Assessment & Feedback: suggested readings
March 2022

On assessment and learning

- Gibbs, G. 2019. How assessment frames student learning. In *Innovative Assessment in Higher Education*, London: Routledge, 23–36.
- David Boud & Nancy Falchikov (2006) Aligning assessment with long-term learning*, Assessment & Evaluation in Higher Education*, 31:4, 399-413, DOI: https://doi.org/10.1080/02602930600679050
- Kay Sambell, Liz McDowell & Catherine Montgomery (2013) *Assessment for Learning in Higher Education*, London: Routledge.
- David Boud & Rebeca Soler (2016) Sustainable assessment revisited, *Assessment & Evaluation in Higher Education*, 41:3, 400- 413, https://www.tandfonline.com/doi/abs/10.1080/02602938.2015.1018133?src=recsys

On assessment and feedback post-pandemic

- Patrick Baughan (2021) *Assessment and Feedback in a Post-Pandemic Era: A Time for Learning and Inclusion*. Advance HE: https://www.advance-he.ac.uk/knowledge-hub/assessment-and-feedback-post-pandemic-era-time-learning-and-inclusion
- JISC (2020) *The Future of Assessment: Five Principles, Five Targets for 2025,* https://www.jisc.ac.uk/reports/the-future-of-assessment

On diversifying assessment methods:

- Sue Bloxham & Paul Boyd (2007) Diversifying assessment methods, Chapter 13 in *Developing Effective Assessment in Higher Education: A Practical Guide*, Open University Press, London: 189-206.

On re-designing exams

- Verónica Villarroel, David Boud, Susan Bloxham, Daniela Bruna & Carola Bruna (2019) Using principles of authentic assessment to redesign written examinations and tests, *Innovations in Education and Teaching*, DOI: 10.1080/14703297.2018.1564882

On assessment methods as a tool for developing evaluative judgement

- Joanna Tai, Rola Ajjawi, David Boud and Philip Dawson (2018) Developing evaluative judgement: Enabling students to make decisions about the quality of work, *Higher Education*. 26:3, 467-481 https://link.springer.com/article/10.1007/s10734-017-0220-3

On transforming approaches to assessment

- David Carless (2009) Trust, distrust and their impact on assessment reform, *Assessment & Evaluation in Higher Education*, 34:1, 79- 89, https://www.tandfonline.com/doi/full/10.1080/02602930801895786
- Higher Education Academy (2012) *A Marked Improvement: Transforming assessment in higher education* https://www.heacademy.ac.uk/system/files/A_Marked_Improvement.pdf

On developing assessment literacy

- Chris Rust, Margaret Price and Berry O'Donovan (2003) Improving students' learning by developing their understanding of assessment criteria and processes, *Assessment & Evaluation in Higher Education*, 28:2, 147-164, DOI: 10.1080/02602930301671

On student involvement in assessment practices

- Susan Deeley & Catherine Bovill (2017) Staff student partnership in assessment: enhancing assessment literacy through democratic practices*, Assessment & Evaluation in Higher Education*, 42:3, 463-477
  https://srhe.tandfonline.com/doi/full/10.1080/02602938.2015.1126551#.XQi7XohKh3i

On quality assurance of assessment

- UK QAA (2018) *Advice and Guidance for Assessment*, The Quality Assurance Agency for Higher Education. https://www.qaa.ac.uk/docs/qaa/quality-code/advice-and-guidance-assessment.pdf?sfvrsn=ca29c181_4

On feedback and assessment

- David Boud & Elizabeth Molloy (2013) 'Rethinking models of feedback for learning: the challenge of design', Assessment and Evaluation in Higher Education, 38 (6): 698-712. DOI: https://doi.org/10.1080/02602938.2012.691462
- David Carless & David Boud (2018) The development of student feedback literacy: enabling uptake of feedback, *Assessment & Evaluation in Higher Education,* 43:8, 1315-1325, DOI: 10.1080/02602938.2018.1463354
- Philip Dawson, David Carless & Pamela Wah Lee (2021) Authentic feedback: supporting learners to engage in disciplinary feedback practices, Assessment and Evaluation in Higher Education, 46 (2) https://doi.org/10.1080/02602938.2020.1769022
- Naomi Winstone & David Carless (2020) Designing effective feedback processes in Higher education: a learner-focused approach. Routledge. Abingdon, Oxon. DOI: https://doi-org.ezp.lib.cam.ac.uk/10.4324/9781351115940
- Ed Pitt & Leigh Norton (2017) Now that's the feedback I want! Students' Reactions to Feedback on Graded Work and What They Do with It." *Assessment & Evaluation in Higher Education* 42 (4): 499–516. doi:10.1080/02602938.2016.1142500.

On constructive alignment of teaching activities, learning outcomes and assessment methods

- John Biggs and Catherine Tang (2011) *Teaching for Quality Learning at University*, 4th Edition, Open University Press (this is accessible as an e-book from within the Cambridge network or via Shibboleth / Athens) https://www.dawsonera.com/abstract/9780335242764

On awarding gaps and assessment

- Hannah Borkin (2020) *Unconscious Bias Literature Review: Bias in Assessment,* Advance HE, https://www.advance-he.ac.uk/knowledge-hub/unconscious-bias-literature-review-bias-assessment
- Jan McArthur (2018) *Assessment for Social Justice: Perspectives and Practices within Higher Education*, Bloomsbury, London.
- Emma Jones, Michael Priestley, Liz Brewster, Susan Wilbraham, Gareth Hughes & Leigh Spanner (2020) Student wellbeing and assessment in higher education: the balancing act, *Assessment & Evaluation in Higher Education,* DOI: 10.1080/02602938.2020.1782344