

***STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC : DEVELOPING ENVIRONMENTAL LAW CHAMPIONS***  
***Siem Reap, 27 November - 1 December 2017***

**SESSION 17: ROLE & FORMS OF ASSESSMENT**

**Presented by Prof Alexander Paterson**  
**University of Cape Town**



# PURPOSE OF THIS SESSION

**Role of Assessment**

**CONTENT OVERVIEW**

**Assessment Options**

**SKILLS**

**Self-Directed Group Discussion**

## 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**

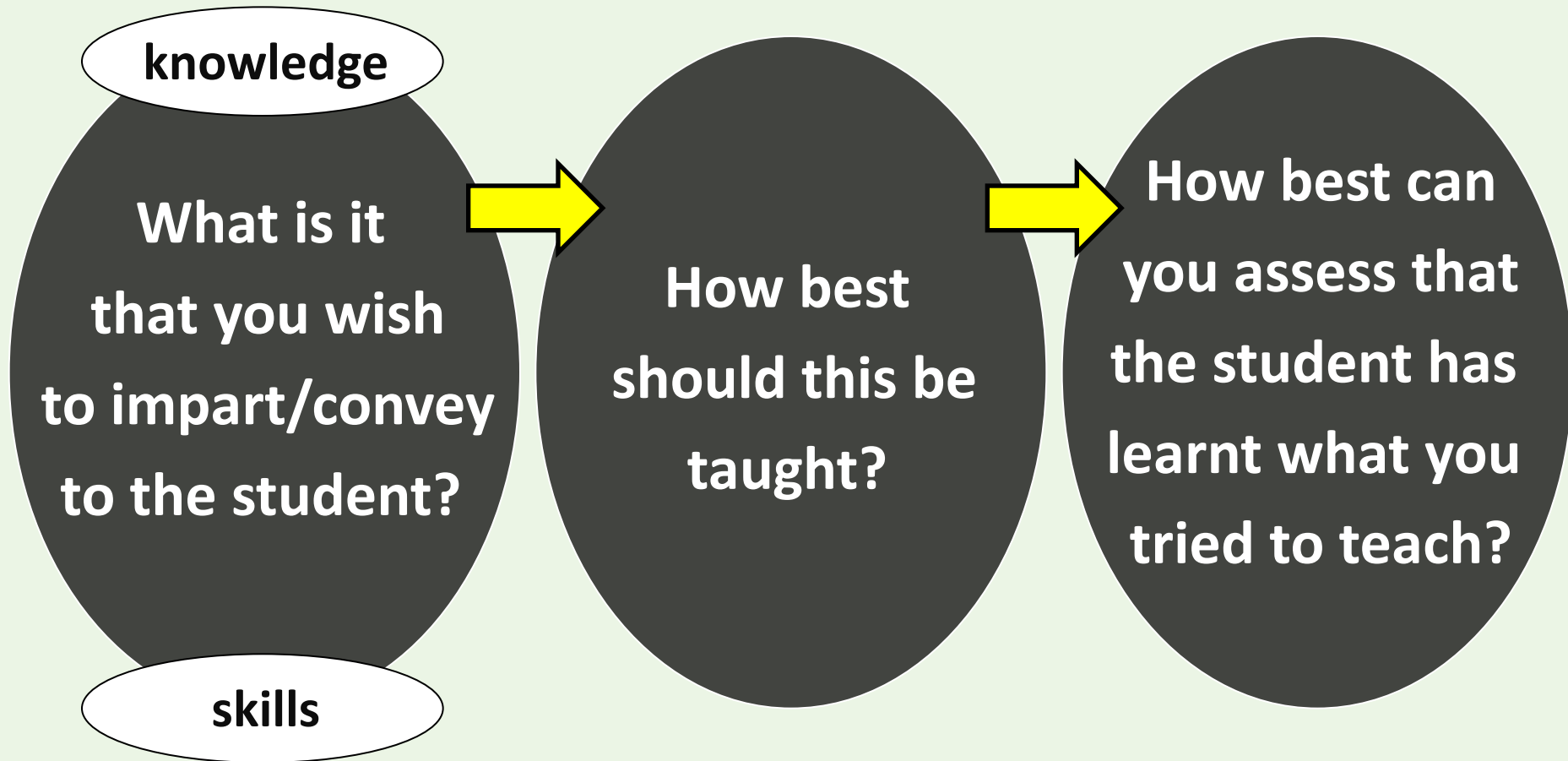
**How do you propose to assess it?**

**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**

# LINKING TEACHING/LEARNING & ASSESSMENT?





# DESIGNING AN ASSESSMENT SCHEME

**PRESCRIPTIVE**

**benefits**  
**CONSULTATIVE**

**summative/formative**

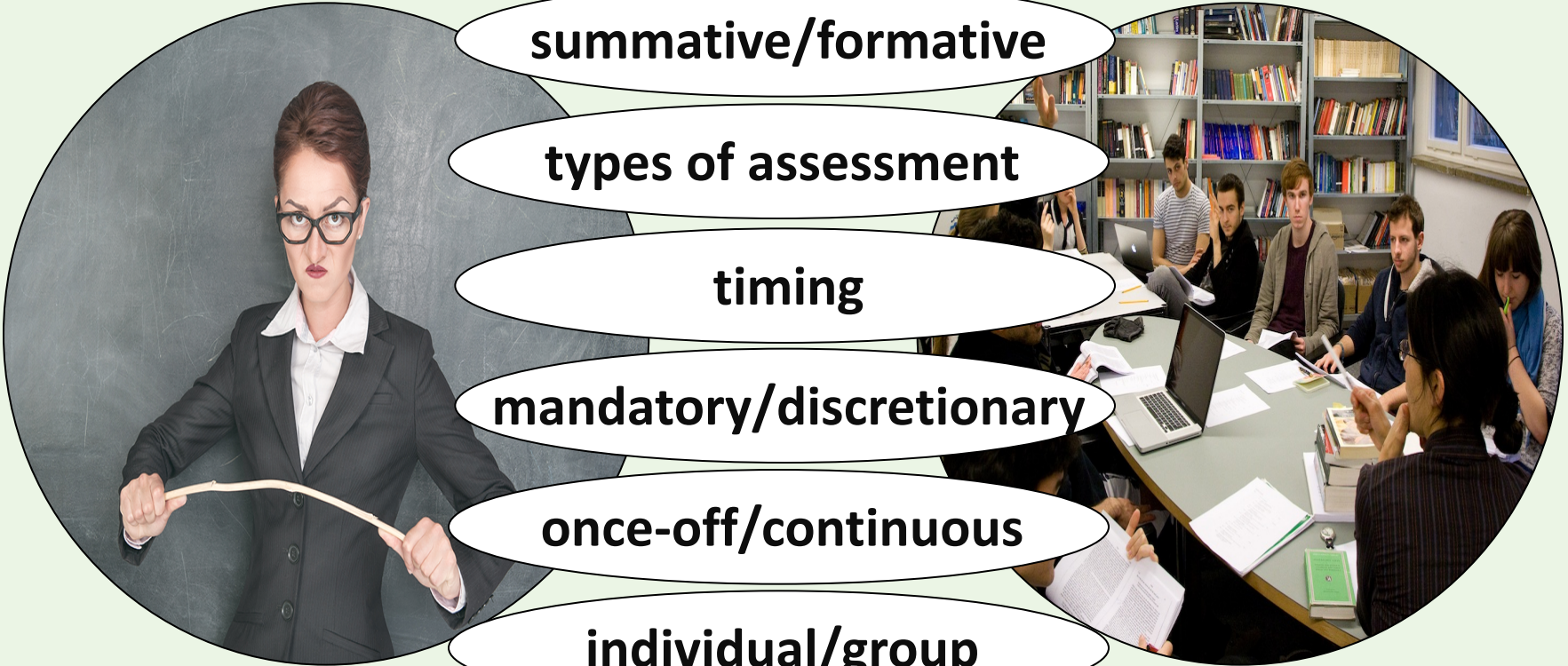
**types of assessment**

**timing**

**mandatory/discretionary**

**once-off/continuous**

**individual/group**



# TRADITIONAL ASSESSMENT OPTIONS

## EXAMINATION

written/oral

nature of questions

open/closed book

university/take home

duration

weighting

## RESEARCH PAPER

practical/theoretical

critical/descriptive

length

style/reference guidelines

weighting

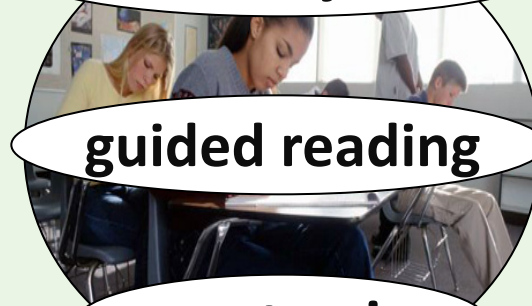
# OTHER ASSESSMENT OPTIONS

**orals**



**presentations**

**reflective journal**



**guided reading**

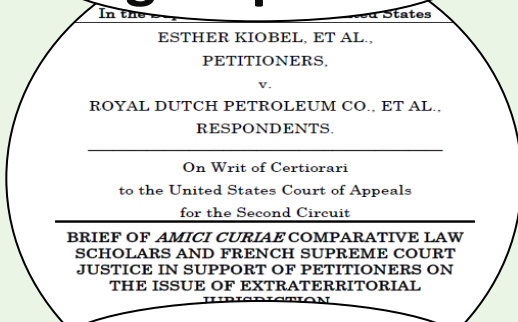
**spot quiz**

**moots**



**role-plays**

**legal opinions**



**reports**



**short films**



**photo essays**



## ASSESSMENT CRITERIA

- **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                      VG - Very Good S - Satisfactory                        E - Excellent G - Good                                    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 STUDENT FEEDBACK & MARKS

## SUMMATIVE

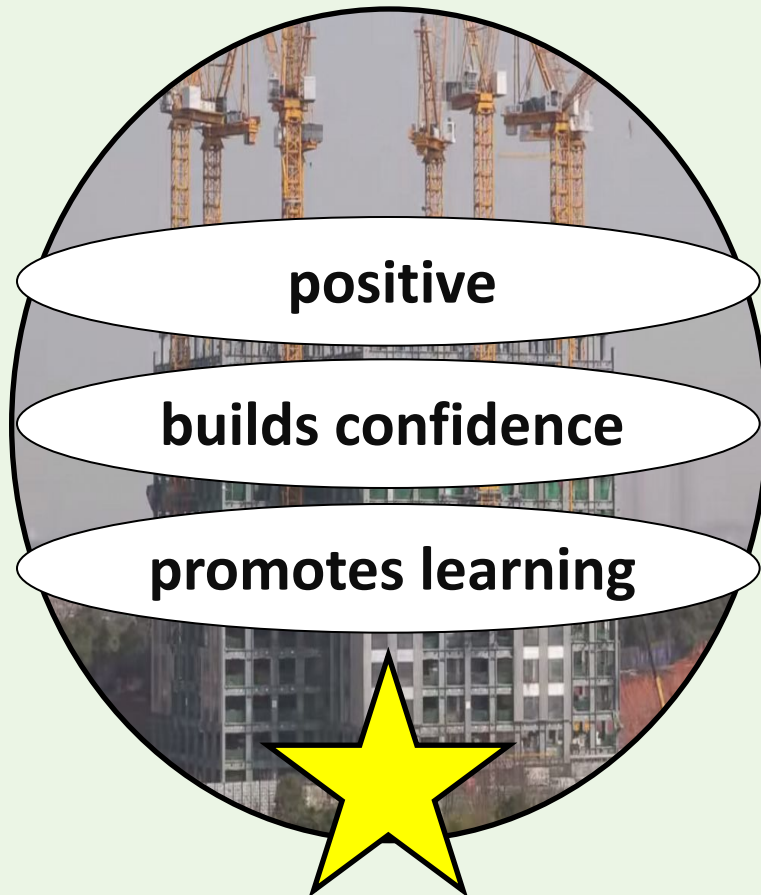


## FORMATIVE





# CONSTRUCTIVE vs DESTRUCTIVE FEEDBACK

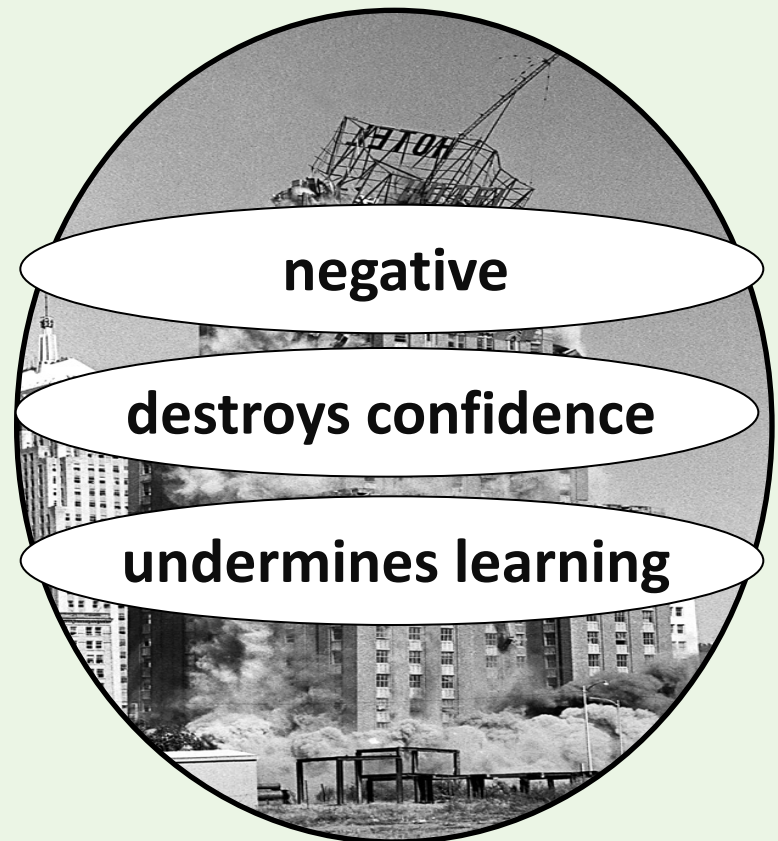


A circular diagram with a background image of construction cranes and a building under construction. It contains three stacked white ovals with black text. A yellow star is positioned at the bottom center of the circle.

**positive**

**builds confidence**

**promotes learning**



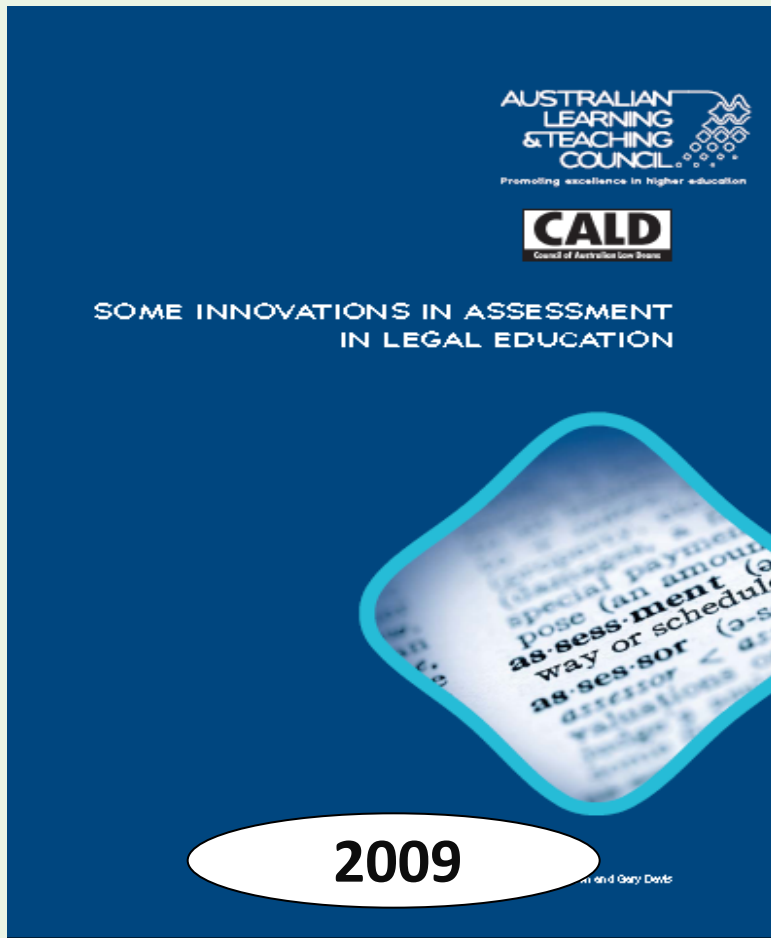
A circular diagram with a background image of a building being demolished, with dust and debris. It contains three stacked white ovals with black text.

**negative**

**destroys confidence**

**undermines learning**

## ADDITIONAL GUIDANCE



available at

[http://www.cald.asn.au/assets/lists/Education/Some%20Innovations%20in%20Assessment%20in%20Legal%20Education%20altc\\_Davis\\_Owen\\_report\\_comb\[1\].pdf](http://www.cald.asn.au/assets/lists/Education/Some%20Innovations%20in%20Assessment%20in%20Legal%20Education%20altc_Davis_Owen_report_comb[1].pdf)

# PURPOSE OF THIS SESSION

**Role of Assessment**

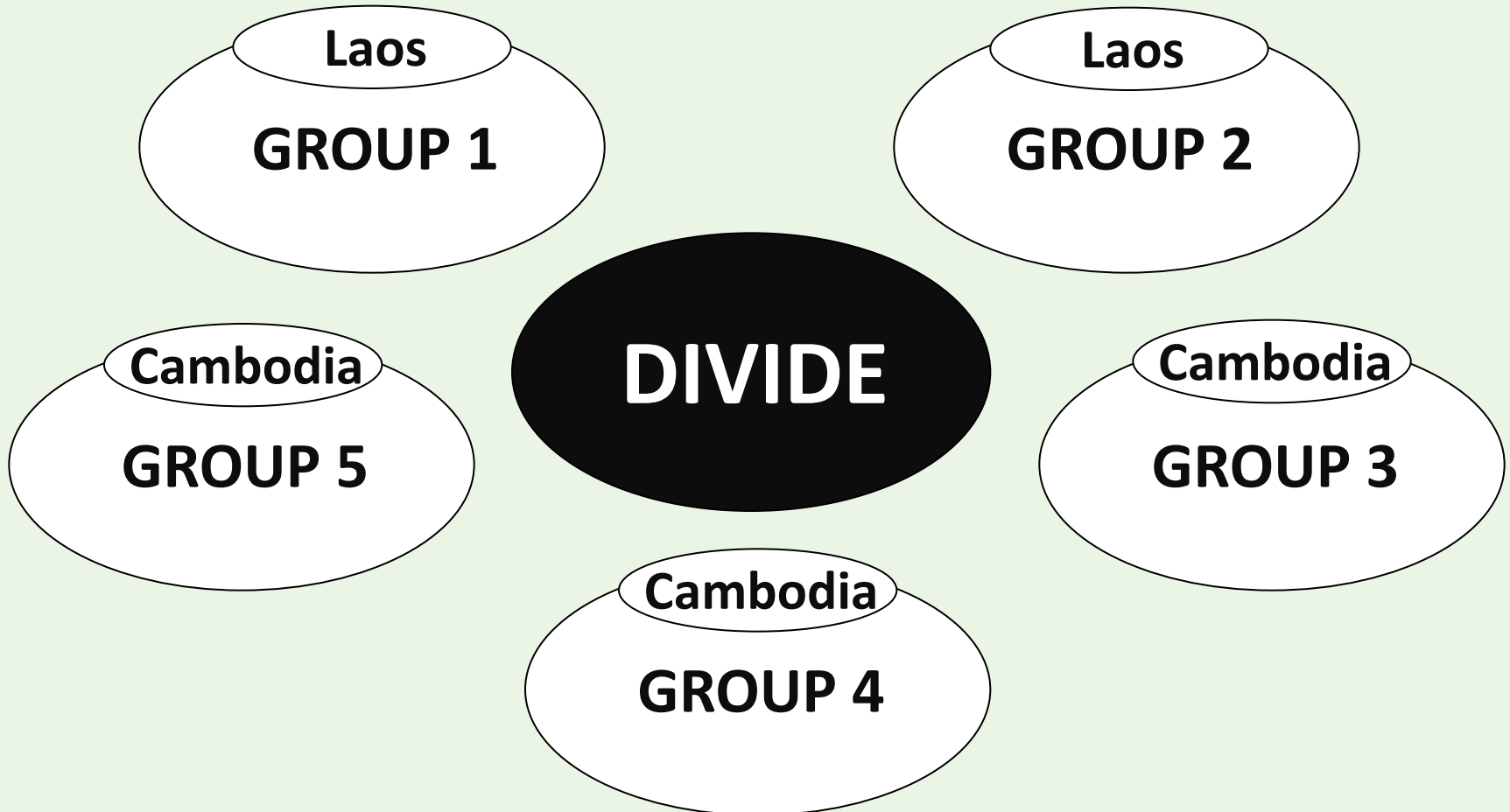
**CONTENT OVERVIEW**

**Assessment Options**

**SKILLS**

**Self-Directed Group Discussion**

# SELF-DIRECTED GROUP DISCUSSION





# SELF-DIRECTED GROUP DISCUSSION

Discuss your preferred methods of assessment.



**discussion**



**report-back**