

Fit-for-purpose assessment

I have long argued that assessment needs to be 'fit-for-purpose'; that is, it should enable evaluation of the extent to which learners have learned and the extent to which they can demonstrate that learning (Brown & Smith, 1997). We need to consider not just *what* we are assessing and *how* we are doing it (particularly which methods and approaches), but also *why* — our rationale for assessing on any particular occasion and in any context. Our different reasons (to motivate students, to encourage activity, to provide guidance and feedback for remediation, grading and selection) will impact on our choice of assessment instruments, which may include the wide diversity of under-used methods which are suitable in different contexts. Rather than continuing to over-use unseen time-constrained exams, essays and reports, for example, we can consider using portfolios, in-tray exercises, posters, annotated bibliographies, reflective commentaries, critical incident accounts, reviews, role-plays, case studies and many of the other available means of assessment that are widely used in higher education institutions in the UK and internationally (Brown & Knight, 1994).

Encuentra y arrastra los posibles equivalentes de estas expresiones de acuerdo al contexto.

considerar _____	más que continuar _____
para evaluar _____	pueden incluir _____ demostrar _____
para brindar _____	para alentar _____ ser _____