



How redevelopment of the Reading assessment has improved teacher and student assessment literacy on a Pre-sessional course

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Redevelopment of the Reading assessment

Why?

Fit for purpose? (Brown, 2005, Morrow, 2017)

Assessment for learning

How?

Anticipated outcomes

Developments in student assessment literacy

End of course reading results

2016: 5.9 average reading score (12 resits)

2017: 6.6 average reading score (1 resubmission; did not progress)

2018: 6.3 average reading score (3 resubmissions of which 1 progressed)

Reading submission/resubmission

MA dissertation survey results; amount of reading

challenges

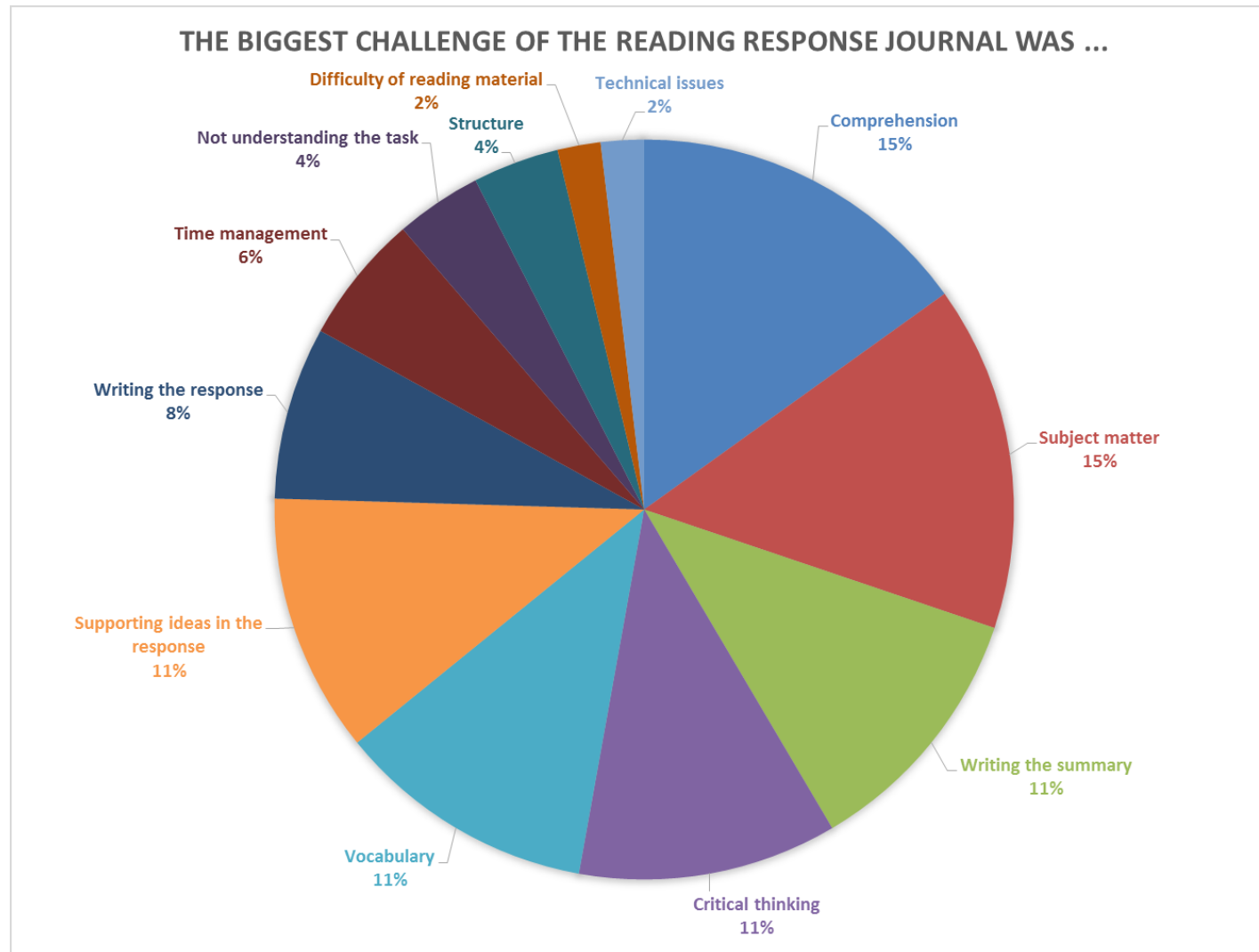
benefits

Challenges for students

Number of times text was read: 63% = 2-5 times

Amount of time needed for reading texts: 3-10 hours. Up to 24 hours!

Biggest perceived challenges for students



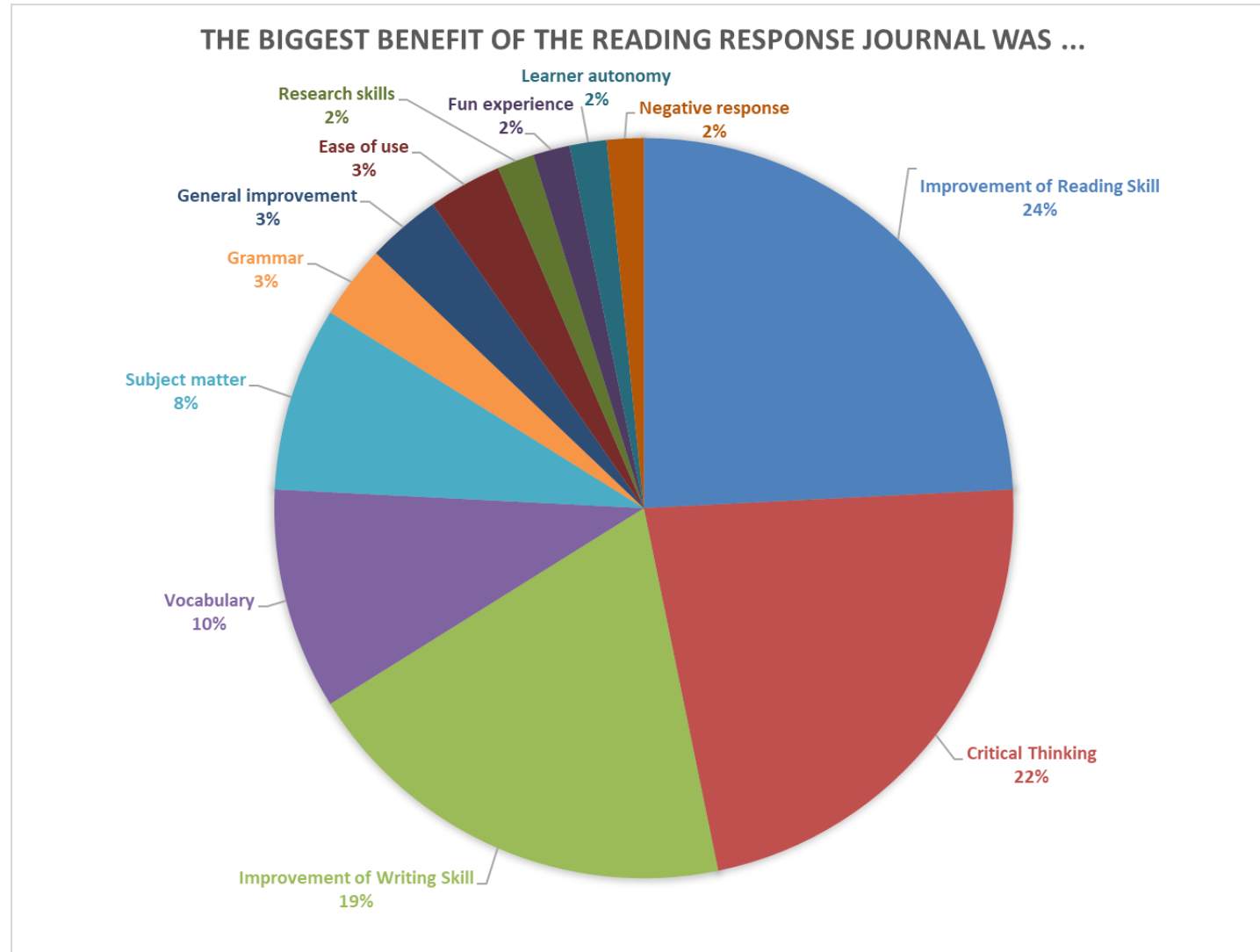
Benefits for students

79% of the students surveyed felt they had got faster at completing the weekly task.

80% of respondents said they thought the RJ had helped to improve their academic reading skills.

78% found the tasks became easier to do over the course.

Biggest perceived benefits for students



Developments in staff assessment literacy

Course developers

More focus on teaching academic reading skills

More focus on transferable skills (critical thinking)

Development of skills-based marking criteria

More responsive to students' needs during the course; adapting input

Developments to staff assessment literacy

Course tutors

Teachers become part of the assessment process (Davison and Leung, 2012)

Knowledge of alternative means of testing

Regular training during course = more confidence in marking

Suggestions for the future

A more structured first submission; perhaps a list of questions to answer

Fewer submissions

More tutor training/ more prescriptive feedback comments to give more consistency in marking

Links made by teachers in lessons to highlight how the RJ can improve student literacies

Bibliography

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