



# Approaches to Assessment

Student Guide  
by Sally Brown and Kay Sambell

## What is the issue?

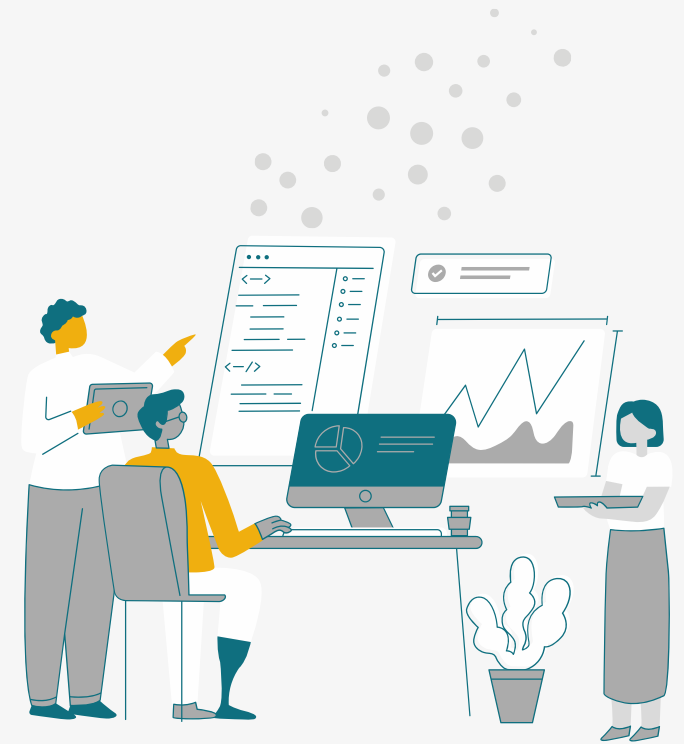
Assessment is an integral part of student learning and can impact significantly on students' satisfaction, engagement and ultimate achievement. We want assessment to contribute to learning and not just be an 'add on' at the end of your module.

## Why does good assessment matter?

Effective assessment is at the heart of successful university programmes and is important for the students who enroll on them. Good assessment conditions and appropriate approaches can promote high levels of performance from students, including good academic conduct. Good assessment can enhance your learning experience and potential outcomes, but when it doesn't work well it can lead to high failure rates, anxiety and workload pinch points.

Assessment can stimulate student engagement with students as partners in learning through active involvement in and commitment to study (Sambell et al., 2013). This can be achieved through more authentic, learning-oriented assessment tasks which students work on over time and through which students can be empowered to develop evaluative expertise and self-regulation.

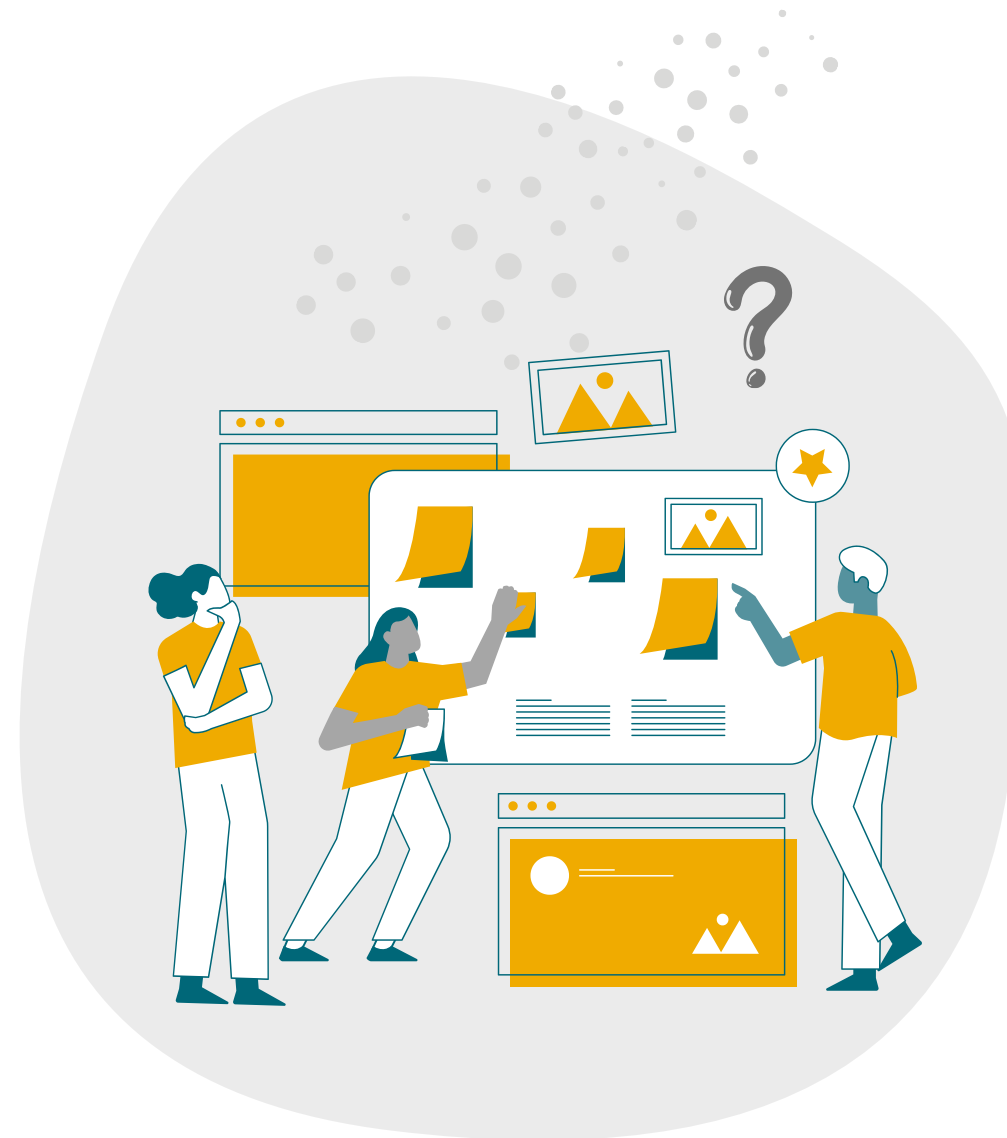
Assessment should also reflect the institution's commitment to equity, diversity and inclusion.



# Why assessment might matter to you?

## Assessment should:

- ✓ be an opportunity for you to demonstrate achievement including demonstrating knowledge, skills and abilities
- ✓ help you to get a measure of how you are doing at various stages in a programme
- ✓ strike a careful balance between enabling you to showcase and practice a range of appropriate skills, and enabling you to improve cumulatively by becoming gradually familiar with expectations and honing your insights into what a good response looks like
- ✓ include you learning how to evaluate your own work
- ✓ be manageable and tackled incrementally rather than at the last minute
- ✓ be a good predictor of student success.





## About this resource

As part of the Maynooth University [Assess for Success](#) initiative international experts Kay Sambell and Sally Brown developed staff guides on a number of topics in which Maynooth University colleagues expressed particular interest. Inspired by the staff guides, we worked with Kay and Sally to develop student guides on the same topics. All five guides can be accessed in [Maynooth University's Assessment and Feedback Hub](#).

## References:

Sambell, K., McDowell, L. and Montgomery, C. (2013) *Assessment for learning in higher education*. Milton Park, Abingdon, Oxon [England]; New York: Routledge.



### How to cite this resource:

Brown, S. and Sambell, K. (2022) *Approaches to Assessment – Student Guide*. Maynooth University 'Assess for Success'. Maynooth: Maynooth University.



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