

Sustainable assessment revisited

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What is sustainable assessment?

- Moves from assessment of learning to assessment for learning
- Encourages students' long-term learning abilities, e.g., making informed judgements about their learning (metacognition)
- Aims to make assessment more manageable and effective for both students and staff

Why it is important

Traditional assessments generate large amounts of work and information for both students and staff that rarely develop student learning, but merely measure learning.

Course design

While the assessment task is at the heart of assessment design, it is the final impact of all the teaching and learning events that go before it. Sustainable assessment can provide a form of long-term constructive alignment that brings assessment and learning closer together.

Sustainable feedback

Sustainable feedback repositions the notion of feedback, not as an act of information giving to students, but as a co-productive process in which both students and educators have key roles to play.

Developing students' informed judgement

- identify the student as an active learner;
- pinpoint the student's own level of knowledge and the gaps in this;
- get the student to practice testing and judging;
- develop these skills over time;
- and embody reflexivity and commitment to learning

Checklist for sustainable assessment

Ask yourself how your assessment:

- builds upon the students' existing knowledge and prepares them for future tasks;
- fosters self-regulation to reach long-term goals;
- relates to practice-settings outside of the university;
- improves the students' ability to make effective judgements on their work and the work of their peers;
- and enables students to appreciate, articulate and apply standards and criteria for good work in this area.