Designing Assessment for Assurance of Learning

Romy Lawson
University of Wollongong
NSW, Australia
Hunters & Gatherers: Strategies for Curriculum Mapping and Data Collection for Assurance of Learning

assuringlearning.com
Curriculum design for assuring learning in business education - leading the way

2013 OLT National Teaching Fellow

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University of Wollongong
New South Wales
What are we trying to achieve when we teach?
Designing learning

- What should the students be able to do/know?
- Has it been effective?
- What can be improved?
- What do the students need to do to learn?
- What should the students be able to do/know?
- How will you/students know if they can do it?
- Has it been effective?
- What can be improved?
Constructive Alignment

Learning and teaching activities
Designed to meet learning outcomes

Intended Learning Outcomes

Assessment methods
Designed to assess learning outcomes

John Biggs, 2000
Designing learning

- Learning Outcomes
- Learning Activities
- Evaluation
- Assessment

• How will you/students know if they can do it?
Designing learning

- What should the students be able to do/know?

Learning Outcomes

- How will you/students know if they can do it?

Learning Activities

Assessment

Evaluation
Whole of Program Approach
Whole of Program Approach
Whole of Program Process – How?

• Writing **Program** Learning Outcomes
• Understanding Criteria and Standards needed to achieve the PLOs (**whole of program** rubrics)
• Designing Authentic **Scaffolded** Assessment of CLOS
• Teaching PLOs with Effective Feedback/Feedforward Mechanisms
• Leading the Process – Facilitating Change
How do you design/deliver your curriculum?  
Whole of Program Checklist

<table>
<thead>
<tr>
<th>Stages</th>
<th>Current</th>
<th>Areas for Development</th>
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</thead>
<tbody>
<tr>
<td>Subject setting expectations (PLOs)</td>
<td></td>
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<tr>
<td>creating rubrics</td>
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<tr>
<td>calibrating understanding</td>
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<td>assessment</td>
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<td>- authentic</td>
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<td>- scaffolded</td>
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<td>- valid</td>
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<tr>
<td>feedback/feedforward</td>
<td></td>
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<tr>
<td>student evidence</td>
<td></td>
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</tbody>
</table>
Designing learning

- What should the students be able to do/know?

- Learning Outcomes
- Learning Activities
- Evaluation
- Assessment
Benefits of Learning Outcomes

- Learning Outcomes maximise student study efforts and encourage independent learning by making the teacher’s focus and decision-making for assessment transparent.
- They provide lecturers with a guide for what should be assessed
- They provide the basis for lecturers and tutors to link teaching design and teaching activities with desired student results
- Learning outcomes provides course teams/students with the opportunity to demonstrate which graduate skills are developed in their course
- They provide the basis for evaluating course effectiveness in relation to student learning.
PLO - Considerations

• National (International)
  – AQF
  – Discipline Threshold Standards (e.g. LTASP – accounting/marketing/economics)
  – Professional Bodies eg CPA

• Institutional/Faculty
  – RMIT requirements (point of distinction)
    GA1 Work Ready
    GA2 Global in competence and outlook
    GA3 Environmentally aware and responsive
    GA4 Culturally and socially aware
    GA5 Active and lifelong learners
    GA6 Innovative
Point of Difference

Uni A
- TLO 1
- TLO 2
- TLO 3
- TLO 4
- GA

Uni B
- TLO 1
- TLO 2
- TLO 3
- TLO 4
- Theme
- GA

Uni C
- TLO 1
- TLO 2
- TLO 3
- TLO 4
- Theme
- GA
PLO - Considerations

• National (International)
  – AQF
  – Discipline Threshold Standards (e.g. LTASP – accounting/marketing/economics)
  – Professional Bodies eg CPA

• Institutional/Faculty
  – RMIT requirements (point of distinction) – GA Themes

• Program
  – Context
  – Level
RMIT MBA PLOs

- [PLO 1. (Knowledge)]. Synthesis and apply a contemporary business knowledge, which is culturally, socially and politically sensitive, with interpersonal skills, accepting the importance of ongoing continuous learning.

- [PLO2. (Problem Solving)]. Apply design thinking to complex problems and opportunities, so as to develop creative solutions.

- [PLO3. (Analytical)]. Design a set of desirable forward thinking solutions to complex globally integrated problems and opportunities that are client focused.

- [PLO4. (Communication)]. Select, communicate and advocate desirable solutions that will address complex problems and opportunities.

- [PLO5. (Leadership)]. Lead people and organisations in an ethical sustainable manner and design solutions that add value to the organisation and the communities they serve.

- [PLO6. (Research)], Apply research principles and methods to design innovative options and solutions for, and make reasoned judgments about, problems and issues in contemporary business practice.
What does a graduate look like?

The Six Thinking Hats (de Bastardised Bono)

The White Hat
What do you think a graduate should look like.

The Red Hat
What do students want to achieve.

The Black Hat
What does industry/the profession want from graduates.

The Yellow Hat
What do regulatory bodies want your course to achieve.

The Green Hat
Who are you marketing the course at.

The Blue Hat
What does your institution want a graduate to look like?

Does the course achieve all this?
Learn each learning objective - Yes/No

- Does it speak directly to the learner? (refer to what student might achieve, not what teacher will do)
- Is it measurable?
- Does it target one specific aspect of expected performance?
- Does it use an effective action verb?
- Does it match instructional activities and assessments?
- Is it written in terms of observable behavioural outcomes?
TEQSA

AQF/ Discipline TLOS – Reference Points

• **Alignment** to qualification type descriptors within appropriate AQF level specification

• Attach, for each course of study included in this application, a list of identified learning outcomes and a map showing how the learning outcomes align to the qualification type descriptors within the appropriate AQF level specification.
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Bachelor of Accounting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delivery Site(s):</td>
<td>Melbourne, St Kilda campus</td>
</tr>
<tr>
<td>Delivery Mode(s):</td>
<td>Blended delivery, involving face to face lectures and tutorials; moderated online discussion groups, and use of other E-learning resources, including workplace simulations.</td>
</tr>
<tr>
<td>AOF Specification Level 7 (insert as applicable)</td>
<td>Learning Outcomes</td>
</tr>
<tr>
<td>Knowledge</td>
<td>A broad and coherent body of knowledge, with depth in the underlying principles and concepts in one or more disciplines as a basis for independent lifelong learning.</td>
</tr>
<tr>
<td>• Integrate theoretical and technical accounting knowledge, which includes a selection of auditing and assurance, finance, economics, quantitative methods, information systems, commercial law, corporation law and taxation law.</td>
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<tr>
<td>Skills</td>
<td>• Cognitive skills to review critically, analyse, consolidate and synthesise knowledge</td>
</tr>
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<td>• Cognitive and technical skills to demonstrate a broad understanding of knowledge with depth in some areas</td>
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<tr>
<td>• Cognitive and creative skills to exercise critical thinking and judgment in identifying and solving problems with intellectual independence</td>
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<tr>
<td>• Communication skills to present a clear, coherent and independent exposition of knowledge and ideas</td>
<td>• Justify and communicate accounting advice and ideas in straightforward collaborative contexts involving both accountants and non-accountants</td>
</tr>
<tr>
<td>• Exercise judgment to solve routine accounting problems in straightforward contexts using social, ethical, economic, regulatory and global perspectives</td>
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<tr>
<td>Application of knowledge and skills</td>
<td>Demonstrated:</td>
</tr>
<tr>
<td>• With initiative and judgement in planning, problem solving and decision making in professional practice and/or scholarship</td>
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<td>• To adapt knowledge and skills in diverse contexts</td>
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<tr>
<td>• With responsibility and accountability for own learning and professional practice and in collaboration with others within broad parameters</td>
<td>• Critically apply theoretical and technical accounting knowledge and skills to solve routine accounting problems</td>
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<tr>
<td>• Reflect on performance feedback to identify and action learning opportunities and self-improvements</td>
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# PLO Checklist

<table>
<thead>
<tr>
<th>PL0</th>
<th>K1</th>
<th>K2</th>
<th>S1</th>
<th>S2</th>
<th>S3</th>
<th>S4</th>
<th>S5</th>
<th>A1</th>
<th>A2</th>
<th>A3</th>
<th>TL01</th>
<th>TL02</th>
<th>TL03</th>
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<th>TL05</th>
<th>TL06</th>
<th>GA1</th>
<th>GA2</th>
<th>GA3</th>
<th>GA4</th>
<th>GA5</th>
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</tbody>
</table>
Streamlined Approach

AQF/TLO (External)

University GA

PLO
Streamlined Approach

PLO

CLO

Assessment
Streamlined Approach

PLO

CILO

Assessment
Streamlined Approach

PLO + CLO = Assessment (Context/Level)
How do we assure learning?

Write CLOS

Benchmark → Map CLOS

Map CLOS → Collect Evidence

Collect Evidence → Use Evidence

Use Evidence → Benchmark

Benchmark → Write CLOS
TEQSA

• Provider Course Accreditation Standard 1.2 requires that: ‘there are robust internal processes for design and approval of the course of study, which: ... provide for appropriate development of key graduate attributes in students including English language proficiency.’

• TEQSA requires a summary of how the provider has ensured that there has been appropriate development of key graduate attributes including details of how key graduate attributes are integrated with curriculum design, assessment practices and course delivery.
Provider Course Accreditation Standard 5.6 requires that: ‘the higher education provider is able to demonstrate ... that students who complete the course of study have attained key graduate attributes including an appropriate level of English language proficiency.’

TEQSA requires a summary of how the provider has ensured that there has been appropriate development of key graduate attributes for each course of study included in the application, including English language proficiency.

Provider Course Accreditation Standard 5.3 requires that: ‘course management and coordination, including moderation procedures, ensure consistent and appropriate assessment.’
Analysis of grade distributions
Criterion-referencing requires a **focus on identified learning outcomes** and provides transparency for students.

TEQSA requires:

- an analysis **against comparative data** of the grade distributions for each course of study over the current accreditation period
- a summary of any **actions taken, or planned**, by the provider to address any issues or concerns.

For example, based on the comparison data used, note whether there is any concentration of grade distributions that is outside of the provider’s usual levels, and/or the higher education sector trends.
How do we assure learning?

demonstrating that degree program learning goals have been met.

improving degree program curricula to achieve learning goals

demonstrating that degree program learning goals have been met.

determining and revising degree program learning goals

Write CLOS

Benchmark

Map CLOS

Use Evidence

Collect Evidence
How do we assure learning?

Curricula management facilitates interactions and engagement to support development and management of both curricula and the learning process.

Evidence of recent curricula development, review, or revision demonstrates effectiveness of curricula management.

Learning goals/curricula derive from and are consonant with the school's mission, expected outcomes, and strategies.

Learning goals and curricula reflect currency of knowledge. Seeing evidence of curricula improvement based on new knowledge.

Learning goals are achieved. Systematic processes support assurance of learning and produce a portfolio of evidence demonstrating achievement of learning goals.
How do we assure learning?

Write CLOS
Benchmark
Use Evidence
Collect Evidence
Map CLOS
Design Curriculum
Engage Students
Facilitate Learning
Assess Learning
Review Practice
Designing learning

- Learning Outcomes
- Learning Activities
- Evaluation
- Assessment

- How will you/students know if they can do it?
Principles for Design

• Holistic:
  – whole of course approach;
  – setting expectations;
  – creating rubrics;
  – calibrating understanding;
  – engaging students (whole of course)
Principles for Design

• Holistic:
  – whole of course approach;
  – setting expectations;
  – creating rubrics;
  – calibrating understanding;
  – engaging students (whole of course)

• Integrated:
  – authentic, scaffolded assessment;
  – assessments provides context and level;
  – teaching activities;
    • embedded;
    • modeling & exemplars;
  – feedforward
Principles for Design

• Holistic:
  – whole of course approach;
  – setting expectations;
  – creating rubrics;
  – calibrating understanding;
  – engaging students (whole of course)

• Integrated:
  – authentic, scaffolded assessment;
  – assessments provides context and level;
  – teaching activities;
    • embedded;
    • modeling & exemplars;
  – feedforward

• Collaborative:
  – vision
  – executive support
  – guiding team
  – training
  – reward and recognise
  – empowerment
  – communicate for buy-in
## Assessment Task

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>STANDARD</th>
<th>BELOW EXPECTATIONS</th>
<th>MEETS EXPECTATIONS</th>
<th>EXCEEDS EXPECTATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstration of inter-relationships between differing business related</td>
<td>Z</td>
<td>Limited demonstration of integration between disciplines.</td>
<td>Sound demonstration of integration between disciplines.</td>
<td>Comprehensive demonstration of integration between disciplines.</td>
</tr>
<tr>
<td>disciplines</td>
<td></td>
<td>e.g. identification or description only.</td>
<td>e.g. examination, explanation, interpretation, application or analysis of interrelations.</td>
<td>e.g. detailed examination, insightful analysis or interpretation, synthesis, extrapolation, evaluation and/or recommendations.</td>
</tr>
<tr>
<td>Application of critical understandings of theoretical concepts underpinning</td>
<td></td>
<td>No / little application of critical understandings demonstrated.</td>
<td>Application of critical understandings demonstrated.</td>
<td>Convincing application of critical understandings demonstrated.</td>
</tr>
<tr>
<td>perspectives in industry based scenarios.</td>
<td></td>
<td>e.g. Only one perspective drawn on to demonstrate concepts.</td>
<td>e.g. 2-3 perspectives drawn on to demonstrate concepts.</td>
<td>e.g. Relevant and innovative application drawn from multiple / global perspectives.</td>
</tr>
</tbody>
</table>
### Whole of Course

**PLO1 Demonstrate essential knowledge necessary for a career in business related professions**

<table>
<thead>
<tr>
<th></th>
<th>Year 1: Foundation</th>
<th>Year 2: Intermediate</th>
<th>Year 3: Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appreciation of essential concepts necessary for a career in business and related professions.</strong></td>
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<tr>
<td><strong>B</strong></td>
<td>Demonstrates some critical analysis/evaluation of essential concepts. e.g. Reference to concepts through definition or description only.</td>
<td>Demonstrates sound critical analysis/evaluation of essential concepts. e.g. analysis demonstrated through explanation, discussion, investigation, application, interpretation of concepts.</td>
<td>Demonstrates thoughtful critical analysis and evaluation of essential concepts. e.g. involvement of reflection, judgment, problem-solving, synthesis, assessment, prediction.</td>
<td></td>
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<tr>
<td><strong>Critical analysis and evaluation of essential concepts.</strong></td>
<td></td>
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<tr>
<td><strong>C</strong></td>
<td>Demonstrates some consideration of the economic, social and cultural aspects of international business context.</td>
<td>Demonstrates sound consideration of international economic, social and cultural differences between cultures and how these differences impact ways that business operates.</td>
<td>Demonstrates high level understanding of international economic, social and cultural environmental issues in an international business situation. e.g. accurate explanation of relevant actions and prediction of responses.</td>
<td></td>
</tr>
<tr>
<td><strong>Consideration of the economic, social and cultural environments within which international businesses operate.</strong></td>
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</tbody>
</table>
## K1 Demonstrate essential knowledge necessary for a career in business related professions

<table>
<thead>
<tr>
<th></th>
<th>Year 1: Foundation</th>
<th>Year 2: Intermediate</th>
<th>Year 3: Competent</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B</strong> Critical analysis and evaluation of essential concepts.</td>
<td>Demonstrates some critical analysis/evaluation of essential concepts. e.g. Reference to concepts through definition or description only.</td>
<td>Demonstrates sound critical analysis / evaluation of essential concepts. e.g. analysis demonstrated through explanation, discussion, investigation, application, interpretation of concepts.</td>
<td>Demonstrates thoughtful critical analysis and evaluation of essential concepts. e.g. involvement of reflection, judgment, problem-solving, synthesis, assessment, prediction.</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong> Consideration of the economic, social and cultural environments within which international businesses operate.</td>
<td>Demonstrates some consideration of the economic, social and cultural aspects of international business context.</td>
<td>Demonstrates sound consideration of international economic, social and cultural differences between cultures and how these differences impact ways that business operates.</td>
<td>Demonstrates high level understanding of international economic, social and cultural environmental issues in an international business situation. e.g. accurate explanation of relevant actions and prediction of responses.</td>
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<td>Below F</td>
<td>Meets P</td>
<td>Exceeds D</td>
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<td>CLO</td>
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<td>CLO</td>
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<tr>
<td>PLO1</td>
<td>Describes essential concepts of business</td>
<td>Explains essential concepts of business, demonstrating application of concepts.</td>
<td>Interprets essential concepts of business hypothesising, and assessing aspects of the concepts.</td>
<td></td>
</tr>
<tr>
<td>PLO1</td>
<td>Demonstrates some consideration of the economic, social and cultural aspects of international business context.</td>
<td>Demonstrates sound consideration of international economic, social and cultural differences between cultures and how these differences impact ways that business operates</td>
<td>Demonstrates high level understanding of international economic, social and cultural environmental issues in an international business situation. e.g. accurate explanation of relevant actions and prediction of responses.</td>
<td></td>
</tr>
</tbody>
</table>
CLO 1

8 – Synthesize complex conflict and related theories and standards for professional practice in CMR.
9 - Evaluate complex conflict and related theories and standards for professional practice in CMR.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Grad Cert Fail</th>
<th>Grad Cert Pass MCMR Fail</th>
<th>Grad Cert Exceeds MCMR Pass</th>
<th>MCMR Exceeds</th>
</tr>
</thead>
<tbody>
<tr>
<td>1(a) Understands the theories and standards for the purpose of applying them in practice</td>
<td>Does not identify key concepts of theories/standards and/or does not explain their relevance to practice.</td>
<td>Explain the key concepts of complex theories/standards in the field and their relevance to practice.</td>
<td><strong>Comprehensively</strong> explains complex theories/standards in the field and their relevance to practice.</td>
<td>Comprehensively explains and critically analyses complex theories/standards in the field and their relevance to practice.</td>
</tr>
<tr>
<td>1(b) Demonstrate interrelationships between complex conflict and related theories and standards</td>
<td>Does not draw any links between theories and/or standards.</td>
<td>Explain the relationships between key concepts of complex conflict and related theories and standards</td>
<td><strong>Comprehensively</strong> explains the relationships between complex conflict and related theories and standards.</td>
<td>Comprehensively explains and critically analyses the relationships between complex conflict and related theories and standards.</td>
</tr>
<tr>
<td>1(c) Draw conclusions</td>
<td>Conclusions not logically linked to theories and standards.</td>
<td>Draws logical conclusions from theories and/or standards.</td>
<td>Draws and <strong>explains</strong> logical conclusions from theories and/or standards.</td>
<td>Draws and critically justifies conclusions from theories and/or standards.</td>
</tr>
<tr>
<td>1(d) Apply theory/standards to practice.</td>
<td>Incomplete application of theories/standards to practice.</td>
<td>Applies theory/ standards to practice, utilising the main elements of the theory/standards</td>
<td><strong>Effectively</strong> applies theory / standards to practice utilising relevant elements of the theory/standards.</td>
<td>Produces a comprehensive application of theory/standards to practice utilising relevant elements of the theory or shows innovation in application.</td>
</tr>
</tbody>
</table>
Whole of Program Marking

Hi achiever in 1\textsuperscript{st} yr subject
\begin{itemize}
  \item 1\textsuperscript{st} year student achieved at 2\textsuperscript{nd} year level. This version allows markers to grade using a 100\% scale but still reveal to the student that their work is really at a 2\textsuperscript{nd} year level. Obviously their mark on this criteria would be constrained to 100\% for this actual task.
\end{itemize}

Hi achiever in 2\textsuperscript{nd} yr subject
\begin{itemize}
  \item 2\textsuperscript{nd} year student achieved at 3\textsuperscript{rd} year level. This version allows markers to grade using a 100\% scale but still reveal to the student that their work is really at a 3\textsuperscript{rd} year level. Obviously their mark on this criteria would be constrained to 100\% for this actual task.
\end{itemize}

Poor achiever in 3\textsuperscript{rd} yr subject
\begin{itemize}
  \item 3\textsuperscript{rd} year student achieved at 1\textsuperscript{st} year level. This version allows markers to grade using a 100\% scale but still reveal to the student that their work is really at a 1\textsuperscript{st} year level. Obviously their mark on this criteria would be constrained to 0\% for this actual task.
\end{itemize}
Assessment – How do we make judgements?

• Yorke (2008) has also raised concern about adopting overall percentages as the indicator of quality.

• What does a percentage or grade point average or degree classification actually tell us;
  – which capabilities were actually assessed
  – at what level;
  – how grading was decided.
Assessment – How do we make judgements?

• **BOTTOM UP**
  – With final percentage marks, students tend to gather evidence of achievement in a 'bottom up' way, collecting marks and grades during a course, until they have sufficient to graduate.
  – Problematic because in reaching the conciseness of an overall grade a loss of detail is inevitable, which prompts the need for supplementary material.

• **TOP DOWN**
  – Asking students to question ‘How have you satisfied, through your work, the learning outcomes stated?’
  – Allows for a mixture of evidence including, qualitative assessments of performance in naturalistic settings (such as work placements), and claims of achievements that may not be formally assessable by the higher education institution but can nevertheless be supported by evidence.
Whole of Program ePortfolios

• Yorke (2008) proposed that evidence can (some might say 'should') be created by students.

• Creating ePortfolios is said to enable students to enhance their learning by giving them a better understanding of their skills and attributes, as well as where and how they need to improve to meet academic and career goals (Yancey, 1999).
Assessment – How do we make judgements?

• Sadler (2012) discusses commonly used options in assuring achievement including:
  – overall results,
  – external examiner systems,
  – threshold standards and
  – standardised testing,
but stresses problems with each of these methods unless a
  – moderation and calibration process is included.
Calibration

Calibrating and grading to the standard

Pre-F2F
- Assess
- Enter
- Compare

F2F
- Consensus
- Agree

Post-F2F
- Apply
  - to assignment if student
  - to marking if faculty
Key Assessment Questions

- Why are you assessing?
- What do you want to assess?
- How are you going to assess?
- When are you going to assess?
- Who assesses?

Assessment for Learning rather than Assessment of Learning
Key Assessment Questions

- Why are you assessing?
  ASSESSMENT DRIVES LEARNING; QA/QE

- What do you want to assess?
  PLO/CLOs

- How are you going to assess?

- When are you going to assess?

- Who assesses?

Assessment for Learning rather than Assessment of Learning
How do we assess?

• Context/Level Rich Assessment Tasks

• Authentic

• Valid

• Scaffolded - Provide feedforward

• Calibrated

• Manageable – workload (staff & student)
Authentic Scaffolded Assessment

• ‘Real’ tasks can motivate and stimulate students more than the same material in abstract form. Authentic tasks reflect what occurs in settings beyond the educational environment.

• They need to be experienced as authentic by students, rather than having all of the aspects of a full professional problem. Tasks may need to be simplified if they would lead to students being swamped or overloaded with material and issues they are not ready to handle yet.

Undertaking authentic tasks
• Authentic tasks often require students to identify a problem from the context and to address it in ways that a practitioner would.

• When authentic environments are created within a course, 'real' assessment tasks can readily be produced. However, such tasks may be created without an entire simulated environment.

• While authentic tasks may obviously be undertaken in an external practice setting, the emphasis here is on utilising them as a normal part of course activity within the university.
Authentic Scaffolded Assessment

- Assessment activities often fragment knowledge rather than consolidating it in ways that might be used in practice.
- By contrast, integrative activities are intended to link different kinds of work within a module, across modules and stages (e.g. years and semesters, or between the course and practice settings).

Integrative activities
- Students assemble and re-process their work from different sources or parts of the course, often reflecting and analysing their own work.
- Students repackage earlier assignments to prompt reflection on themes beyond those for which the tasks were originally completed.

Integrating assessment over a single unit or module
- Integration involves a sequence of linked assessments over several tasks.
- It can include developing an assignment in stages (see above, Integrative activities) or having a set of compatible assessment tasks that together build capacity for further learning and develop skills in making judgements.
- These activities develop students' knowledge and skills base and allow them to demonstrate a range of learning outcomes in coherent ways relevant to the module.

Integrating assessment across units or over time
- Students receive cases to study two weeks before an examination. The exam tests integration of knowledge across different areas, in various forms eg. short answer or multiple choice. It requires knowledge of application which cannot be found in the cases or set texts alone. Students often cooperate by organising study groups to explore the cases before the exam.
Designing Tasks - Authentic

• How would students demonstrate competence in industry/profession/real life?
Designing Tasks - Scaffolded

• How can you build to the level required – increase complexity etc (Level 8-9)?
Model

- Engaging Students with Graduate Attribute Criteria & Standards
- Modelling
- Exemplars
- Discussion
- Practice
- Feedback/Feedforward

Learning Activity
- Authentic
- Relevant
- Increasing Complexity

Feedback/Feedforward
- Expert
- Peer
- Comparison
- Self-assessment
Timing of assessments

Assessments for development
- Low weight, high marking
- Draft essay
- Reading log
- Notes on literature review
- Components of portfolio

Assessments for transition
- Low weight, low marking
- Reflective activity
- Study Plan
- Contract

Assessments for achievement
- High weight, low marking
- Examination
- Final report / essay
- Portfolio

1 2 3 4 5 6 7 8 9 10 11 12 13

Weeks from beginning of semester

Self assessment (formative or partially summative) – no or minimal marking time
Distribution of Effort

- Hours
- Hours2

wk1 wk2 wk3 wk4 wk5 wk6
Feedback

• Should be timely, intimate, empowering, it should open doors for further learning, and manageable
  Race (2001)

• Marking scheme should concentrate on supporting learning rather than just assigning grades

• Assignments should link to each other so feedback can be used in the students’ next piece of work
  Brown, Gibbs & Glover (2003)

• To benefit learning it must allow the student to: know what good performance is (goals/criteria), know how their current performance relates to good performance, know how to act to close the gap
  Sadler (1983)
Feedback

• What kind of feedback do students need?
  – Expert
  – Peer
  – Self
Conditions (11) under which Assessment Supports Student Learning

Gibbs & Simpson, 2004

- Assessment tasks capture sufficient student time and effort
- The assessment tasks distribute student effort evenly across time and topics
- The tasks engage students in productive learning activity
- Assessment communicates clear and high expectations to students
- Feedback is sufficient, frequent and adequately detailed
Conditions (11) under which Assessment Supports Student Learning
Gibbs & Simpson, 2004

- Feedback is provided quickly enough to be useful
- Feedback focuses on learning rather than marks
- Feedback is linked to the purpose of the assignment and to criteria
- Feedback is understandable by students
- Feedback is received by students and attended to
- Feedback is acted upon by students to improve their work or learning

http://www.open.ac.uk/fast/pdfs/aeq.pdf

Romy Lawson
Assessment for Learning rather than Assessment of Learning
Checklist for units/subjects/modules

This checklist is for those involved with units/subjects/modules (considered at the level of the assessment task)

• How does the task develop students' capacity to assess
  • their own work?
  • the work of others?
• Does the task encourage students to work productively with others (as distinct from collude with them)?
• How does the task develop students’ ability to think critically and make judgements about their work?
• What are likely students responses to the task? How can the task be framed to avoid inappropriate responses?
• Has feedback about earlier versions of the task been used to revise it?
• Is the task realistic or 'authentic' and linked to course learning outcomes as well as longer term learning aims?
• Does the task encourage students to position themselves as active learners?
• Is the task a learning activity in its own right and not just a compliance requirement?
• What particular capacities does the task help build in students?
• Have students had sufficient practice in some of the key areas being assessed (eg. through activities that are not formally assessed) for it to be a realistic task for them?
• Will the task focus students’ attention on productive learning activities and lead them away from 'cramming' and plagiarism?
• Is feedback used to help students calibrate their own judgements about their work
• Is feedback from both peers and staff used, and are tasks scheduled so that students are able to utilize comments from others to improve their work?
• How will the assessment task have a longer-term effect on students beyond the immediate period of assessment?
Checklist for programs & courses

The following checklist is an example of the sorts of questions that might be considered by those involved in programs and courses:

• Does the overall balance of assessment activities across tasks fairly reflect the balance of learning outcomes for the program/course?
• Are assessment activities in alignment with learning outcomes and teaching and learning activities and do they together promote a virtuous cycle of achievement? Is such alignment visible to students?
• Do learning outcomes incorporate features such as building capacity for learning beyond the course, development of students’ capacity to make judgements about their own work and that of others?
• Do the assessment tasks within a course/unit adequately reflect the main learning outcomes? Do they contribute to the overall graduate attributes of the program?
• Are all assessment tasks judged according to standards made specific to the task rather than generic standards?
• Are marks given and recorded in no finer detail than is appropriate for the accuracy of grading of the task (eg. it is not possible to reliably mark essays and reports to percentage accuracy)?
• Are assessments across units coordinated to (a) avoid repetition of type of task, (b) avoid overloading students at particular times, and (c) ensure appropriate coverage of learning outcomes?
• Are all staff aware of the assessment tasks required of students in other units/courses across the program and within the semester?
• Is assessment normally discussed in all course, program and assessment meetings primarily in terms of impact on learning, and secondarily in terms of fairness, consistency, etc.?
• Is timing of feedback relative to opportunities for students to utilise feedback considered regularly?
• Do course and program teams regularly consider information about students’ responses to assessment as part of quality assurance deliberations?
• Is the overall assessment in a course or program such that it can be plausibly concluded that it will build the capacities of students to continue their own learning and assessment after graduation?
Assessment . . .

“Students can escape bad teaching: they can’t avoid bad assessment”

“Assessment methods and requirements probably have a greater influence on how and what students learn than any other single factor”