
Breaking the assessment limits in academy: Suggested guidelines for learning assessment

Adi Levy-Vered

Abstract

The active teaching and learning approaches that became powerful in academia, have triggered the rethinking of present day assessment tools and the need to reshape them. In this article there are five guidelines for learning assessment (to be implemented primarily in complex assessment tasks): (a) adjusting the assessment methods to the assessment purposes; (b) involving the students in their assessment process; (c) proposing a variety of choices to the student in the assessment process; (d) introducing the criteria for assessment (transparency); (e) determining assessment quality (validity, reliability, fairness). These guidelines were consolidated out of substantial self-learning, the practical knowledge of my work as a lecturer, rich experience in the assessment of students in a variety of ways, and based on theoretical and researched information presented in the professional literature. This article may assist in the planning and implementation of optimal assessment (relevant, authentic and challenging) and enable students' personal development and growth, not only "learning for the grade".

Key words: achievement assessment, alternative assessment, assessment for learning, assessment guidelines, complex assessment tasks.

E-mail: adilevy77@gmail.com