

# Assessment Decision-Making

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Much is known about good assessment practices, but little is known about the decisions that lead to their implementation. When a university teacher creates an assessment task, designs a rubric, or writes multiple-choice items they make choices, which we describe as ‘assessment decisions’. We suspect that part of the disjunction between assessment “best practice” and assessment-in-practice is the result of pragmatic, contextualised decisions made by university teachers. We are conducting interviews with ‘chalkface’ academics, seeking to understand how these decisions are made and what influences the decision-making process. Understanding ‘assessment decisions’ will enable us to improve support for teachers who wish to improve their assessment but find it difficult to do so in practice. This poster will present preliminary findings from an Office for Learning and Teaching-funded project being undertaken by the authors titled “Improving Assessment: Understanding educational decision-making in practice”.