



Assessment and Feedback Literacies



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Supporting your students to develop assessment and feedback literacy is potentially **one of the most powerful things you can do to advance student learning**

Assessment literacy

Assessment literacy relates to students' ability to understand the purpose and processes of assessment, and the related ability to accurately judge their own work in relation to assessment criteria. It can also involve the acquisition of certain skills such as peer and self evaluation, and assessment techniques and methods

Feedback literacy

Feedback literacy refers to the understandings, capacities and dispositions needed to make sense of information and use it to enhance work or learning strategies. This includes students' understanding of feedback and the ability to make good use of feedback.

Why is assessment and feedback literacy important?

There is plenty of evidence that students and staff are not particularly satisfied with feedback and broader assessment regimes within higher education.

Where feedback is concerned, students may need support to recognise the value of feedback and understand their active role in its processes. Students can be relatively weak at self-evaluating their performance and frequently conflate effort with quality leading to grade dissatisfaction. Because of the affective dimension of feedback, students can exhibit defensive responses to feedback, particularly when comments are critical or grades are low.

Where assessment is concerned, students may need support to understand how assessment works. This can include understanding what they are being assessed on; how to interpret and make sense of assessment criteria; how the assessment is being marked; how best to prepare for assessments; how the assessed learning outcomes link to their lives outside of the classroom.



What can you do to develop students' assessment and feedback literacy?

Developing students' assessment and feedback literacy involves a conscious, ongoing approach on the part of educators. Assessment and feedback literacies should be 'baked in' to the design of teaching, learning, assessment and feedback activities, and not considered as discrete activity or something that is done once and for all time.

The following resources will support you to think about and plan the development of assessment and feedback literacies:



6 tips for helping students develop assessment

literacy: <https://staff.napier.ac.uk/services/dlfe/Documents/8%20Assessment%20Literacy%20Quick%20Guide.pdf>

6 ideas for helping develop feedback

literacy: <https://www.sheffield.ac.uk/staff/elevate/guidance/assessment-feedback/feedback-literacy>

Suggestions for improving assessment and feedback

literacy: <https://www.qmul.ac.uk/queenmaryacademy/education-and-learning/resources--good-practice/assessment--feedback/assessment-and-feedback-literacy/>

Don't forget to join the conversation by commenting below. In particular, please share your experiences of developing assessment and feedback literacies with your own students: what were the problems? what have you done? what has the experience been?