

Assessment: Design, Delivery, and Assessment

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“Assessment IS the curriculum as far as many students are concerned – they’ll learn what they think they’ll be assessed on, not what’s in the curriculum or what’s been covered in class”

Ramsden (1992)

Learning Outcomes

- Consider key principles to A and F Policy and Practice
- Assessment design
- Review marking and moderation expectations and regulations
- Reflect on LJMU grading descriptors
- Consider the function and purpose of feedback
- Explore the principles of good feedback

- **Equitability:** Every student should have an equal opportunity to succeed. We must ensure assessments are fair and inclusive.
- **Transparency:** Students need clear guidelines about what's expected of them.
- **Anticipatory and Flexible:** We anticipate student needs and adapt where necessary, including alternative assessments for those with specific needs.

Process

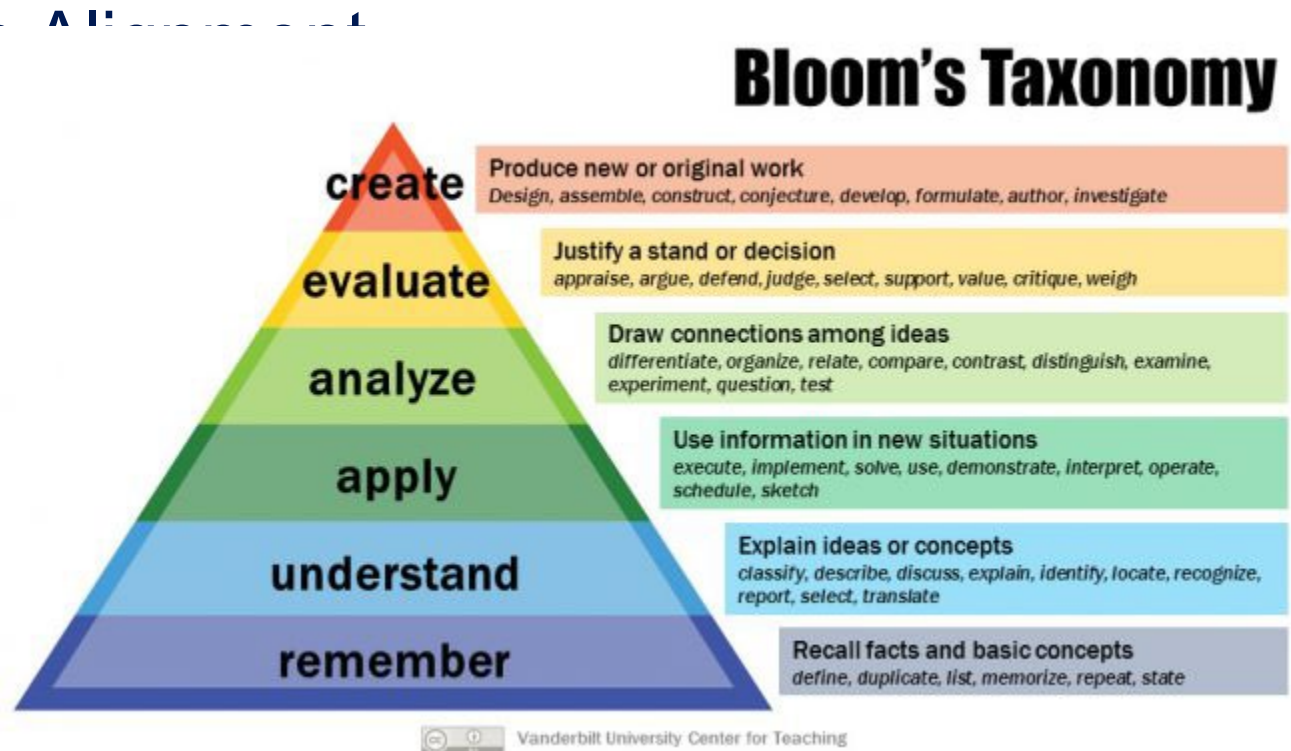
- Setting a task (Approval by the EE of all aspects of assessment specification)
- Marking
- Feedback
- Moderation
- External examination
- Ratification



“Look, answering examination questions is a sort of ritual...a game with rules, and you have to observe those rules.”

Assessment Design

- Constructive
- Blooms (1956)
- Clear, well defined
- Authentic
- Case Studies
- Personal reflection
- assessment
- Inclusive.....?????



Principle 1: Assessment **facilitates student learning** and **informs and supports student progression**

Principle 2: Assessment is an integral part of the course design process, appropriately **aligned with learning outcomes**

Principle 3: Assessment must be **inclusive and accessible**

Principle 4: There are **clear and consistent** assessment **criteria**

Principle 5: Assessment is **transparent**

Principle 6: Assessment is **valid, reliable and free of bias**

Principle 7: Students have a responsibility to **actively and honestly engage** in the assessment process

Principle 8: Students are provided with **feedback on assessment which is timely**, which **promotes learning and facilitates improvement**

Principle 9: The management of assessment is **efficient and effective**, especially with regard to the amount and timings of assessment and staff and student workloads

Principle 10: Assessment of students is underpinned by appropriate **staff development**

What is inclusive assessment and what are the benefits?

- Assessments which proactively minimise/remove exclusivity
- All students with equal opportunity to meet assessment requirements (or demonstrate LOs)- is this possible?

Reflecting on your assessment design- some prompts to consider

- Is the assessment specification available early? i.e. at the outset of the module learning?
- Are the resources required to complete the assessment available from the outset? Are they accessible? Accessible- disability, digital exclusion, decolonising the curriculum/globalisation of the curriculum, relatable material and references etc
- Is the presentation of assessment requirement consistent? Potentially within and across modules?
- Assessment specifications/criteria- are they clearly presented? Have students access to a interactive Q and A to demonstrate clear understanding of the assessment tasks requirements? Can Q and A around assessment be recorded and made available to all learners?
- Marking rubric/criteria- are these available and consistent and clear to students?
- “drop in” sessions available throughout assessment period to facilitate discussion and identification of any key areas of uncertainty/confusion etc to be identified? (online, f2f, etc)
- Is student feedback built into the assessment process? Feedback of their experience of the assessment not feedback on performance.

- What is a grade descriptor??
- What is a marking criteria?
- Does my assessment detail the difference?



Structure

- Statements deviate from ‘threshold’ pass
- Adjectives relate to commonly used language
- Nine grade bands to encourage marking across a wider range
- Bullet points and consistent style
- No weighting
- Inter-related, not mutually exclusive categories.
- Final mark/grade is a matter of academic judgment.

LJMU grade descriptors

- Designed to be applicable across disciplines
- Broad and non-specific statements
- Informed by sector-wide theory and guidance
- Applicable to a range of assessment methods
- Confirm breadth and depth of learning

- Distinct from task specific criteria

- Level specific statements linked to [FHEQ](#)
- Standard descriptors
 - Attainment of learning outcomes
 - Use of evidence
 - Accuracy
 - Argument
- Academic skill development
 - Writing style
 - Presentation
 - referencing

Criteria or descriptors

Descriptors offer broad-brush indicators of performance

- Assessment standards

Criteria give a more detailed explanation of expectations

- Assessment requirements



Criteria

- Specific expectations
 - Technical requirements
 - How students can demonstrate any ‘threshold concepts’.
- Pass/fail issues
 - Killer points
- Proxies for ‘aesthetic’ qualities

“Good!”

“..be more
critical”

“This is very descriptive!”

X “You need to make
your essay more
analytical”

“PLEASE
DEVELOP THIS
ARGUMENT”



“REF.” ?

“Consider
reviewing
your essay
structure”

- How might you give the feedback??



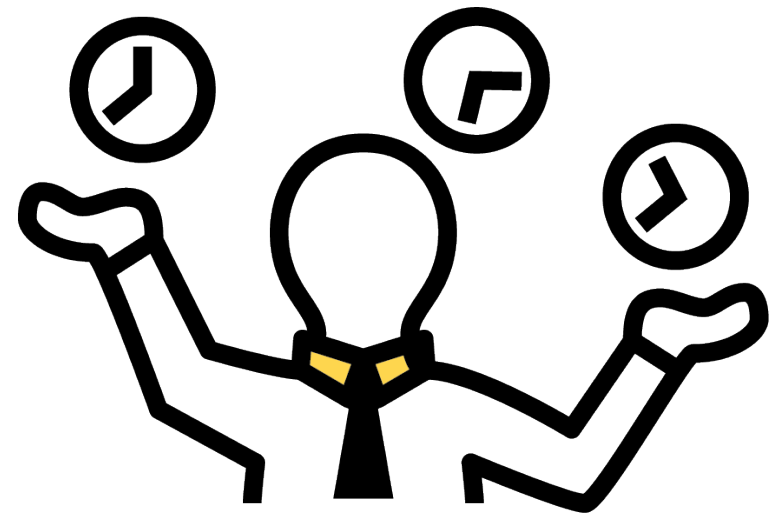
7 principles of good feedback

(Nicol & Macfarlane-Dick, 2006)

- 1..Clarifies what good performance is.
- 2..Facilitates reflection and self-assessment.
- 3..Offers information that helps students self-correct.
- 4..Encourages a dialogue around learning.
- 5..Encourages positive motivational beliefs & self esteem.
- 6..Provides opportunities to act on feedback.
- 7..Provides information to help teachers shape their teaching.

Quick ways of giving feedback

- Generic feedback
- In-person feedback to the whole group or small groups
- Peer feedback
- Audio/video feedback
- Use technology to speed the process
- Self-feedback
- Automated feedback
- Feedback where/when it matters
 - On request



- The policy outlines that all summative assessments must be moderated internal and externally.
 - This is crucial for ensuring fairness and consistency across different assessors.
- We use three methods:
 - **Pre-marking standardization,**
 - **Post-marking confirmation,** and
 - **Independent Double Marking** for large projects like dissertations

Module leaders or teams must provide information to the external examiner that explains how internal moderation has been managed for their module.

Pre marking Standardisation

- Pre marking Standardisation
 - *This approach is suitable for assessment components on modules where there are multiple assessors. The purpose is to agree the academic standards through consensus seeking dialogue based on concrete examples of work. In practice this where, prior to marking, all the assessors independently judge a sample (typically three pieces) of student work and then discuss as a group the academic standards in relation to the assessment criteria. Following this process, the assessors proceed to mark the work of the full cohort based on these shared standards.*

Post marking confirmation

- Post Marking Confirmation
 - *This approach is suitable for assessment components on modules with only one assessor. The purpose is for a colleague to check and ideally discuss the marking standards with the assessor. The second assessor selects a sample (10% or $n=10$, whichever is the greater) across the range of marks to review. Work in this sample should include both the mark and feedback. **The second assessor does not provide additional feedback.***
- *The marks from the first assessor will be confirmed unless:*
 - *The second assessor identifies inconsistent application of the assessment criteria by the first assessor. In this case, the work of the whole cohort should be remarked*
 - *The judgement of the first and second assessor are consistently different (i.e. $\pm 5\%$). In this case, the two assessors should agree the marks and identical scaling should be applied to the entire cohort's work. The merit order must not be changed by the scaling process. Disagreements that cannot be resolved by the two markers will require arbitration by the module/programme leader. to students.*

Independent Double Marking

- Independent double marking
 - *This approach is suitable for dissertations/major projects or their equivalents that have a value of at least 40 credits and are normally at Level 6 and Level 7. The purpose is for the work to be independently marked by two assessors and then to agree the academic standard and final mark. The process for coming to an agreed mark should be consistent and transparent.*

Other moderation

- Moderation of non-standard assessment items:
 - *If an assessment does not involve the production of physical evidence, as with some types of performance or presentation, markers must make clear what processes are in place to ensure consistency of marking and maintenance of standards.*

Calibration Activities:

- *Moderation should be underpinned by ongoing calibration within programme teams but also across teams and where possible externally.*
- *After Internal Moderation is completed External Examiner moderation must be completed ahead of BoE*
- **Anonymous Marking**
- *Anonymous marking is another important component, particularly for assessments that contribute more than 20% to the final module mark. This ensures impartiality and fairness.*
- There are exemptions, such as for group work, presentations, or closely supervised dissertations

- External moderation provides an external perspective on the internal academic standard this includes approval of form and content.
- This ensures marking reflects sector-wide national standards
- The EE must receive information that explains how internal moderation has been managed for their module.
- The external examiner will be provided with access to assessed work in a timely manner

External Examiners must have full input into the moderation process

expected to confirm their role



‘..external examiners are not normally in a position to expect or encourage an examination board to raise or lower marks for individual students... Where the external examiner has concerns about the internal marking, departmental or institutional procedures make explicit what action will be taken immediately to address the concern..’

Assuring standards

Mark Verification Interface (MVI: Pre Board process

- Accuracy of marks awarded
- Confirmation of moderation
- External Examiner endorsement
- Explanation of variation in the students' work
- Record of extensions
- Record of alternative assessments.

Board of Examiners responsible for release of credit and security of the award following the MVI.

Thank you



Indicative language

(adapted from *Management of assessment*, MMU)

90% +	exceptional, extraordinary, distinctive, remarkable
80%-89%	authoritative, creative, exciting, illuminating, insightful, inspiring, outstanding, stimulating.
70%-79%	ambitious, convincing, critical, excellent, meticulous, persuasive, sophisticated.
60%-69%	analytical, credible, fluent, precise, rigorous, thorough.
50%-59%	careful, clear, coherent, confident, consistent, good, thoughtful.
40%-49%	adequate, descriptive, satisfactory, straightforward, sufficient, unsophisticated.
30%-39%	contradictory, derivative, inadequate, inconsistent, superficial, vague.
20%-29%	incoherent, inappropriate, irrelevant, unstructured, misleading, wrong
0%-19%	absent, below par, deficient, formless, lacking, missing.



Clarifies what good performance is

- Students develop criteria from exemplars
- Students write MCQs
- Students develop problems for others to solve
- Students mark work (their own or their peers)
- Provide model answers



Facilitates the development of reflection & self-assessment

- Submit self-evaluation with assessment
- Provide an abstract/overview as part of the assessment
- Mark release
- Audio
- Rubrics/marking sheets
- Use marking as a 'reward' for engagement



Delivers high quality feedback information to students that enables them to self-correct

- Students request specific feedback on submission
- Feed-forward
- Feedback focus on skills
- Developmental assessment strategy



Provides opportunities to act on the feedback

- Feedback as action points
- Feedback linked to further task
- Focus feedback effort on formative assessment
- Aligned assessments
- Programme assessment focus



The framework for higher education qualifications

LEVEL 4: Certificate of Higher Education

LEVEL 5: Foundation degree

LEVEL 6: Bachelor's degree with honours

LEVEL 7: Master's degree



LEVEL 4

- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.



LEVEL 5

- knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
- ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.



LEVEL 6

- A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, some of which is at the forefront of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
 - to devise and sustain arguments, and/or solve problems, using some ideas and techniques that are at the forefront of a discipline
 - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources



LEVEL 7

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
 - to evaluate critically current research and advanced scholarship in the discipline
 - to evaluate methodologies and develop critiques

