does every assessment earn its keep?  
What is missing /needs more emphasis?