



THE UNIVERSITY of EDINBURGH
Royal (Dick) School of
Veterinary Studies

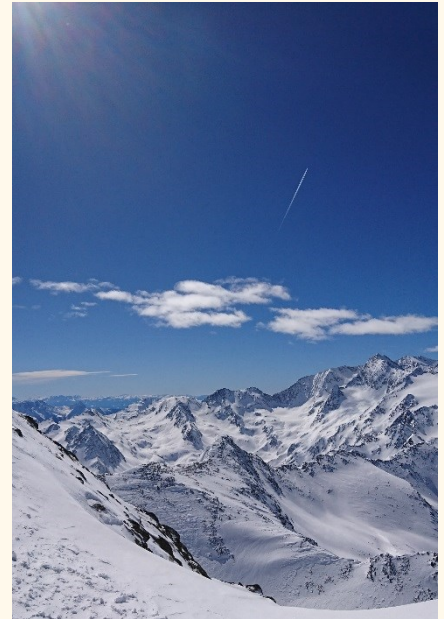


Creating and Climbing ALPs (Assessment Literacy Pyramids)

Susan M Rhind

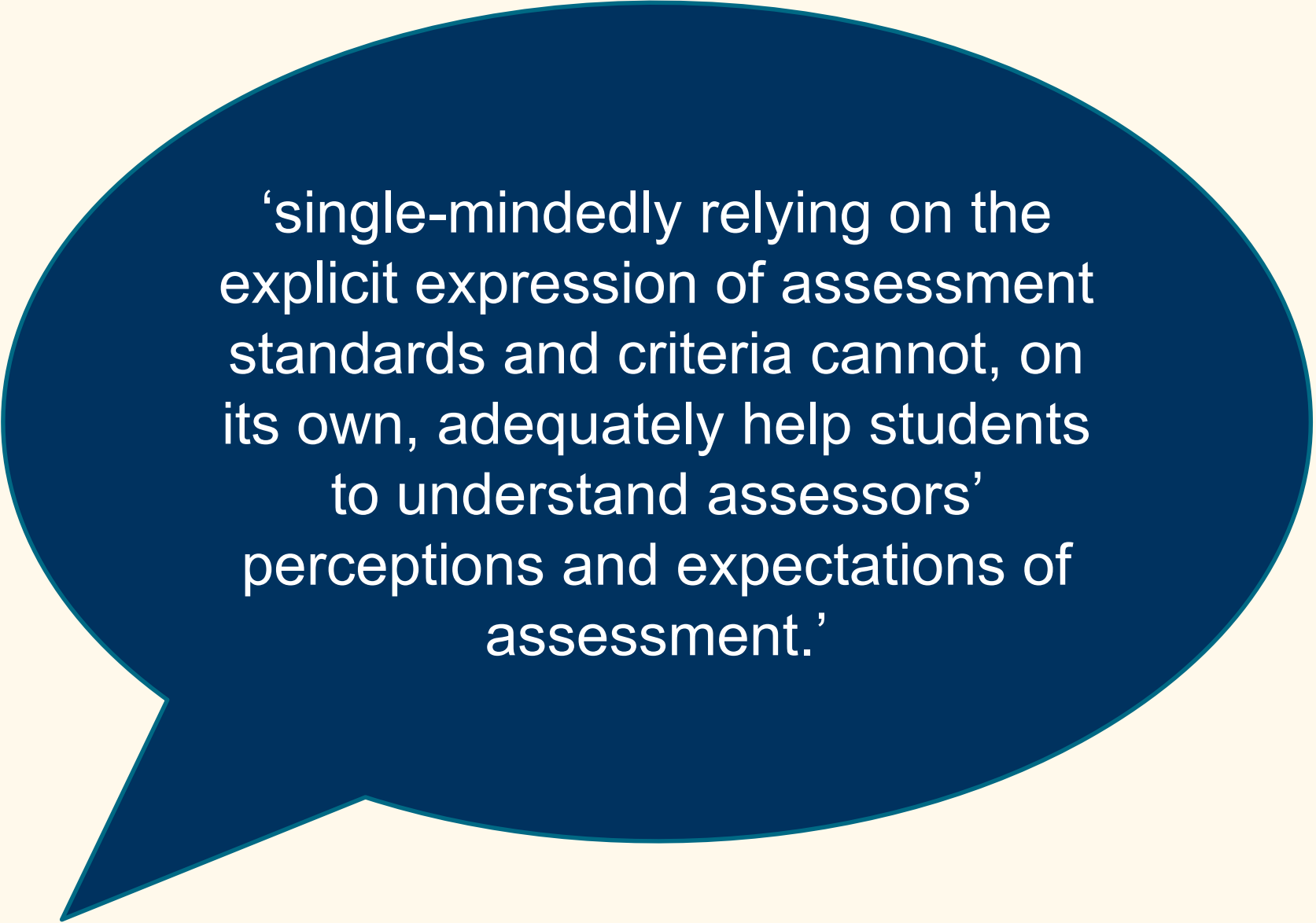
Director of Veterinary Teaching

R(D)SVS



Assessment Literacy: Helping students become self-regulated learners

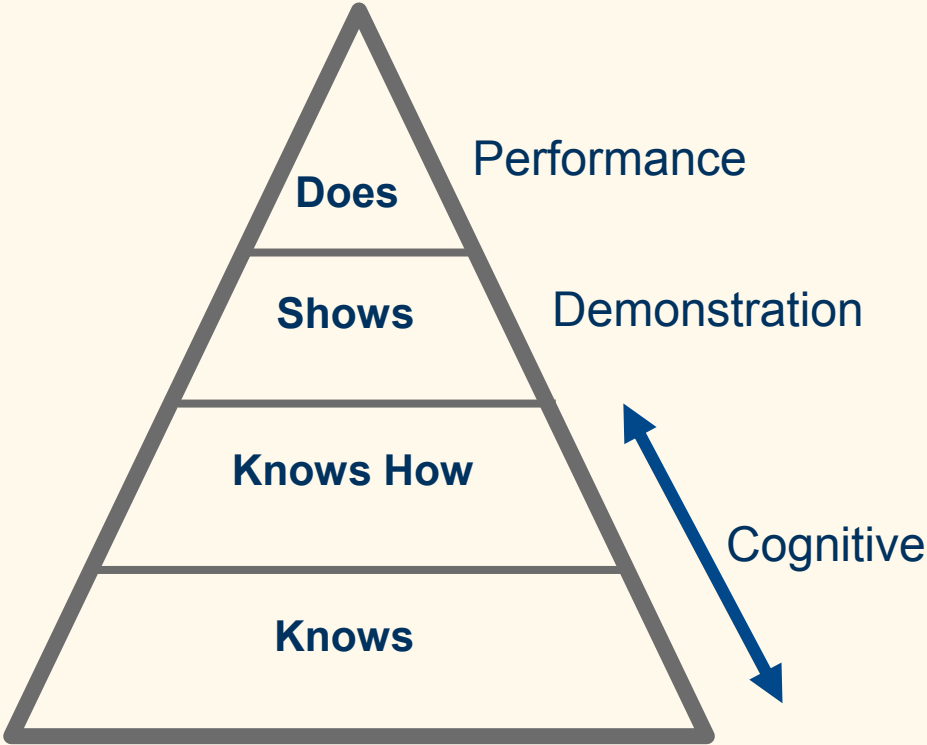
1. Students need to understand the **purpose** of assessment
2. Students need to be aware of the **processes** of assessment
3. Students need opportunities to **practise judging** their own responses to assessment tasks so they can learn to identify what is good about their work and what could be improved.



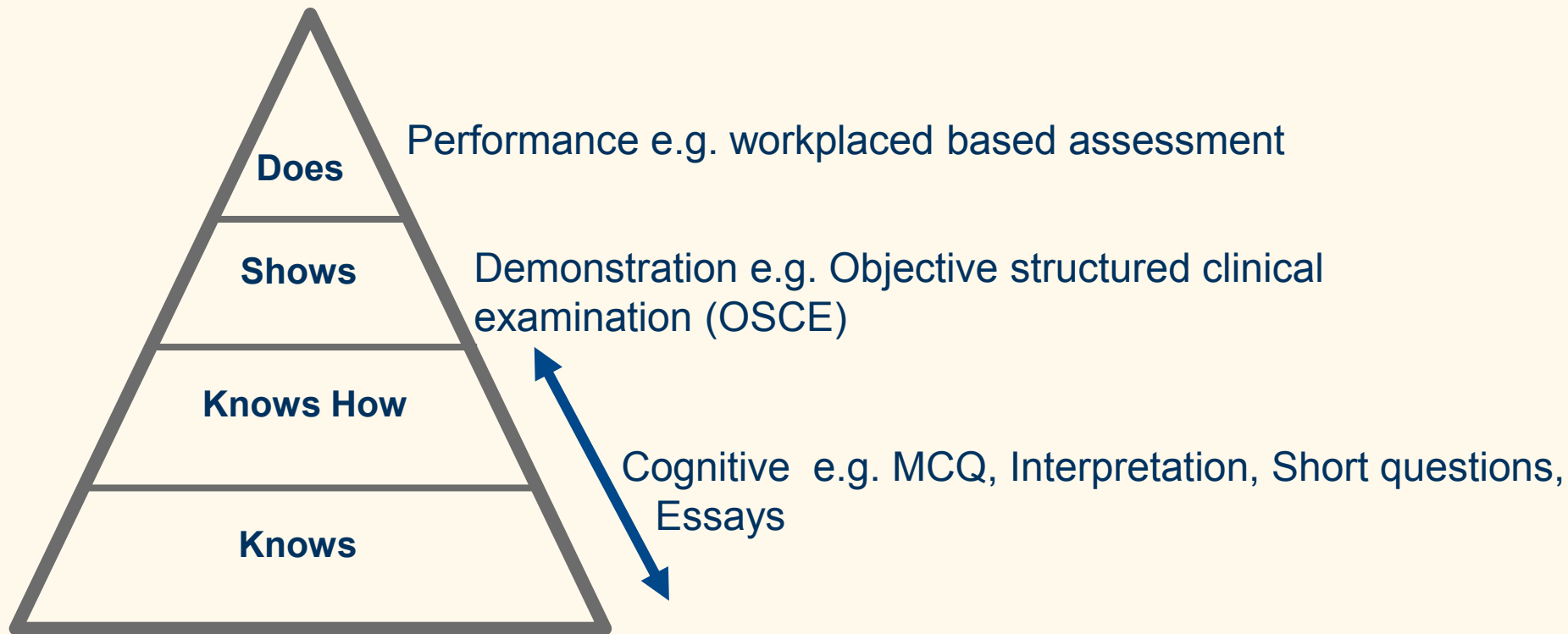
‘single-mindedly relying on the explicit expression of assessment standards and criteria cannot, on its own, adequately help students to understand assessors’ perceptions and expectations of assessment.’

O’Donovan, B., M. Price, and C. Rust. 2004

Millers Pyramid



Millers Pyramid: Examples of Assessment



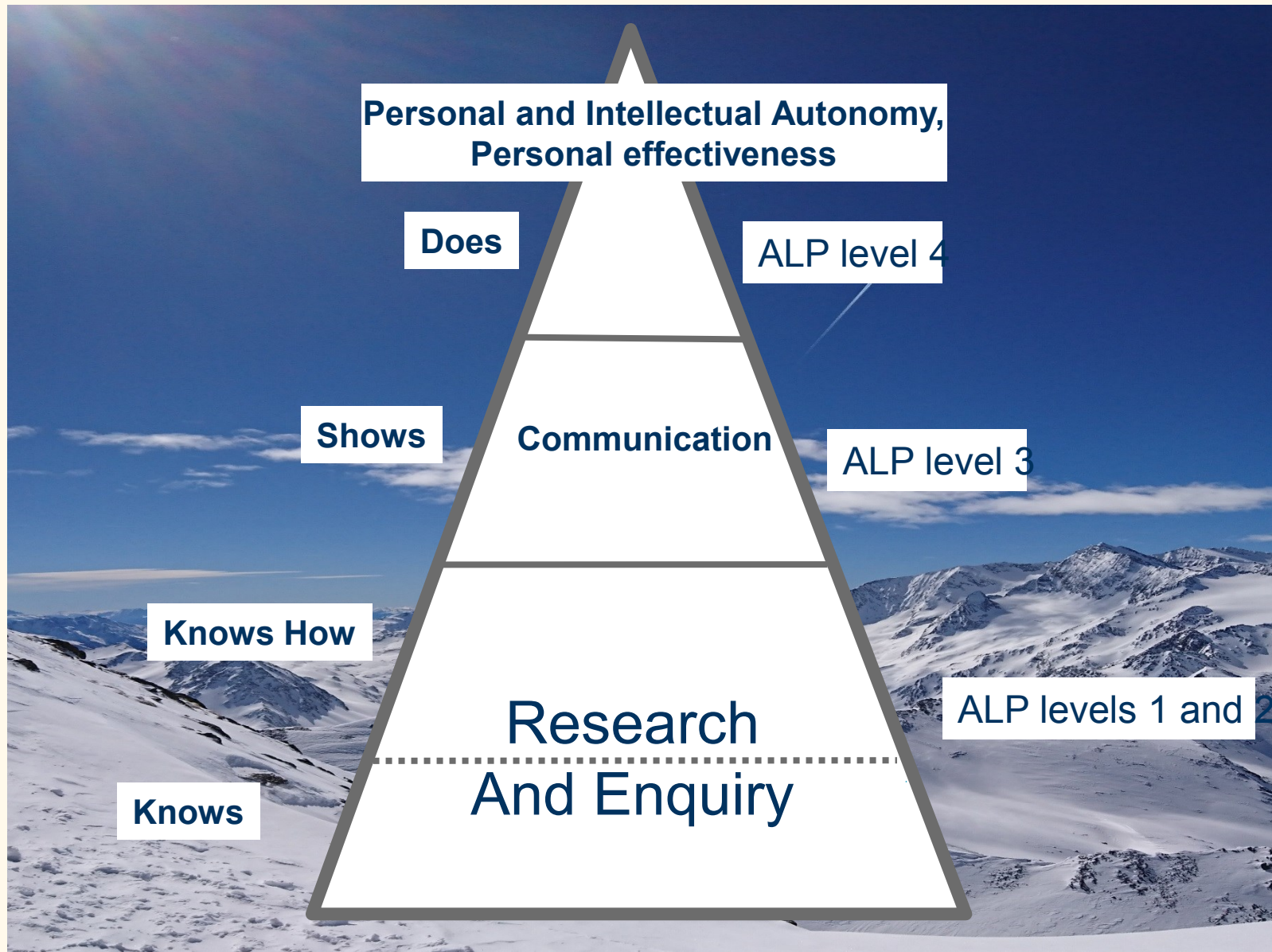
Millers Pyramid Evolves to an Assessment Literacy Pyramid in Vet Education...



Does it work for you?



ALPs and Employability: mapping to UoE graduate attributes



Some tools to climb an ALP ...

6TH FEBRUARY 2016

Why we should focus on assessment and feedback literacy



[NiroDesign]

Ability to reflect

Peer review and feedback

Exemplars and discussion



And just as staff have yearly appraisals, so too should students – after all they are working towards a set of graduate attributes that are clearly defined in advance. (Chris Perkins, LLC)

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