

## Selecting appropriate assessment methods according to learning outcomes

Broad categories of learning outcomes	Methods of Assessment
<p><b>Demonstrating knowledge and understanding</b></p> <p>(Recalling, describing, reporting, recounting, recognising, identifying, relating &amp; interrelating)</p>	<p>Written examination</p> <p>Oral examination</p> <p>Essay</p> <p>Report</p> <p>Comment on the accuracy of a set of records</p> <p>Devise an encyclopaedia entry</p> <p>Produce an A - Z of ...</p> <p>Write an answer to a client's question</p> <p>Short answer questions: True/False/ Multiple Choice Questions (paper-based or computer-aided-assessment)</p>
<p><b>Accessing and managing information</b></p> <p>(Researching, investigating, interpreting, organising information, reviewing and paraphrasing information, collecting data, searching and managing information sources, observing and interpreting)</p>	<p>Annotated bibliography</p> <p>Project</p> <p>Dissertation</p> <p>Applied task e.g. draft a patient/client letter</p> <p>Applied problem</p>
<p><b>Solving problems and developing plans</b></p> <p>(Identifying problems, posing problems, defining problems, analysing data, reviewing, designing experiments, planning, applying information)</p>	<p>Problem scenario</p> <p>Group Work</p> <p>Work-based problem</p> <p>Prepare a committee of enquiry report</p> <p>Draft a research bid to a realistic brief</p> <p>Analyse a case</p> <p>Conference paper (or notes for a conference paper plus annotated bibliography)</p>
<p><b>Performing procedures and demonstrating techniques</b></p> <p>(Computation, taking readings, using equipment, following laboratory procedures, following protocols, carrying out instructions)</p>	<p>Demonstration</p> <p>Role play</p> <p>Prepare and deliver a peer teaching session</p> <p>Produce a poster</p> <p>Lab report</p>

	<p>Prepare an illustrated manual on using the equipment, for a particular audience</p> <p>Observation of real or simulated professional practice</p>
<p><b>Communicating</b></p> <p>(One and two-way communication; communication within a group, verbal, written and non-verbal communication. Arguing, describing, advocating, interviewing, negotiating, presenting; using specific written forms)</p>	<p>Written presentation (essay, report, reflective paper etc.)</p> <p>Oral presentation</p> <p>Group work – assessment of process and/or output?</p> <p>Discussion/debate/role play</p> <p>Participate in a 'Court of Enquiry', review/ethics panel</p> <p>Presentation to camera</p> <p>Observation of real or simulated professional practice</p>
<p><b>Managing and developing oneself</b></p> <p>(Working co-operatively, working independently, learning independently, being self-directed, managing time, managing tasks, organising)</p>	<p>Journal</p> <p>Portfolio</p> <p>Learning Contract</p> <p>Group work</p> <p>Peer/self-assessment of contribution to group work</p>
<p><b>Thinking critically and making judgments</b></p> <p>(Developing arguments, reflecting, evaluating, assessing, judging)</p>	<p>Essay</p> <p>Report</p> <p>Journal</p> <p>Letter of advice to .... (about policy, public health matters .....</p> <p>Present a case for an interest group</p> <p>Prepare a committee briefing paper for a specific meeting</p> <p>Book review (or article) for a particular journal</p> <p>Write a newspaper article for a lay audience</p> <p>Comment on an article's theoretical perspective</p>
<p><b>Designing, creating, performing</b></p> <p>(Imagining, visualising, designing, producing, creating, innovating, performing)</p>	<p>Portfolio</p> <p>Performance</p> <p>Presentation</p> <p>Projects</p>

Adapted from: [www.brookes.ac.uk/services/ocslid/resources/methods.html](http://www.brookes.ac.uk/services/ocslid/resources/methods.html)

Based on: Nightingale, P., Te Wiata, I.T., Toohey, S., Ryan, G., Hughes, C., Magin, D. (1996) Assessing Learning in Universities Professional Development Centre, University of New South Wales, Australia.

