

## Assessment Experience Questionnaire Scoring Sheet

Write in the numbers circled for each question and add the scores for each scale.

1 Amount and distribution of study effort	2 Assignments and learning	3 Quantity and timing of feedback
Total =	Total =	Total =
4 Quality of feedback	5 What you do with the feedback	6 The examination and learning
Total =	Total =	Total =

### 1 Amount and distribution of study effort

A high score indicates that students study evenly across weeks and across topics, and feel that they have to in order to do well. A low score indicates that students study effort is allocated narrowly to assessed topics and those weeks where assessment takes place, and feel they can get away with this and still do well.

### 2 Assignments and learning

A high score indicates that students see assignment requirements as clear and challenging, requiring understanding. A low score indicates that assessment demands are perceived as unclear and that assignments are seen as unchallenging and as not requiring understanding.

### 3 Quantity and timing of feedback

A high score indicates that students perceive that they get plenty of feedback fast enough. A low score indicates that students perceive the feedback to be insufficient to support their learning, and too late to be useful.

### 4 Quality of feedback

A high score indicates that students find the feedback understandable and useful, explaining both grades, misunderstandings and how to improve. A low score indicates that the feedback is neither comprehensible nor useful, and only indicates how well the student is doing in relation to others.

### 5 What you do with the feedback

A high score indicates that students use the feedback to guide follow-up learning, to tackle subsequent assignments differently, and to revise. A low score indicates that the feedback has little impact on subsequent studying and learning.

### 6 The examination and learning

A high score indicates that the perceived exam demands had a positive influence on the quality of learning undertaken during the course and during revision and that the exam itself was a learning experience. A low score indicates that the perceived exam demands encouraged memorisation and subsequent forgetting.