



# Developing Environmental Law Champions

Strengthening the Capacity For Environmental and Climate Change Laws in Asia and the Pacific



# Session 10: Assessment

Professor Alexander Paterson

Kathmandu, Nepal

23-26 November 2018



# OVERVIEW OF THIS SESSION

## Role of Assessment

What is assessment?

Purpose of assessment

Designing an assessment scheme

## Assessment Options



# WHAT IS ASSESSMENT?

**'the process of defining, selecting, designing, collecting, analyzing interpreting and using information to increase students' learning and development of skills'**

**What do you want to assess?**

**purpose**

**Why do you want to assess it?**

**purpose**

**How do you propose to assess it?**

**form**



# PURPOSE OF ASSESSMENT

- To assess **student understanding & application of course content**
- To determine **development of critical thought**
- To provide **feedback to students**
- To **evaluate student progress**
- To **rank students**
- To meet **accreditation requirements**
- To **evaluate course content & teaching methodology**



# DESIGNING AN ASSESSMENT SCHEME

**PRESCRIPTIVE**

**benefits**

**CONSULTATIVE**

**summative/formative**

**types of assessment**

**timing**

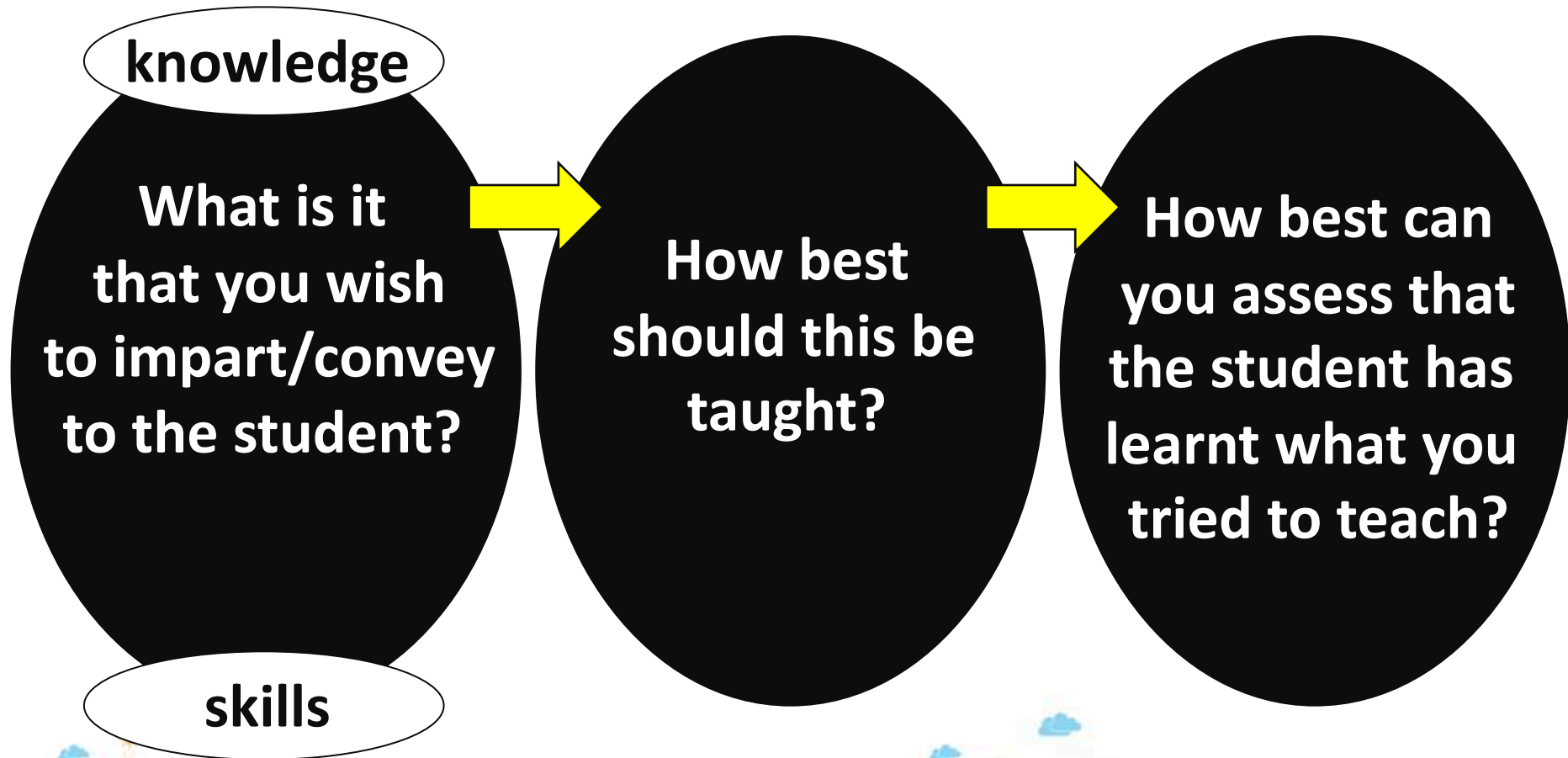
**mandatory/discretionary**

**once-off/continuous**

**individual/group**



# LINKING LEARNING & ASSESSMENT





# TRADITIONAL ASSESSMENT OPTIONS

## EXAMINATION

written/oral

nature of questions

open/closed book

university/home

duration

weighting

## RESEARCH PAPER

practical/theoretical

critical/descriptive

length

style/ref guidelines

weighting



# OTHER ASSESSMENT OPTIONS

**orals**



**presentations**

**reflective journal**



**guided reading**

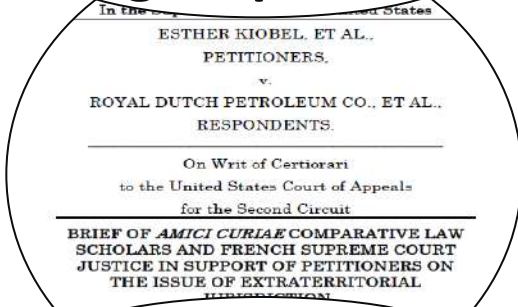
**spot quiz**

**moots**



**role-plays**

**legal opinions**



**reports**



**short films**



**photo essays**





# OTHER ASSESSMENT OPTIONS...

An Illustrated Essay on the  
Gabcikovo-Nagymaros Case



# ASSESSMENT PLANNING

- **Determine the forms of assessment and due dates well in advance of the course.**
- **Develop clear assessment criteria for each form of assessment**
- **Notify students at the beginning of the course of:**
  - Forms of assessment
  - Due dates (and late submission penalties)
  - Assessment criteria
- **Provide clarity on referencing requirements**
- **Notify students on consequences of plagiarism**



# ASSESSMENT CRITERIA (FAIL)

- Student does not answer the question.
- Student fails to identify the key legal issues.
- Student includes content largely irrelevant to the question.
- Student fails to source and/or accurately apply the relevant laws, policies and cases.
- Student's work is not underpinned by satisfactory independent research.
- Student's work is plagiarised from another.
- Student's work is difficult or impossible to understand through poor use of grammar, expression, spelling or structure.



# ASSESSMENT CRITERIA (MATRIX)

ENVIRONMENTAL LAW RESEARCH PAPER							
<b>KEY</b> U - Unacceptable S - Satisfactory G - Good		VG - Very Good E - Excellent N/A - Not Applicable					
CRITERIA	U	S	G	VG	E	N/A	
<b>INDEPENDENT RESEARCH</b>							
Explains accurately the key issues raised by the topic							
Analyses critically the different approaches discussed, including underlying theories or rationales							
Provides a reasoned explanation of any approaches advocated							
Quality of content							
<b>MASTERY OF RESEARCH TOOLS AND LITERATURE REVIEW</b>							
Demonstrates ability to find relevant case law and other primary material							
Demonstrates ability to find secondary material and, if necessary, to identify relevant jurisdictions for comparative analysis							
Demonstrates appropriate use of materials, including an appreciation of the authoritative weight of different types of material							
<b>PRESENTATION</b>							
Presents material clearly and logically							
Arguments are coherent and complete							
References consistently and thoroughly in an acceptable style							
Uses acceptable language, including correct grammar and spelling							
<b>COMMENTS:</b>							
<b>MARK:</b>							<b>%</b>

performance thresholds

main criteria

sub-criteria

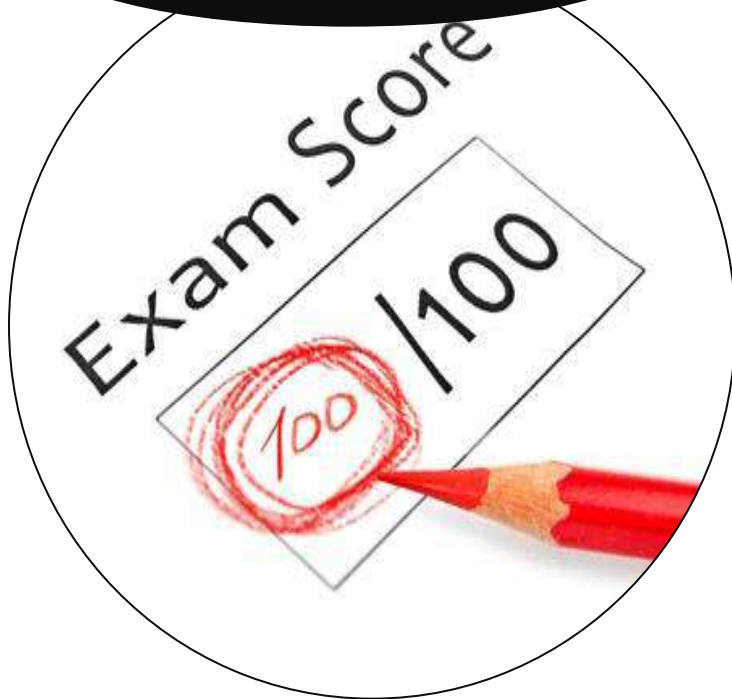
comments

mark



# PROVIDING FEEDBACK TO STUDENTS

**SUMMATIVE**



**FORMATIVE**





# FORMATIVE FEEDBACK (EG)

Your TOC format can be improved to make it look neater by:

- ① shortening your headings
- ② aligning each sub-level indent with heading above
- ③ use one size font throughout

**Table of Contents**

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*Where is Part 2.5 in which you raise the theory behind the elements you use to divide your subsequent critique of SA + Germany. Without addressing this in Chap 2 - you have no theoretical framework against which to deal with these issues in Chap 3, 4, 5 & 6.*

*example of font too long heading.*

*Overview of the legal framework*

*font sizes inconsistent and cases*

*Overview of the legal framework*

*Would exclude this level heading across TOC*

*You need to be consistent in your heading across the chapters.*

① Persons/entities which are accepted locus standi  
 ② Interests sufficient to found locus standi  
 ③ Procedural issues

**NICOLAS BRENNECKE DISSERTATION**

**GENERAL COMMENTS ON FINAL DRAFT**

Distilled below are my general comments on the final draft of your dissertation which need to be read in conjunction with my annotated comments on your final draft which I have scanned and sent to you.

**ABSTRACT**

- Needs much work.
- Need to convert from a prospective abstract (indicating what you will do) to a retrospective abstract (indicating what you have done and your main conclusions).
- Needs to be about 400 words – providing a neat, concise precise of your entire dissertation – an advert for the examiner to read further.
- Must not include paragraph breaks.

**TABLE OF CONTENTS**

- Needs work as formatting currently rather clumsy.
- Couple of ways to improve it:
  - Use shorter headings – thinking carefully about what words you should use to most clearly and concisely reflect what content is under each heading.
  - Align each sub-level heading indent with the heading above - EG

1	Introduction
1.1	Mr A
1.2	Mr B
1.3	Mr C

- Use one size font throughout.
- Do not include level five headings in the TOC as it makes it too long and dense.
- Include a line break in the TOC between the different chapters.

Will need to adapt slightly to deal with my proposed structural changes mentioned below.

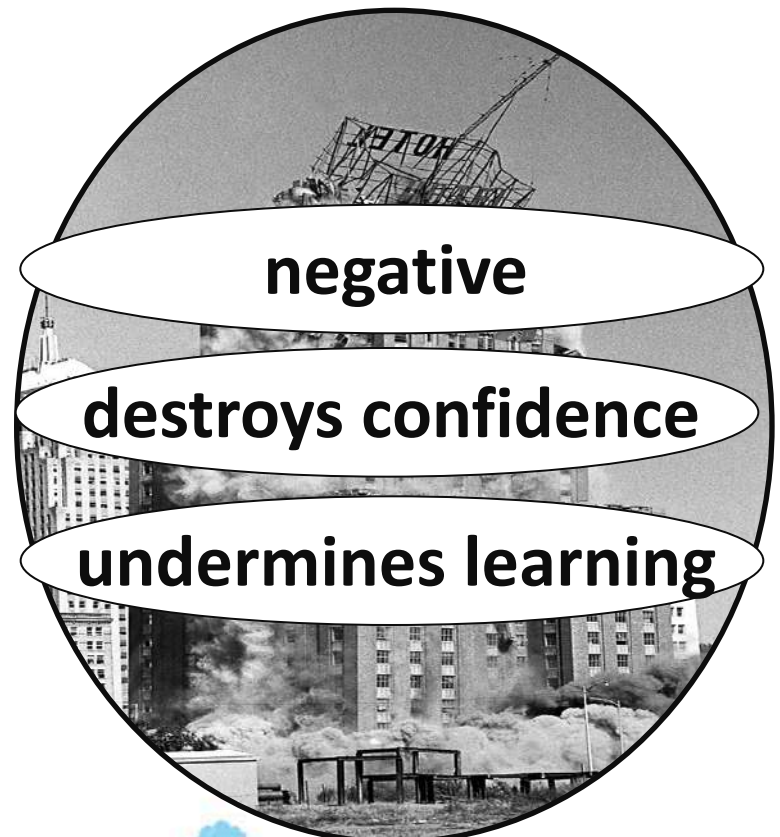
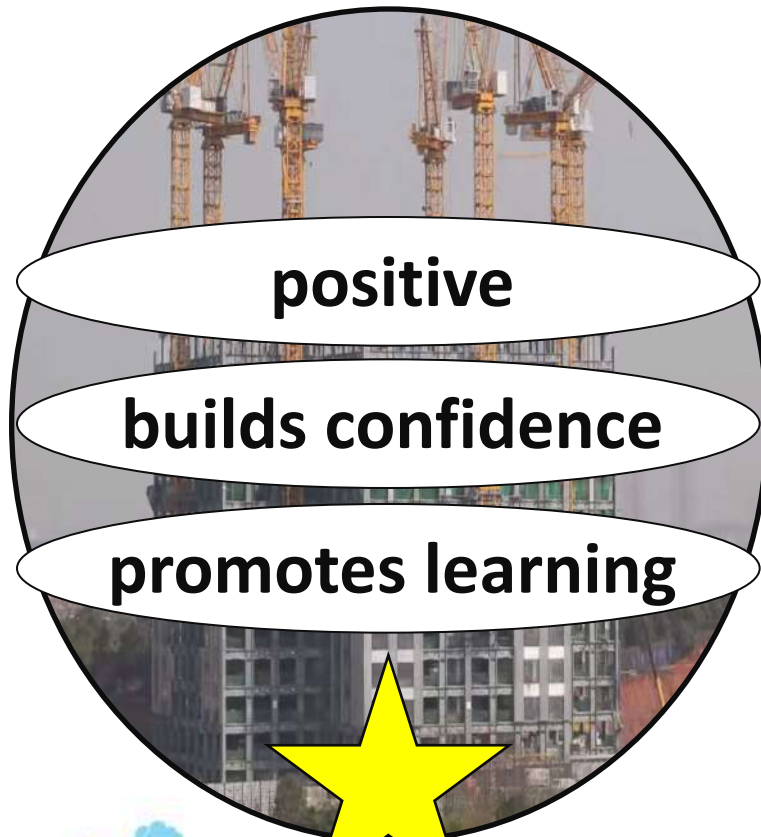
**STYLE/FORMATTING**

- The document is generally neatly presented but there is much scope to undertake a very close final edit on the document when complete, seeking to – improve the structure of your sentences, removing unnecessary wording/repetition and tightening your arguments.

sourcing/integrating/relying on a diversity of commentators views in your commentators' thoughts one after the next – without sourcing/integrating/relying on a diversity of commentators views in your

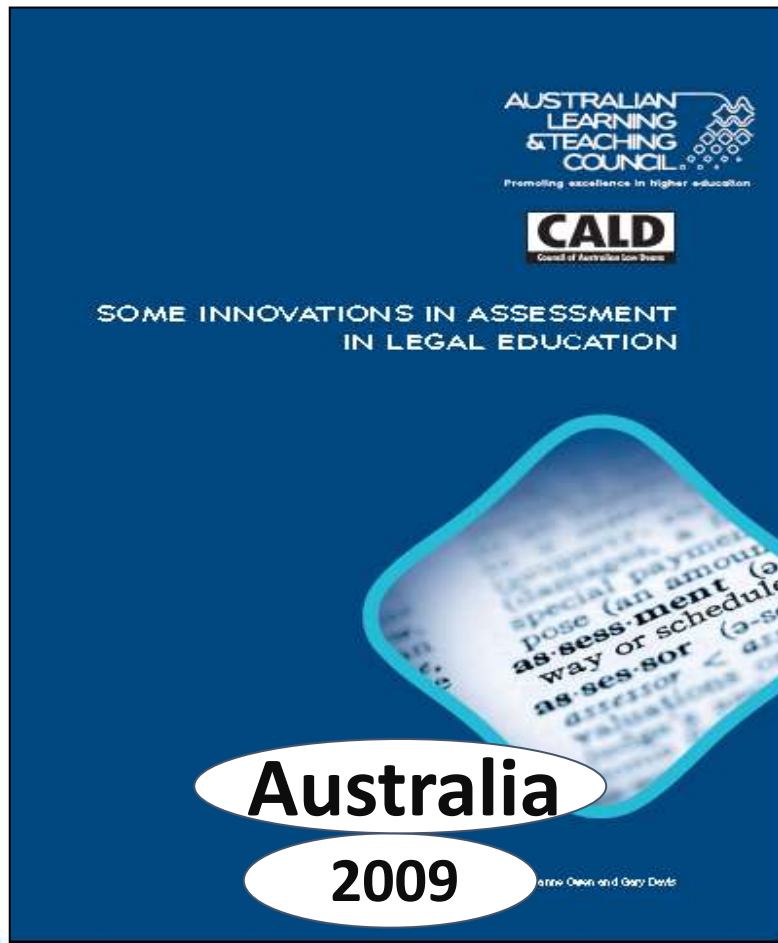


# CONSTRUCTIVE vs DESTRUCTIVE FEEDBACK





# ADDITIONAL GUIDANCE



## Assessment and Legal Education: What Is Assessment, and What the \*# Does It Have to Do with the Challenges Facing Legal Education?

Ruth Jones\*

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**USA**

**2013**



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# QUESTIONS

