



Designing Alternative Assessments

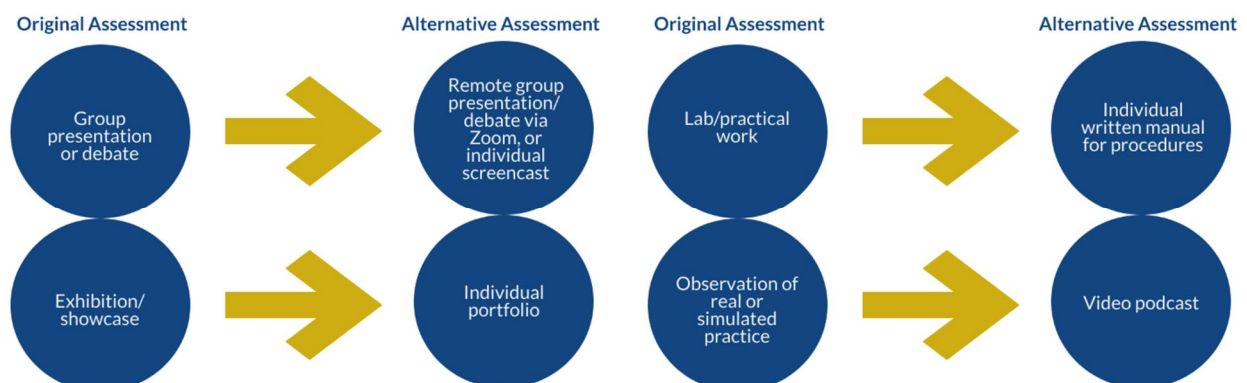
There are legitimate occasions where it is not possible for students to complete one or more assessments that form part of the overall assessment strategy for a module; for example, a student who misses an assessed group presentation session due to illness. For this reason, module leaders are required to specify an alternative assessment that students can take that enables students to demonstrate the same learning outcomes.

Designing alternative assessment tasks

1. The most important consideration in designing an alternative assessment task is the module learning outcomes. Take the learning outcomes that are assessed by the original task, and use these to guide your choice of alternative task. It is crucial that the alternative task can assess the same learning outcomes as the original task.
2. Consider different types of task that could assess the same learning outcomes. You should consult your Programme Leader and Director of Learning and Teaching for guidance on appropriate tasks in the context of your specific discipline.

Below you will find some generic suggestions for alternative task types. These are not exhaustive lists, and some of these alternatives may not apply to your discipline, or may require amendment to fit the learning outcomes for your module. Some of these alternatives require the use of technological tools like Zoom, and depending on the circumstances it may not be appropriate or feasible to use technology for alternative assessments. For more guidance, contact your DLT, ADE, or the Department of Higher Education (dhe@surrey.ac.uk).

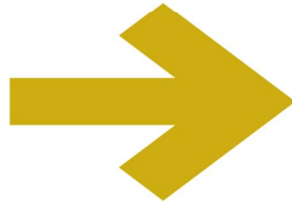
Coursework tasks



Examinations

Original Assessment

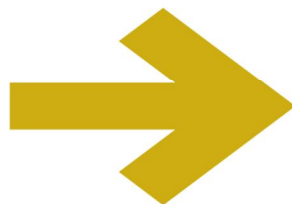
Written examination:
extended answers



Alternative Assessment

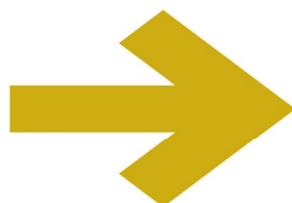
- Analysis and response to case study
- Analysis of event or performance
- Book review
- Annotated bibliography
- Research proposal
- Design of website

Written examination:
short answer



- Meaningful paragraphs (given a list of specific terms, students must use the terms in a paragraph that demonstrates that they understand the terms and their interconnections)

Closed-book
MCQ



- Open-book MCQ
- 'Thick description' MCQs: students must explain why the answer they chose to a multiple-choice question is correct, or why the alternative answers are wrong