**Assessment Experience Questionnaire (V5.1)**

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| By filling out this questionnaire I understand that I am agreeing to participate in a research study.  Please respond by circling 1 = strongly agree; 2 = agree; 3 = neither agree nor disagree; 4 = disagree; and 5 = strongly disagree  Programme of Study: ……………………  Level of study (eg. 1st year, 2nd year, 3rd year; 4th year): …………… |  |

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| --- | --- | --- | --- | --- | --- | --- | --- |
| not applicable  strongly disagree  disagree  neither agree nor disagree  agree  strongly agree  ***Thinking about the whole of my course,***  ***my experience has been that...*** | | | | | | | |
| 1 | Assessments encourage me to study concepts in depth | 1 | 2 | 3 | 4 | 5 | N/A |
| 2 | Feedback helps me to understand how to improve | 1 | 2 | 3 | 4 | 5 | N/A |
| 3 | Feedback on work that does not count helps me to learn | 1 | 2 | 3 | 4 | 5 | N/A |
| 4 | Links between assessments on different units are not always clear to me | 1 | 2 | 3 | 4 | 5 | N/A |
| 5 | Assessments help me to deepen my understanding of concepts | 1 | 2 | 3 | 4 | 5 | N/A |
| 6 | The assessment demands mean that I need to study hard to do well | 1 | 2 | 3 | 4 | 5 | N/A |
| 7 | There is not enough time between assessments to make use of the feedback | 1 | 2 | 3 | 4 | 5 | N/A |
| 8 | I learn a lot from assessment tasks which do not count | 1 | 2 | 3 | 4 | 5 | N/A |
| 9 | It does not matter if I forget about what I have learnt on a unit after I have passed it | 1 | 2 | 3 | 4 | 5 | N/A |
| 10 | I need to put the hours in regularly every week if I want to do well | 1 | 2 | 3 | 4 | 5 | N/A |
| 11 | I often skip assessments which do not count | 1 | 2 | 3 | 4 | 5 | N/A |
| 12 | Assessments do not usually develop my problem-solving skills | 1 | 2 | 3 | 4 | 5 | N/A |
| 13 | Assessments seem to test the same things across different units | 1 | 2 | 3 | 4 | 5 | N/A |
| 14 | Some assessments require me to evaluate different arguments or evidence | 1 | 2 | 3 | 4 | 5 | N/A |
| 15 | My feedback is personal to me | 1 | 2 | 3 | 4 | 5 | N/A |
| 16 | Assessments encourage me to rethink my ideas | 1 | 2 | 3 | 4 | 5 | N/A |
| 17 | I do not understand how to do well in my assessments | 1 | 2 | 3 | 4 | 5 | N/A |
| 18 | Some assessments encourage me to explore real world problems | 1 | 2 | 3 | 4 | 5 | N/A |
| 19 | I do the bare minimum when assessments do not count | 1 | 2 | 3 | 4 | 5 | N/A |
| 20 | My feedback feels quite generic | 1 | 2 | 3 | 4 | 5 | N/A |
| 21 | I am clear about what is expected for assessments | 1 | 2 | 3 | 4 | 5 | N/A |
| 22 | I feel well prepared for new methods of assessment | 1 | 2 | 3 | 4 | 5 | N/A |
| 23 | I only value work that counts | 1 | 2 | 3 | 4 | 5 | N/A |
| 24 | I often revisit content from previous units to get to grips with new material | 1 | 2 | 3 | 4 | 5 | N/A |
| 25 | I understand more because of the feedback I receive | 1 | 2 | 3 | 4 | 5 | N/A |
| 26 | The standard required to do well on an assessment is not always clear | 1 | 2 | 3 | 4 | 5 | N/A |
| 27 | Some assessments require me to bring together knowledge and skills from different units | 1 | 2 | 3 | 4 | 5 | N/A |
| 28 | I only read academic texts when there is an assessment coming up | 1 | 2 | 3 | 4 | 5 | N/A |
| 29 | Preparing for exams helps me to see connections between aspects of the course | 1 | 2 | 3 | 4 | 5 | N/A |
| 30 | I pay careful attention to my feedback | 1 | 2 | 3 | 4 | 5 | N/A |
| 31 | I struggle to learn in depth when there are too many assessments | 1 | 2 | 3 | 4 | 5 | N/A |
| 32 | Some assessments require me to apply my learning to new situations | 1 | 2 | 3 | 4 | 5 | N/A |
| 33 | When preparing for assessments, I rarely use learning from other units | 1 | 2 | 3 | 4 | 5 | N/A |
| 34 | Assessments which do not count are just a distraction | 1 | 2 | 3 | 4 | 5 | N/A |
| 35 | I can usually predict which topics I need to study when it comes to exams | 1 | 2 | 3 | 4 | 5 | N/A |
| 36 | I can see from my feedback what I need to do to improve | 1 | 2 | 3 | 4 | 5 | N/A |
| 37 | When there are lots of assessments, I don’t bother with ones that don’t count | 1 | 2 | 3 | 4 | 5 | N/A |
| 38 | I usually receive feedback in time to act on it | 1 | 2 | 3 | 4 | 5 | N/A |
| 39 | I only study the things I am assessed on | 1 | 2 | 3 | 4 | 5 | N/A |
| 40 | I am never sure what is expected with new methods of assessment | 1 | 2 | 3 | 4 | 5 | N/A |

**Scales**

**How Students Learn**

1 Assessments encourage me to study concepts in depth

5 Assessments help me to deepen my understanding of concepts

12 Assessments do not usually develop my problem-solving skills (neg)

14 Some assessments require me to evaluate different arguments or evidence

16 Assessments encourage me to rethink my ideas

18 Some assessments encourage me to explore real world problems

32 Some assessments require me to apply my learning to new situations

**Formative Assessment**

8 I learn a lot from assessment tasks which do not count

11 I often skip assessments which do not count (neg)

19 I do the bare minimum when assessments do not count (neg)

37 When there are lots of assessments, I don’t bother with ones that don’t count (neg)

23 I only value work that counts (neg)

34 Assessments which do not count are just a distraction (neg)

39 I only study the things I am assessed on (neg)

**Internalisation of Standards**

17 I do not understand how to do well in my assessments (neg)

21 I am clear about what is expected for assessments

26 The standard required to do well on an assessment is not always clear (neg)

22 I feel well prepared for new methods of assessment.

40 I am never sure what is expected with new methods of assessment (neg)

**Influence on student effort**

6 The assessment demands mean that I need to study hard to do well

10 I need to put the hours in regularly every week if I want to do well

28 I only read academic texts when there is an assessment coming up (neg)

35 I can usually predict which topics I need to study when it comes to exams

**Quality of Feedback**

2 Feedback helps me to understand how to improve

3 Feedback on work that does not count helps me to learn

15 My feedback is personal to me

20 My feedback feels quite generic (neg)

25 I understand more because of the feedback I receive

30 I pay careful attention to my feedback

36 I can see from my feedback what I need to do to improve

38 I usually receive feedback in time to act on it

**Integrated assessment design**

4 Links between assessments on different units are not always clear to me (neg)

7 There is not enough time between assessments to make use of the feedback (neg)

9 It does not matter if I forget about what I have learnt on a unit after I have passed it (neg)

13 Assessments seem to test the same things across different units (neg)

24 I often revisit content from previous units to get to grips with new material

27 Some assessments require me to bring together knowledge and skills from different units

29 Preparing for exams helps me to see connections between aspects of the course

31 I struggle to learn in depth when there are too many assessments (neg)

33 When preparing for assessments, I rarely use learning from other units (neg)