Creating and Climbing ALPs (Assessment Literacy Pyramids)

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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.

Smith et al, 2013
‘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

- Knows
- Knows How
- Shows
- Does

Performance

Demonstration

Cognitive
Millers Pyramid: Examples of Assessment

- **Knows**: Cognitive e.g. MCQ, Interpretation, Short questions, Essays
- **Knows How**: Demonstration e.g. Objective structured clinical examination (OSCE)
- **Shows**: Performance e.g. workplace based assessment
- **Does**:
Millers Pyramid Evolves to an Assessment Literacy Pyramid in Vet Education…

- Knows
- Knows How
- Shows
- Does

- Peer Wis e
- Peer OSCE Feedback
- Portfolio – annual review
- Peer clinic rotation Feedback
- ALP levels 1 and 2
- ALP level 3
- ALP level 4

Marking and discussing Exemplars
Adaptive Comparative Judgement
Does it work for you?
ALPs and Employability: mapping to UoE graduate attributes

- Knows
  - Knows How
  - Research And Enquiry
    - ALP levels 1 and 2
      - Knows
    - Communication
      - Shows
    - Personal and Intellectual Autonomy, Personal effectiveness
      - Does
      - ALP level 4
      - ALP level 3
Some tools to climb an ALP …

- 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)
References