

# 1 Fit-for-purpose assessment

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

Arrastra la referencia de cada pronombre señalado en el texto (¿de qué habla/a qué refiere cada pronombre?).

methods

the author

educators (in general)

means

assessment

students

instruments

assessment

La referencia de...

1) "I" (línea 2) es \_\_\_\_\_

5) "our" (línea 8) es \_\_\_\_\_

2) "it" (línea 3) es \_\_\_\_\_

6) "which" (línea 11) es \_\_\_\_\_

3) "they" (línea 4) es \_\_\_\_\_

7) "which" (línea 12) es \_\_\_\_\_

4) "it" (línea 6) es \_\_\_\_\_

8) "that" (línea 18) es \_\_\_\_\_