

***STRENGTHENING THE CAPACITY FOR ENVIRONMENTAL AND  
CLIMATE CHANGE LAW IN ASIA AND THE PACIFIC***

***Colombo: 26 May-01 June 2018***

**SESSION 17: ASSESSMENT OPTIONS**



**Presented By:**

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# Purpose of this Session

- ❑ Link evaluation criteria to your teaching goals.
- ❑ Expand the range of possible assessment options.
- ❑ Challenge assumptions about which evaluation methods work or do not work.
- ❑ Consider presenting alternative assessment methodologies in a way that does not make student anxiety worse but still challenges students to go beyond their normal way of thinking; try to push them beyond their ‘comfort zones’.



**PRESCRIPTIVE**

**benefits**  
**CONSULTATIVE**

**formative/summative**

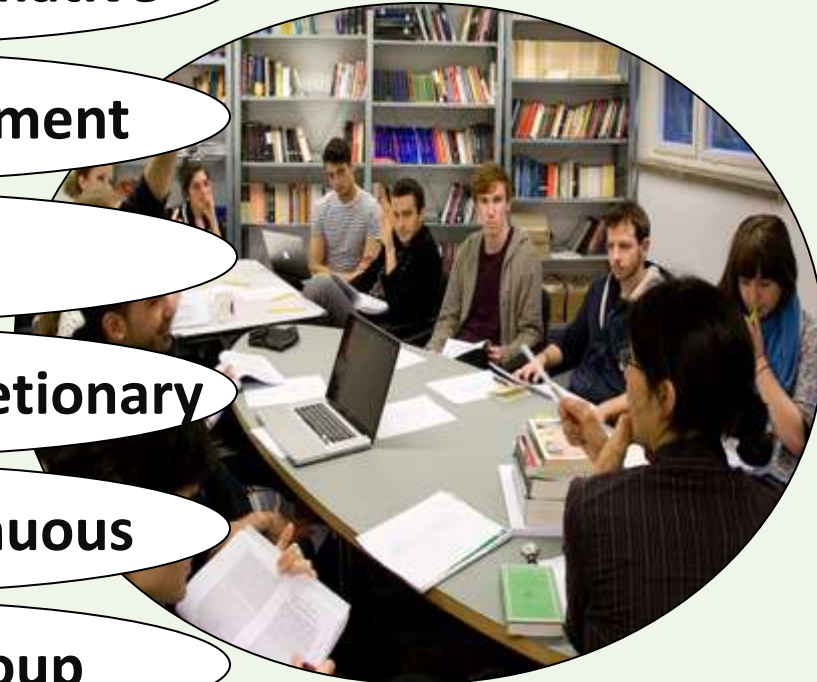
**types of assessment**

**timing**

**mandatory/discretionary**

**once-off/continuous**

**individual/group**



# Summative and formative

- ❑ **Formative assessment:** refers to assessment methods that encourage learning during a course
  
- ❑ **Summative assessment:** evaluates student learning at the end of a course; by a written exam, oral exam, final essay etc.



## 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



**Oral exam**

**reflective journal**



**guided reading**

**spot quiz**



**Moot court**

No. 10-1491  
In the Supreme Court of the United States  
ESTHER KIOBEL, ET AL.,  
PETITIONERS,  
v.  
ROYAL DUTCH PETROLEUM CO., ET AL.,  
RESPONDENTS.  
On Writ of Certiorari  
to the United States Court of Appeals  
for the Second Circuit  
BRIEF OF AMICI CURIAE COMPARATIVE LAW  
SCHOLARS AND FRENCH SUPREME COURT  
JUSTICE IN SUPPORT OF PETITIONERS ON  
THE ISSUE OF EXTRATERRITORIAL  
JURISDICTION

**Writing legal opinions**



**short films**



**photo essays**

# Importance of Communicating Evaluation Methods

- ❑ Early and detailed communication of evaluation methods reduces student stress
- ❑ Explain in advance the difference between various levels of assessment, 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

