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Postgraduate Certificate in Higher Education Teaching

## Assessment and Feedback in Higher Education

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Assessment and Feedback in Higher Education encompasses a wide array of key terms and vocabulary that are crucial for understanding and implementing effective assessment practices in the university setting. These terms range from foundational concepts like assessment types and methods to more advanced concepts like feedback strategies and assessment validity. Let's explore some of the key terms and vocabulary associated with Assessment and Feedback in Higher Education:

1. **Assessment**:

Assessment refers to the process of gathering information about student learning. It involves measuring student performance against learning outcomes and standards. Assessment can take many forms, such as exams, essays, projects, presentations, and more.

2. **Formative Assessment**:

Formative assessment is used to monitor student learning and provide ongoing feedback to improve learning outcomes. It occurs during the learning process and helps instructors identify areas where students may need additional support.

3. **Summative Assessment**:

Summative assessment is used to evaluate student learning at the end of a course or unit. It typically involves assigning grades or scores to measure students' overall achievement of learning outcomes.

4. **Authentic Assessment**:

Authentic assessment tasks are real-world tasks that require students to apply their knowledge and skills in meaningful ways. Examples of authentic assessment include case studies, simulations, and projects.

5. **Rubric**:

A rubric is a scoring tool that outlines criteria for evaluating student work. It provides clear expectations for students and helps instructors provide consistent and fair feedback.

6. **Feedback**:

Feedback is information provided to students about their performance. Effective feedback helps students understand their strengths and areas for improvement, guiding them towards achieving learning goals.

7. **Feedback Loop**:

The feedback loop involves the process of providing feedback, students acting on that feedback, and then receiving further feedback. It is essential for continuous improvement and learning.

8. **Peer Assessment**:

Peer assessment involves students evaluating the work of their peers. It can be a valuable tool for promoting self-regulated learning and providing diverse perspectives on student work.

9. **Self-Assessment**:

Self-assessment involves students reflecting on their own learning and performance. It helps students develop metacognitive skills and take ownership of their learning.

10. **Feedback Literacy**:

Feedback literacy refers to students' ability to understand, use, and act upon feedback effectively. It involves recognizing the value of feedback and knowing how to interpret and apply it.

11. **Assessment Validity**:

Assessment validity refers to the extent to which an assessment measures what it is intended to measure. Valid assessments provide accurate and meaningful information about student learning.

12. **Assessment Reliability**:

Assessment reliability refers to the consistency and stability of assessment results. Reliable assessments produce consistent outcomes when administered multiple times.

13. **Criterion-Referenced Assessment**:

Criterion-referenced assessment compares students' performance against predetermined criteria or standards. It focuses on whether students have achieved specific learning outcomes.

14. **Norm-Referenced Assessment**:

Norm-referenced assessment compares students' performance to that of their peers. It ranks students based on their performance relative to others in the group.

15. **Assessment for Learning**:

Assessment for learning focuses on using assessment to support student learning and development. It emphasizes feedback, self-assessment, and formative assessment practices.

16. **Assessment of Learning**:

Assessment of learning focuses on evaluating student achievement and learning outcomes. It involves summative assessments that measure students' overall performance.

17. **Feedback Strategies**:

Feedback strategies are approaches used to provide effective feedback to students. These strategies may include timely feedback, specific feedback, and feedback that promotes student engagement.

18. **Feedback Formats**:

Feedback formats refer to the different ways feedback can be delivered to students. Examples include written feedback, verbal feedback, video feedback, and peer feedback.

19. **Feedback Timing**:

Feedback timing refers to when feedback is provided to students. Timely feedback is essential for students to make use of the information to improve their learning.

20. **Feedback Quality**:

Feedback quality relates to the effectiveness and usefulness of feedback provided to students. High-quality feedback is specific, constructive, and actionable.

21. **Feedback Challenges**:

Feedback challenges are obstacles that instructors may face when providing feedback to students. These challenges can include time constraints, large class sizes, and varying student needs.

22. **Feedback Technology**:

Feedback technology refers to digital tools and platforms that facilitate the delivery of feedback to students. Examples include online grading systems, feedback apps, and learning management systems.

23. **Feedback Culture**:

Feedback culture refers to the norms and practices surrounding feedback within an educational institution. A positive feedback culture encourages open communication and continuous improvement.

24. **Assessment Bias**:

Assessment bias occurs when an assessment unfairly advantages or disadvantages certain groups of students. It is important to minimize bias in assessments to ensure fairness and equity.

25. **Assessment Literacy**:

Assessment literacy refers to the knowledge and skills needed to design, implement, and interpret assessments effectively. Educators with high assessment literacy can make informed decisions about assessment practices.

26. **Assessment Criteria**:

Assessment criteria are the standards used to evaluate student work. They outline the expectations for student performance and help ensure consistency in assessment.

27. **Feedback Peer Review**:

Feedback peer review involves students providing feedback on each other's work. It can promote collaboration, critical thinking, and a deeper understanding of course content.

28. **Assessment Data**:

Assessment data includes the information collected through assessments, such as test scores, grades, and student performance. Analyzing assessment data can provide insights into student learning and inform instructional decisions.

29. **Assessment Reflection**:

Assessment reflection involves students reflecting on their assessment results and learning experiences. It helps students identify areas for improvement and set goals for future learning.

30. **Assessment Innovation**:

Assessment innovation involves the development of new and creative assessment methods and practices. It aims to enhance student engagement, motivation, and learning outcomes.

In conclusion, Assessment and Feedback in Higher Education encompass a diverse range of key terms and vocabulary that are essential for educators to understand and apply in their teaching practices. By familiarizing oneself with these terms and concepts, instructors can enhance their assessment practices, provide effective feedback to students, and promote a culture of continuous improvement and learning in higher education settings.