**From Solstice 2017: Assessment needs re-inventing now, because…**

* Uni assessments don’t tend to match life assessments.
* We over-rely on abstract forms of assessment that don’t reflect how knowledge is created/used/shared in real world.
* It’s so very very boring to do.
* It is rarely fit for purpose in today’s learning environment.
* We need assessment suitable for the 21st century.
* Its purpose needs redefining.
* Change is healthy.
* People like reinventing.
* Most assessment doesn’t match real world sasks/skills/needs.
* It is irrelevant.
* It is too time-consuming and new ideas need to be introduced.
* Students are different from the ones in the past. They are dependent on technology.
* Variety leads to better student feedback.
* It is not consistent.
* We don’t really know what we’re doing anyway!
* We need to respond to a variety of assessment options.
* Because I dislike weighing pigs.
* Students are changing.
* I don’t believe assessments are inclusive.
* A ‘one-size fits all’ doesn’t work for every individual student.
* Because it is often not reliable, valid or efficient.
* It’s not imbued with enough imagination to allow students to creatively show what they know and can do today.
* Students don’t understand the game.
* It needs to feed into learning more.
* We live in a creative world which needs to support the development of creative minds.
* We now have the technology.
* Encourage more reflection for students and for staff.
* It does not necessarily help learning, and often does nothing to increase self-awareness.
* It often fails to capture student ability.
* It’s a changed world.
* It doesn’t always manage to test for application other than memory.
* It lacks authenticity.
* It bears no relation to work.
* It is a pain in the ass.
* We are losing learning and finding out how much students can remember instead.