Certificate in Teaching and Learning   CCT Centre for Teaching and Learning

12-2019

CCT Assessment Design Workshop

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We must prepare students to cope with the unknown and build their capacity to learn when the props of a course - curriculum, assignments, teachers, academic resources - are withdrawn.

Boud, 2014, p.26

Slides at http://bit.ly/CCT9Dec2019

We must prepare students to cope with the unknown and build their capacity to learn when the props of a course - curriculum, assignments, teachers, academic resources - are withdrawn.

What, then, does that imply for what and how we assess?

Boud, 2014, p.26

Take a minute to think about the implications of this statement for us when designing assessments and pop your thoughts into the chat room.

Slides at http://bit.ly/CCT9Dec2019

This session will encourage participants to consider assessment in the wider context. In particular, we will explore the purpose of assessment, and the underpinning principles and practice of effective assessment strategies.

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Learning Outcomes
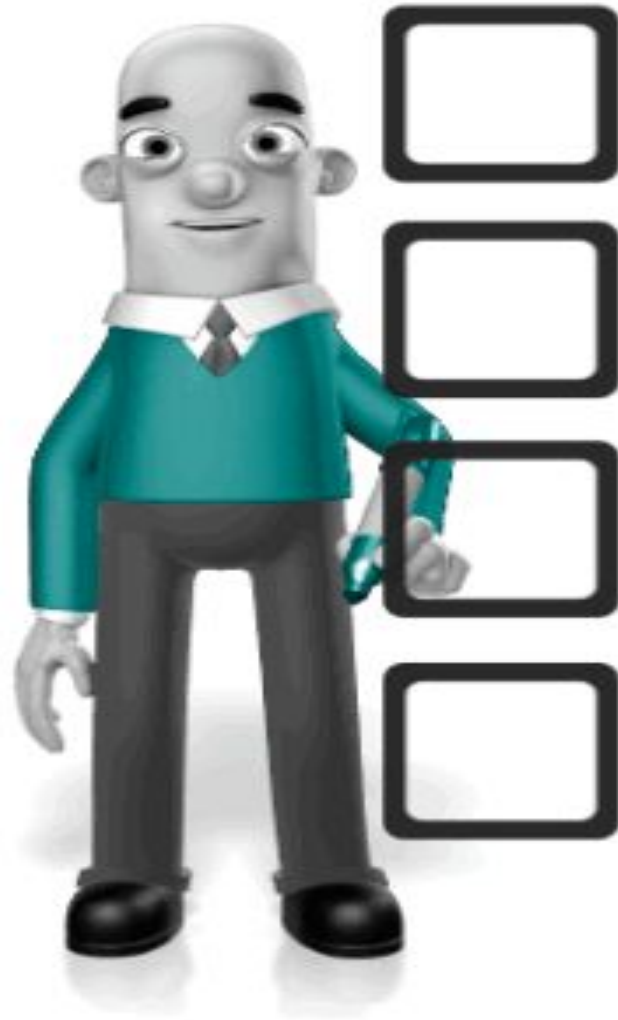
Assessment Principles (Boud et al, 2009)

1. Engage students in learning
2. Actively improves student learning
3. Students and teachers as partners
4. Students inducted in assessment practices
5. Assessment for learning designed into assessment
6. Assessment for learning a core value of the institution
7. Inclusive and trustworthy

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Assessment Principles (Bloxham & Boyd, 2008; UCD, 2014)

Validity	Assessments should measure what they purport to measure and should align with the programme and module's learning outcomes.
Reliability	Assessment tasks should generate comparable grades across time, across markers and across methods.
Effectiveness	Assessment tasks should be designed to encourage good quality 'deep' approaches to learning in the students and where appropriate, evidence of competence/fitness to practice.
Comparability and Consistency	There should be consistent and comparable approaches to the summative assessment requirements of awards of the same level across programmes and institutions.
Equity and Diversity	All students should have opportunity to effectively demonstrate their learning and should have opportunity to be assessed by different methods across a programme/subject major.
Practicability and Efficiency	Assessment tasks should be practical for both staff and students in terms of the time needed for completion and marking and they should be cost effective.
Transparency	Information, guidance, assessment criteria, rules and regulations on assessment should be clear, accurate, consistent and accessible to all students, staff and examiners.
Attribution	Assessment tasks should generate clear evidence that the work has been produced by the candidate.

https://www.ucd.ie/teaching/resources/assessment/whyassessstudents/

Assessment Principles (DCU, 2013)

DCU's assessment policy is grounded in principles of:

Academic rigour, where assessment:

- Engages a student to develop, to investigate and to apply knowledge, skills or competencies associated with his/her disciplinary area(s)
- Demonstrates learning outcomes and supports achievement of module/programme learning outcomes aligned to the appropriate level of the National Framework of Qualifications
- Ensures scaffolding and progression of learning
- Encourages creativity as well as accuracy where appropriate
- Endorses the concept of constructive alignment between learning outcomes and assessment(s)
- Incorporates appropriate and relevant feedback mechanisms to students and adheres to DCU's Feedback Policy

Fairness and equity, where assessment is:

- Developed to ensure that a student can demonstrate the appropriate learning outcomes
- Designed with due consideration given to the diversity of learners[2]
- Graded in accordance with explicit marking criteria, which are made readily available to students when engaging with the assessment.

https://www.dcu.ie/sites/default/files/policy/assess_and_feedback_policy.pdf

Assessment Principles

Assessment and feedback should empower students to become self-regulated learners.

Assessment and feedback should be clear and understandable by staff and students.

Decisions on assessment and feedback should be guided by a programme-level approach.

Assessment and feedback approaches should foster partnership between staff and students.

Students should experience a diverse range of assessment methods, including, where relevant, authentic and work-based assessments.

Assessment and feedback should be manageable for staff and students.

Assessment and feedback should be enhanced through staff engaging in related professional development, including engagement in scholarship in this area.

Assessment and feedback should be supported by enabling policies.

(National Forum, 2018a)

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Some Assessment Questions…..

1. What tools or methods to use?
2. Are you assessing the product or process…or both?
3. What level of integration with other modules?
4. How much group/peer work?
5. How do I grade the work?
6. How do I assure the learners work is at the level I grade it?
7. What type of feedback should I give?
8. How can I involve students in assessment?

Some Assessment Questions…..

1. What tools or methods to use?

Some Assessment Questions…..

1. What tools or methods to use?

Briefly, use the chatbox to tell us what methods you use?

Some Assessment Questions…..

1. What tools or methods to use?

Authentic..inclusive..variety
Planned - integrated across a stage/programme
Promote academic integrity

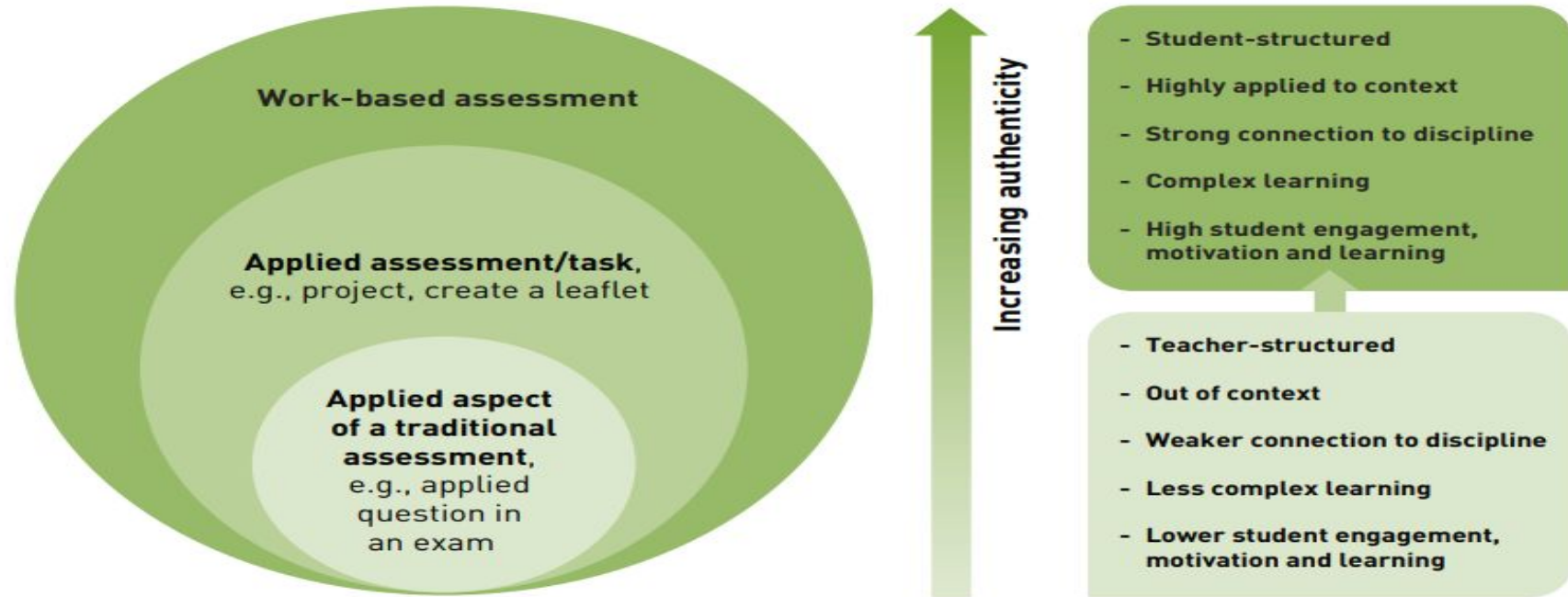ALIGNED TO MODULE LEARNING
OUTCOMES

Authentic Assessment

Figure 1 Continuum of authenticity

National Forum (2017) Authentic Assessment, National Forum Insight

ACADEMIC INTEGRITY PRINCIPLES

Standards

1. Set consistently high academic integrity standards which values university, programme, and student/graduate reputation.

2. Provide detailed information and direction on how students might avoid breaches of academic integrity, and ensure consistency across a programme team.

3. Regularly update and edit assessments, and programme assessment strategies.

Assessment Design

4. Use clear marking criteria and rubrics to reward positive behaviours associated with academic integrity.

5. Design assessments that motivate and challenge students to do the work themselves (or in assigned groups/pairs).

6. Ensure assessments are authentic, current and relevant.

7. Adopt a scaffolded and integrated approach, across a stage and programme, to assessments for learning with multiple feedback points throughout the assessment process.

8. Consider assessment briefs that have open-ended solutions or more than one solution.

Student Ownership

9. Design in elements for students to record their individual pathways of thinking demonstrating students own work.

10. Design assessments which allow students to prepare personalised assessments (either individually or group based).

11. Build in a form of questioning or presentation/viva type defence component.

12. Co-design assessments or elements of assessment (e.g. rubric) with students.

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NIDL
National Institute
for Digital Learning

INTEGRITY

Erasmus+

dcu.ie

Constructive Alignment

| Module Learning Outcomes | Teaching and Learning Strategies | Assessment Strategy |

Some Assessment Questions…..

2. Are you assessing the product or process…or both?

Some Assessment Questions…..

2. Are you assessing the product or process…or both?

In some cases both, in others one or the other – but ALWAYS designed in through rubric/marking criteria

FAIR AND FIT FOR PURPOSE (VALID...AUTHENTIC)
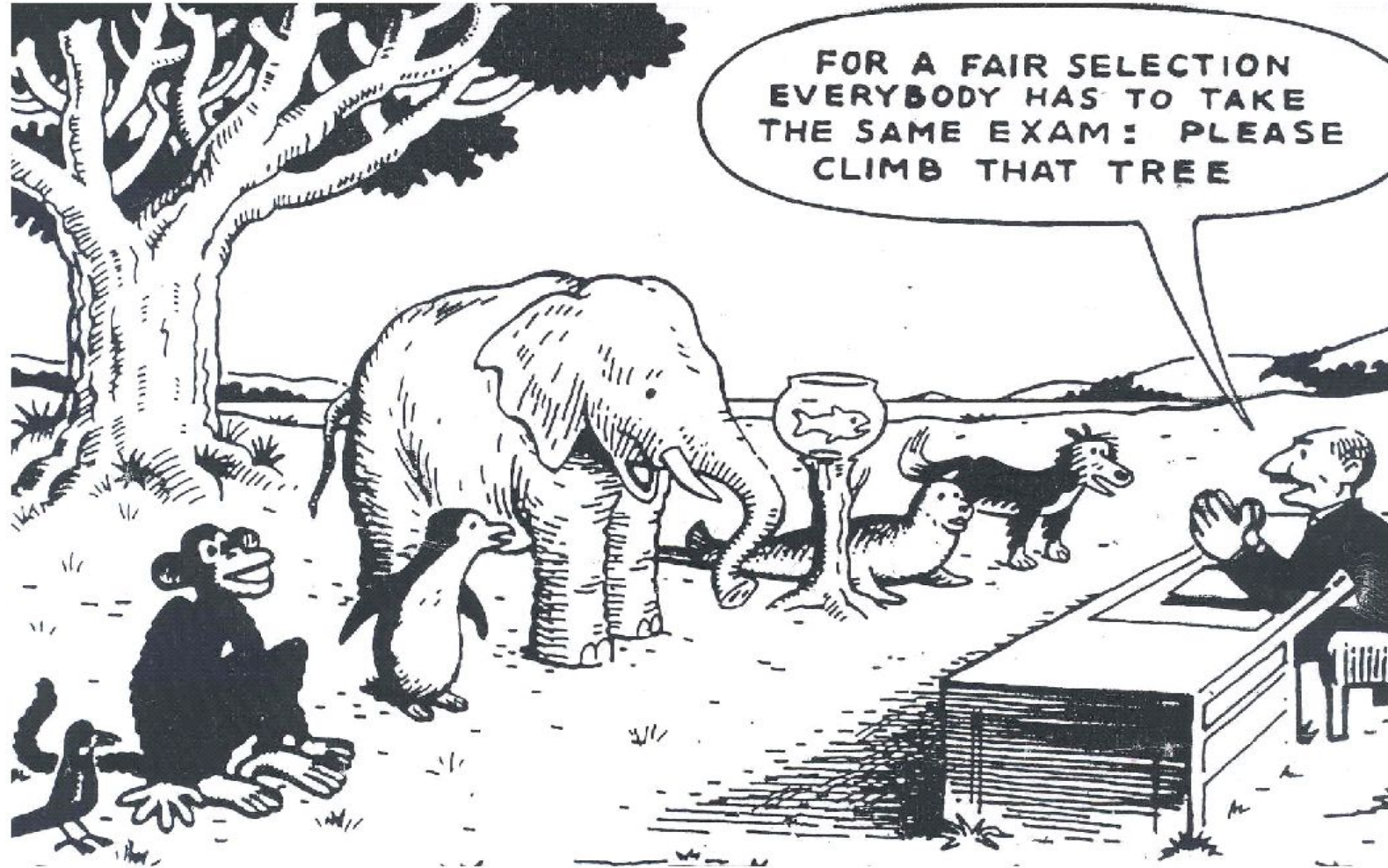
Some Assessment Questions…..

3. What level of integration with other modules?

As much as makes sense for the learner…in planned, logical and authentic way

PROGRAMME/STAGE ASSESSMENT STRATEGY

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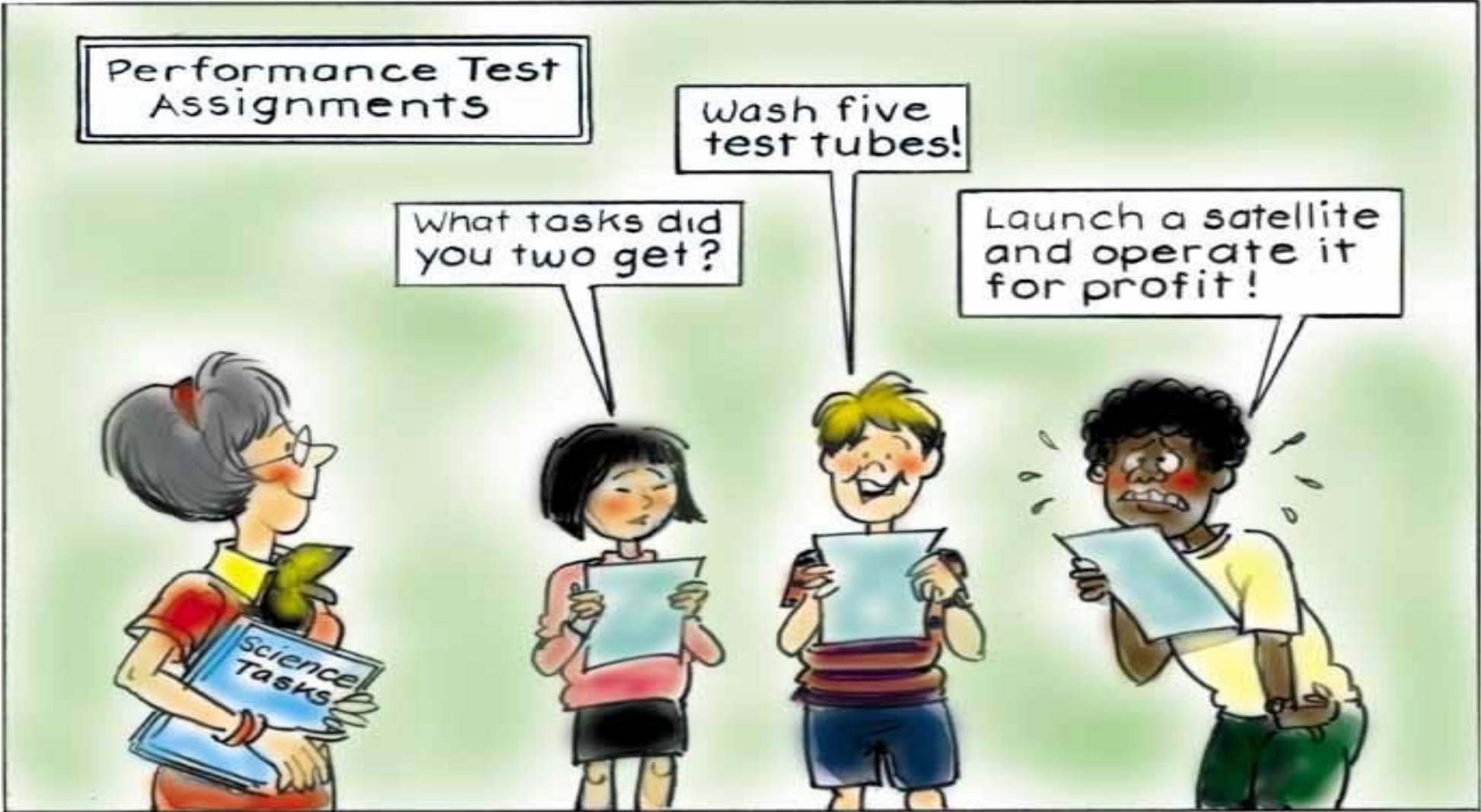# ENHANCING PROGRAMME APPROACHES TO ASSESSMENT AND FEEDBACK IN IRISH HIGHER EDUCATION: CASE STUDIES, COMMENTARIES AND TOOLS

Edited by Geraldine O'Neill

Why Take a Programme Approach to Assessment and Feedback?

Assessment and feedback[1] are central to the question of how we can enhance and transform teaching and learning in higher education. Underpinning this resource is a recognition of the benefits of adopting a whole programme-level approach to assessment and feedback. This approach is important because:

- it allows for a more effective and efficient use of resources in balancing the requirements of both high-stakes assessment that is reliable and valid assessment that measures complex learning (Knight, 2000);

- multiple unconnected modular assessments can put student assessment efforts in one module in competition with efforts in parallel modules, potentially resulting in a focus on the immediate rather than on the important;

- a programme view of assessment and feedback allows staff to plan for a diversity of assessments across the programme, both familiar and unfamiliar;

- coherent and integrative approaches to programme assessment have the potential to support students to develop complex understanding and challenge their learning by building on learning in previous and parallel modules;

- institutional and student reputations affected by plagiarism and cheating are best addressed through a multi-pronged approach at programme and institutional level (Bretag & Harper, 2016); and

- the design and positioning of assessment and feedback within a programme is key to the integration of learning from different modules in ways that prepare students to apply their learning successfully within their lives and work.

Uses assessment as a more effective and efficient tool to measure and drive complex learning

Integrates modules rather than allow them to operate in competition

Facilitates diversity of learning and develops diverse learning

Logical structure and sequenced assessment that help build learning

Enhances academic integrity

National Forum (2017) *Enhancing Programme Approaches to Assessment and Feedback in Irish Higher Education: Case Studies, Commentaries and Tools*. Dublin: Author.

Some Assessment Questions…..

4. How much group/peer work?

Where it is logical and authentic…but not too much…in planned and integrated way

REMEMBER…PROGRAMME OR STAGE ASSESSMENT STRATEGY

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Some Assessment Questions…..

5. How do I grade the work?

Using well designed marking criteria (rubric) that makes sense in relation to other modules at your stage

Reward academic integrity behaviour

Aligned to module outcomes

ANALYTICAL OR HOLISTIC….

Holistic Marking Criteria

Advantages

- Encourages intuitive expert judgment
- Validity is enhanced
- When used with support, student can develop the skill of self-judgment (become expert judge)

Disadvantages

- Reliability can be weaker
- Needs more expert judgement
- Transparency can be harder to achieve.

Critical analysis of theory, data and sources	30%
Relevance of material cited	30%
Sufficient number of academic sources	20%
Academic writing and referencing	10%
Additional research	10%

Analytical Marking Criteria

Advantages
- Increase interrater reliability
- Transparency (detailed feedback to students)
- Objectivity

Disadvantages
- Validity: No single correct answer in complex topics
- Sum of the parts is not always the whole
- Time consuming

O'Neill, G (2018) Assessment: Designing Grading and Feedback Rubrics linked here.

	Critical analysis of theory, data and sources	Relevance of material cited	Sufficient number of academic sources	Academic writing and referencing	Additional research
	30%	30%	20%	10%	10%
First	Deep critical analysis of theory, data and sources evidenced in logical presentation and flow of argument.	Excellent grasp of the material cited allowing for an informed and considered answer to the question.	15 plus relevant, reputable sources used	Advanced academic piece of work, written and structured in a clear and concise manner and referenced correctly	Excellent evidence of going beyond what was required and covered in the module.
Hons	Some engagement with issues of measurement and analysis.	Material cited is good but not explicit how it relates to the question.	10 - 15 relevant, reputable sources used	Some issues in structure and/or referencing.	Some additional material or topics used to answer question.
Pass	Acknowledgement but limited engagement of issues in measurement and analysis.	Some attempt to answer the question but the material does not support the arguments.	5 - 9 relevant, reputable sources used	Serious flaws in structure and/or referencing.	Small amount of independent research evident.
Fail	Little or no engagement of issues in measurement and analysis.	Fails to address the question asked.	Insufficient relevant, reputable sources used	Referencing and structure insufficient for following thread of argument and accessing sources.	Little or no independent research.

What approach to rubrics do you use?

Do you share rubrics?

Some Assessment Questions…..

6. How do I assure the learners work is the level I grade it?

Well designed marking criteria (rubric)

Moderation

External Examiner

Some Assessment Questions…..

7. What type of feedback should I give?

Lots…

Often…

Timely….

SUMMATIVE AND FORMATIVE

Time Out…..

Think about your own experience as a learner

What kind of feedback was helpful to you? Unhelpful?
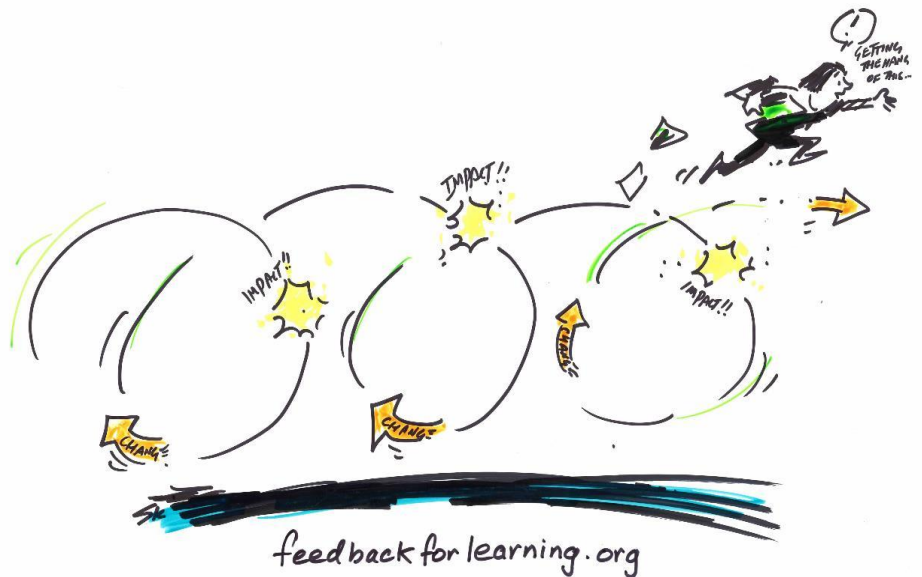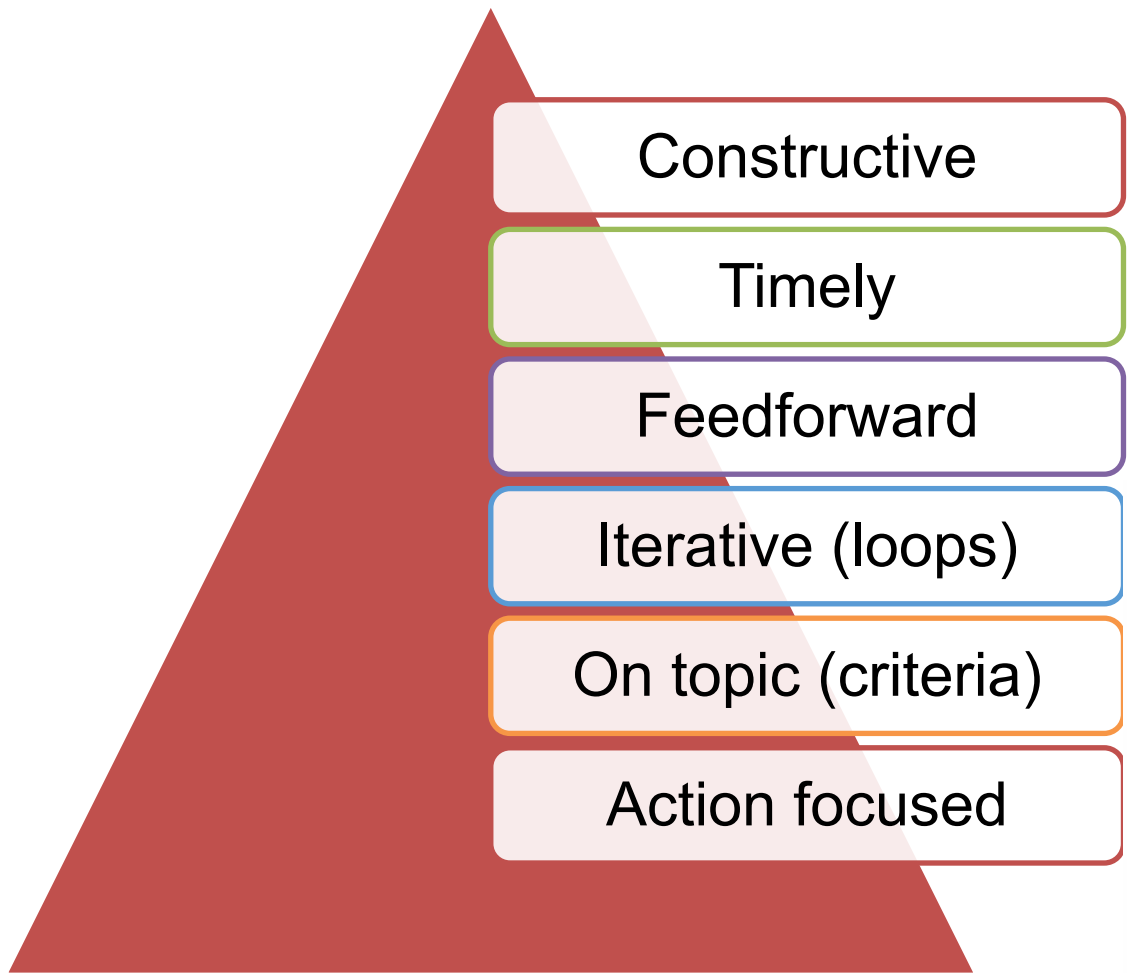
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Constructive

Timely

Feedforward

Iterative (loops)

On topic (criteria)

Action focused

feedback for learning.org

Henderson, M., Boud, D., Molly, E., Dawson, P., Phillips, M., Ryan, T., & Mahoney, P. (2018). *Feedback for Learning: Closing the Loop.* Retrieved from Feedbackforlearning.org: http://newmediaresearch.educ.monash.edu.au/feedback/wp-content/uploads/Framework.pdf

Is it the assessors job to make the feedback nice?

Henderson, M., Boud, D., Molly, E., Dawson, P., Phillips, M., Ryan, T., & Mahoney, P. (2018). *Feedback for Learning: Closing the Loop.* Retrieved from Feedbackforlearning.org: http://newmediaresearch.educ.monash.edu.au/feedback/wp-content/uploads/Framework.pdf

SUMMATIVE

EXAMPLES:

Students self-assess and receive a grade for this judgement.

Students and staff both grade the work (summative co-assessment).

Teacher
is responsible, is decision-maker

Students self-review and/or peer review to make a judgment (critical evaluation) of their work.

Students judge their work based on holistic or analytic criteria, or by comparing exemplars.

Student
is responsible, is decision-maker

Students collaborate to develop their own shared assessment criteria.

Assessment OF Learning
To demonstate achievement

LEARNING

Assessment AS Learning
To self-regulate and critically evaluate

Assessment FOR Learning
To give feedback on learning and teaching

EXAMPLES:

'High stakes' graded end or mid semester exam, project, essay.
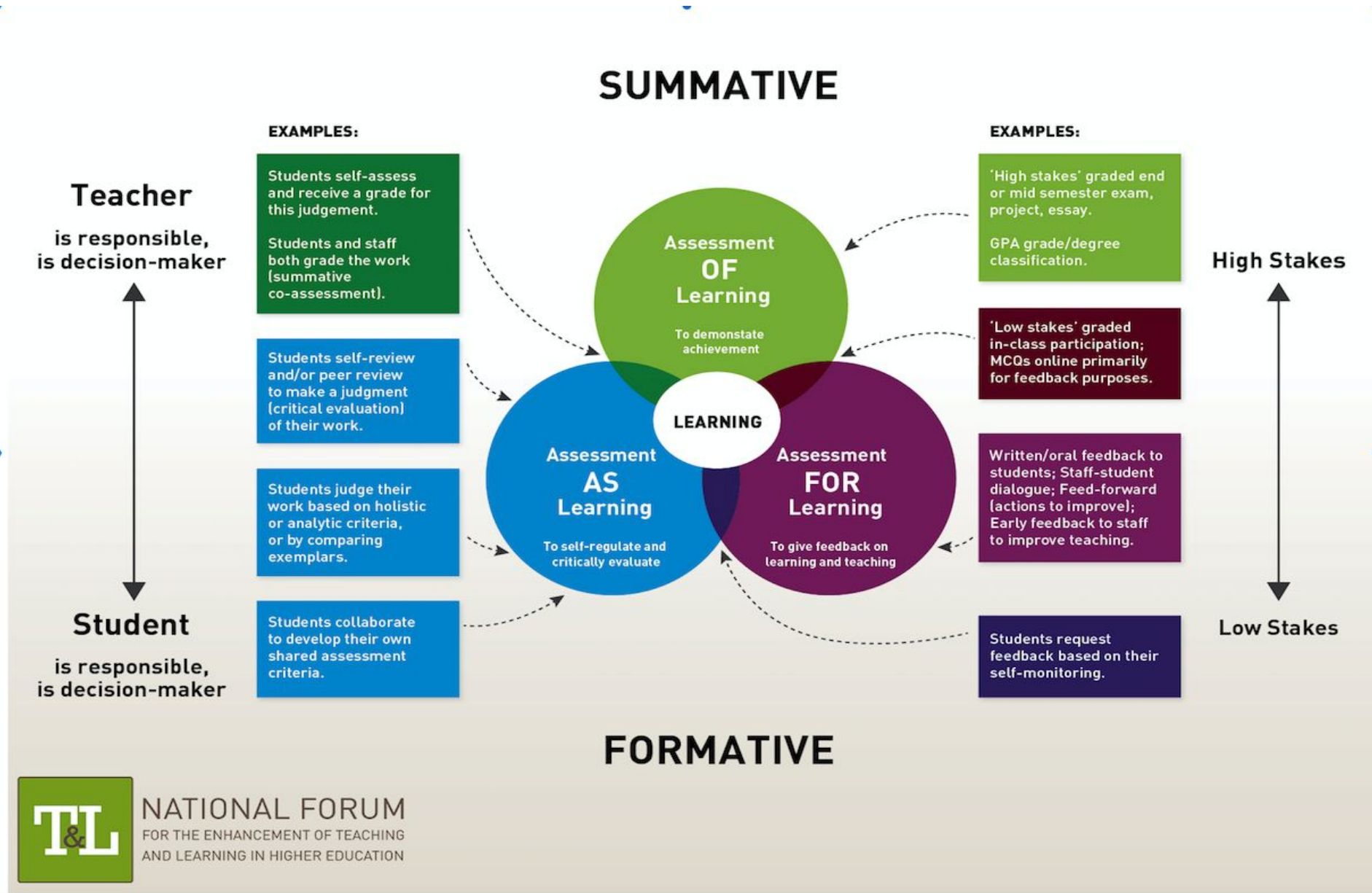
GPA grade/degree classification.

High Stakes

'Low stakes' graded in-class participation; MCQs online primarily for feedback purposes.

Written/oral feedback to students; Staff-student dialogue; Feed-forward (actions to improve); Early feedback to staff to improve teaching.

Students request feedback based on their self-monitoring.

Low Stakes

FORMATIVE

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T&L NATIONAL FORUM
FOR THE ENHANCEMENT OF TEACHING AND LEARNING IN HIGHER EDUCATION

National Forum (2017) Expanding our Understanding of Assessment and Feedback in Irish Higher Education

Quick Reference Guide
Student Feedback

Assessment has most effect when… feedback is used to actively improve student learning.

Boud, D. et al, 2010

O'Riordan, F. (2018) Quick Reference Guide: Student Feedback. Dublin: DCU.

Some Assessment Questions…..

8. How can I involve students in assessment?

National Forum. (2016). Profile of assessment practices in Irish higher education. Dublin: Author

Some Assessment Questions…..

8. How can I involve students in assessment?

Enhances academic integrity

Co-design rubrics

Choice in assessment brief
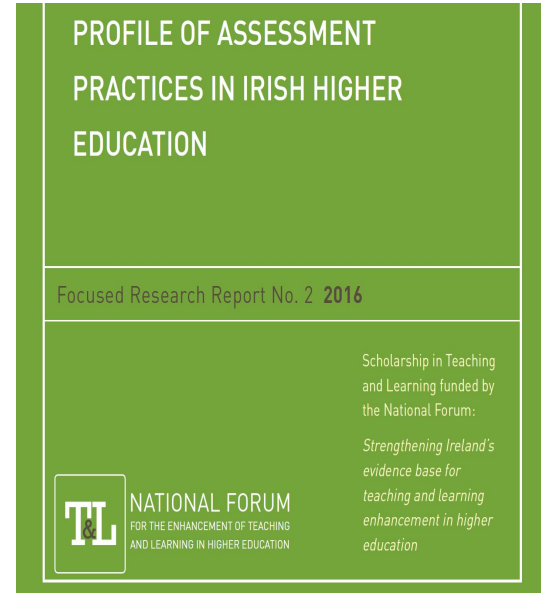
Negotiate authentic assessment

PEER AND SELF ASSESSMENT (BOTH SUMMATIVE AND FORMATIVE)

Snapshot of Assessment Practice (2016)

Main findings

- Huge variations and inconsistencies (size and development; information; learner feedback etc)

- Semester modules = on average more assessment than linear.

- Exam still most common type of assessment;

- Variety of assessment across programmes and stages is not widespread

PROFILE OF ASSESSMENT
PRACTICES IN IRISH HIGHER
EDUCATION

Focused Research Report No. 2 **2016**

Scholarship in Teaching
and Learning funded by
the National Forum:

*Strengthening Ireland's
evidence base for
teaching and learning
enhancement in higher
education*

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National Forum. (2016). Profile of assessment practices in Irish higher education. Dublin: Author
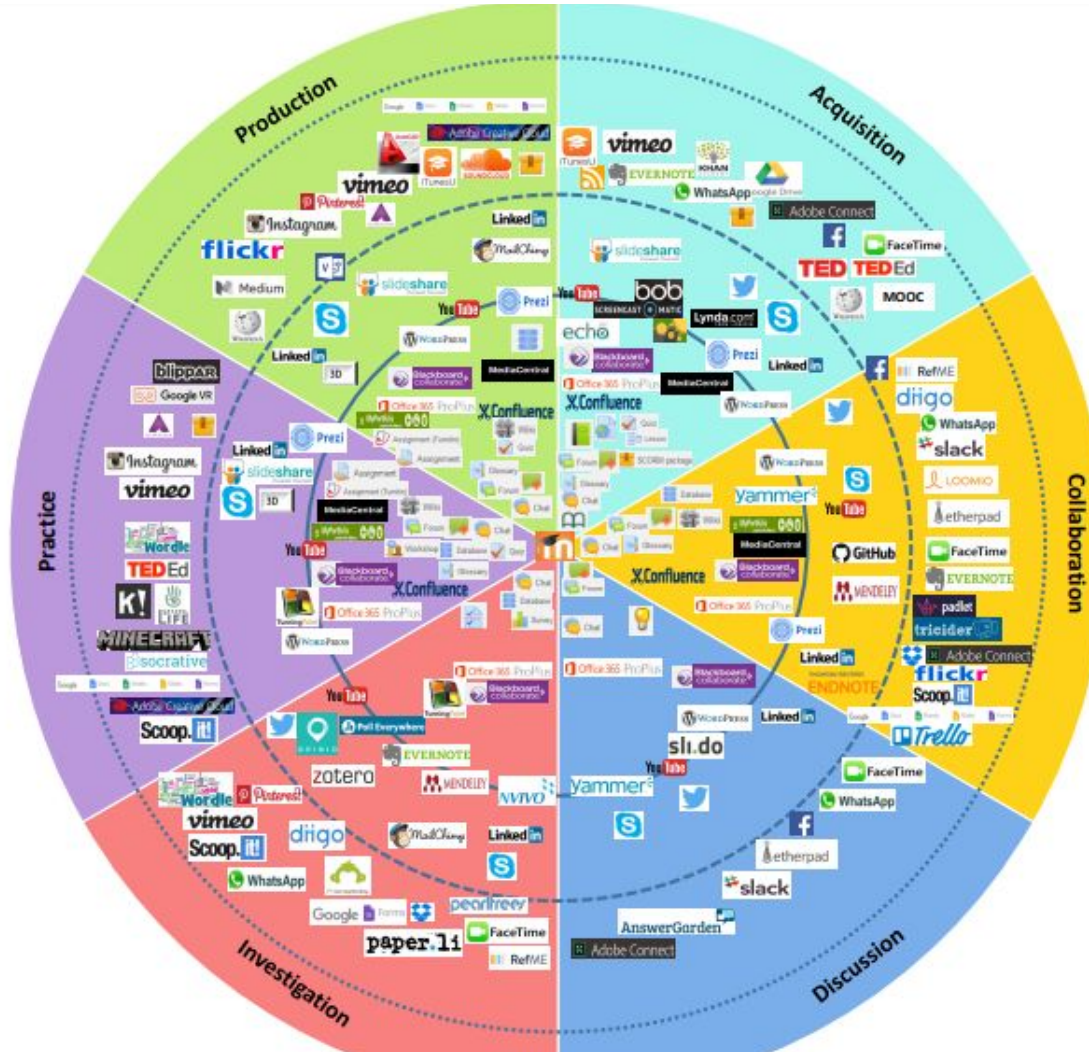
Recommendations (2016)

- Clear, transparent, detailed & accessible assessment information to all students...preparation; decision making etc.

- 'The number of assessments within modules and programmes should be benchmarked to ensure fairness across the system and weightings should be applied as a result of design, not default'.

- 'Challenge of balancing competing demands such as reliability and validity or effectiveness and efficiency…method choices are deliberate and matched to the demands of the specific context'.

National Forum. (2016). Profile of assessment practices in Irish higher education. Dublin: Author

Technology Enhanced Assessment

In the chatbox please type in one take-away from this webinar i.e.

What one thing are you now going to consider when designing assignments in the future?

MERRY CHRISTMAS
From all of us at DCU

Acknowledgements

Boud, D. and Associates (2010). Assessment 2020: Seven propositions for assessment reform in higher education. Sydney: Australian Learning and Teaching Council.

Boud, D. (2014). Shifting views of assessment: from teacher's business to sustaining learning. In C. Kreber, C. Anderson, N. Entwistle, and J. McArthur (Eds.), *Advances and innovations in university assessment and feedback* (pp. 13-31). Edinburgh: Edinburgh University Press.

INTEGRITY Project https://teuintegrityproject.wordpress.com/

Images & Graphics https://www.presentermedia.com/ and https://pixabay.com

National Forum (2017) *Enhancing Programme Approaches to Assessment and Feedback in Irish Higher Education: Case Studies, Commentaries and Tools*. Dublin: Author.

National Forum. (2016). Profile of assessment practices in Irish higher education. Dublin: Author

National Forum (2017b) Authentic Assessment, National Forum Insight

O'Neill, G. (2018) Assessment: Designing Grading and Feedback Rubrics. Dublin: UCD.

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