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**A definition for effective assessment and implications on computer-aided assessment practice.**

Lindmeier, Anke M. (ed.) et al., Proceedings of the 37th conference of the International Group for the Psychology of Mathematics Education "Mathematics learning across the life span", PME 37, Kiel, Germany, July 28–August 2, 2013. Vol. 2. Kiel: IPN–Leibniz Institute for Science and Mathematics Education at the University of Kiel (ISBN 978-3-89088-288-8). 113-120 (2013).

Summary: For a decade, computer-aided assessment (CAA) has been used extensively with first-year mathematics and engineering undergraduates studying mathematics modules at the institution under investigation. This project sought to evaluate the effectiveness of CAA. Using assessment literature and activity theory to frame the study, this paper explores the aims of assessment and what it means for assessment to be "effective": it proposes a definition for effective assessment and discusses whether CAA can be considered effective assessment by this definition.

*Classification:* D60 U50
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