

***STRENGTHENING CAPACITY FOR ENVIRONMENTAL LAW IN THE ASIA-PACIFIC : DEVELOPING ENVIRONMENTAL LAW CHAMPIONS***  
*Chiang Mai, Thailand 19-23 June 2017*  
**SESSION 17: ASSESSMENT OPTIONS**

**Presented by Natasha Affolder**



# Purpose of this Session

- Link evaluation criteria to your pedagogical goals.
- Expand the range of possible assessment options.
- Challenge assumptions about which evaluation methods work or don't work.
- Think about presenting alternative assessment methodologies in a way that doesn't exacerbate student anxieties and inequities but still stretches students beyond their 'comfort zones'.



# DESIGNING AN ASSESSMENT SCHEME

**PRESCRIPTIVE**

**benefits**  
**CONSULTATIVE**

**summative/formative**

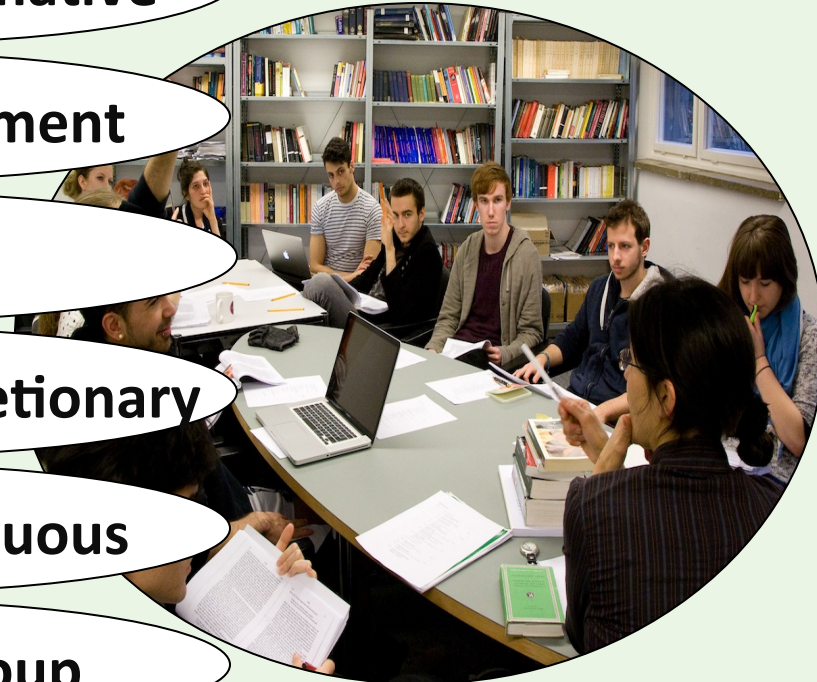
**types of assessment**

**timing**

**mandatory/discretionary**

**once-off/continuous**

**individual/group**



# TRADITIONAL ASSESSMENT OPTIONS

## EXAMINATION

written/oral

nature of questions

open/closed book

University or take home exam

duration

## RESEARCH PAPER

practical/theoretical

critical/descriptive

length

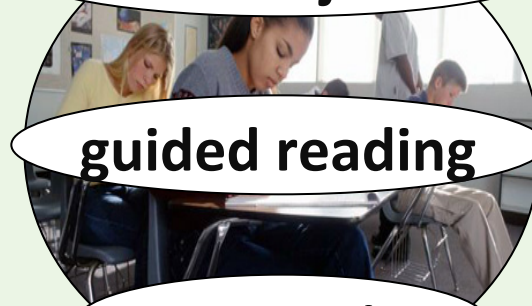
style/reference guidelines

# OTHER ASSESSMENT OPTIONS



**orals**

**reflective journal**

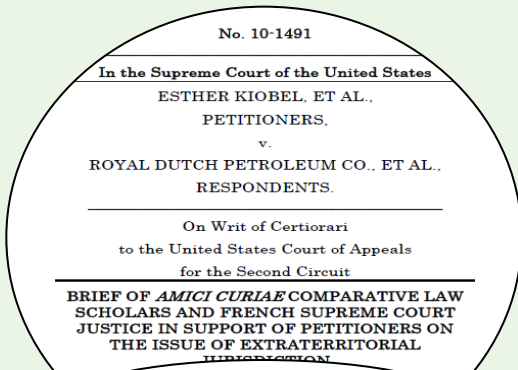


**guided reading**

**spot quiz**



**Moot court**



**legal opinions**



**short films**



**photo essays**

# Communicating Evaluation Methods

- Early and detailed communication of evaluation methods reduces student stress
- Explain in advance the difference between various levels of, how students can excel in the course, and your expectations
- Explain how you go about marking diverse assessment options
- Make room for providing detailed feedback

