

## **Assessment Experience Questionnaire (AEQ)<sup>i</sup>**

	strongly disagree	disagree	?	agree	strongly agree
<b>1. <u>Assignments and learning</u></b>					
Tackling the assignments really makes me think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I learn more from doing the assignments than from studying the course material.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In completing the assignments you can get away with not understanding and still get high marks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assignments give very clear instructions about what you are expected to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I tackle an assignment it is not at all clear what would count as a successful answer.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The assignments are not very challenging.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>2. <u>Quantity and timing of feedback</u></b>					
On this course I get plenty of feedback on how I am doing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The feedback comes back very quickly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
There is hardly any feedback on my assignments when I get them back.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
When I get things wrong or misunderstand them I don't Receive much guidance in what to do about it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I would learn more if I received more feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Whatever feedback I get comes too late to be useful.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>3. <u>Quality of feedback</u></b>					
The feedback mainly tells me how well I am doing in relation to others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The feedback helps me to understand things better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The feedback shows me how to do better next time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Once I have read the feedback I understand why I got the mark I did.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I don't understand some of the feedback.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

strongly agree  
agree  
?  
disagree  
strongly disagree

I can seldom see from the feedback what I need to do to improve.

☐ ☐ ☐ ☐ ☐

#### 4. **What you do with the feedback**

I read the feedback carefully and try to understand what the feedback is saying.

☐ ☐ ☐ ☐ ☐

I use the feedback to go back over what I have done in the assignment.

☐ ☐ ☐ ☐ ☐

The feedback does not help me with any subsequent assignments.

☐ ☐ ☐ ☐ ☐

The feedback prompts me to go back over material covered earlier in the course.

☐ ☐ ☐ ☐ ☐

I do not use the feedback for revising.

☐ ☐ ☐ ☐ ☐

I tend to only read the marks.

☐ ☐ ☐ ☐ ☐

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<sup>i</sup> Source: Gibbs, G. & Simpson, C. (2003) Measuring the response of students to assessment: the Assessment Experience Questionnaire, Paper delivered at 11th Improving Student Learning Symposium, Open University.