

Transforming Assessment

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Today's session – learning outcomes

- Be introduced to the **7 principles of good assessment** design that include: validity, reliability, constructive alignment, formative opportunities, feedback and inclusivity/accessibility
- Have an understanding of the **benefits of alternative assessments** through exploring examples in the literature and the wider HE landscape
- Be able to consider how to **include students in assessment design** and participation in **peer assessment**
- Be motivated and empowered to consider ways to **transform their own assessments**



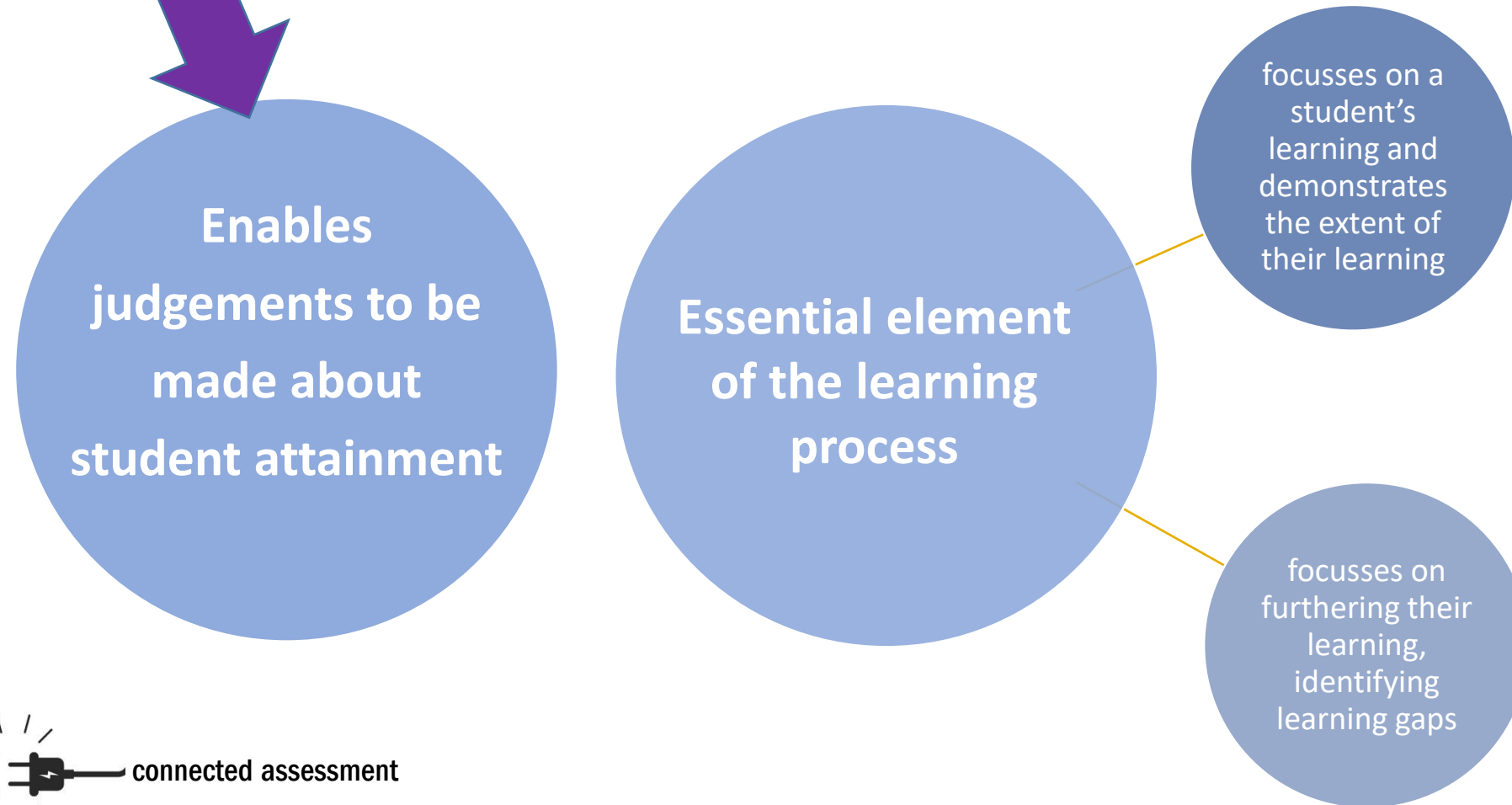
Why do we assess students?

Jamboard

https://jamboard.google.com/d/1ZBTXZ-1DuvK6jWyjvC-2_fBmPHMIsRnmlvz6WYoYxbs/edit?usp=sharing



Why do we assess students?



7 Principles

1. Validity

Designing assessments that test the achievement of intended learning outcomes in the most appropriate way.

This can open up huge variety in assessment types.



7 Principles

1. Validity

2. Reliability

How the design of the assessment consistently measures the student's achievement – done well, assessment design can minimise marker bias and collusion.

Level descriptors QAA FHEQ

Blooms Taxonomy

marking criteria moderation

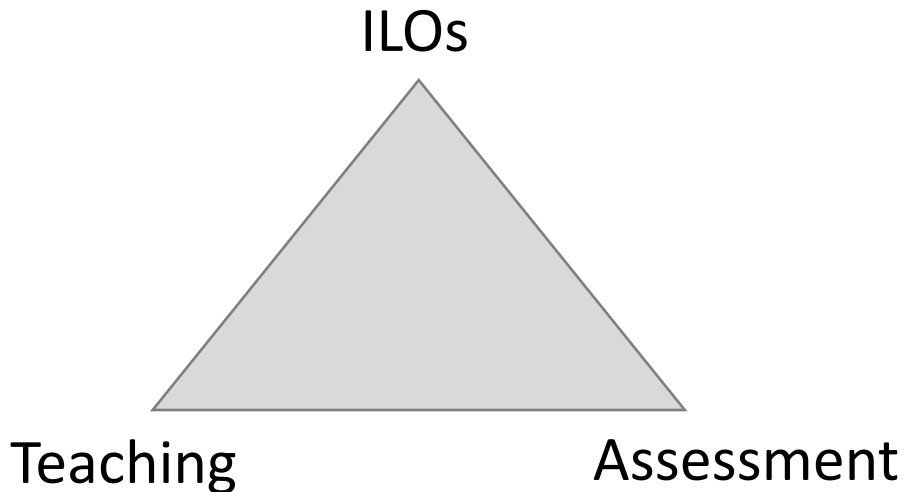
External examiner



7 Principles

1. Validity
2. Reliability
3. **Constructive Alignment**

Aligning intended learning outcomes, teaching and assessment. Also bear in mind the programme ILOs for assessment design.



7 Principles

1. Validity
2. Reliability
3. Constructive Alignment
4. **Authenticity**

Assessments that reflect 'real world' application.

Belonging

Professional identity

Engagement

Deeper learning



7 Principles

1. Validity
2. Reliability
3. Constructive Alignment
4. Authenticity
5. **Formative opportunities**

Build in assessment for learning activities for students to test their learning, make mistakes and correct them in a safe, low stakes environment.

Identify strengths & gaps

Practice

Adjust teaching & learning

Learner development



7 Principles

1. Validity
2. Reliability
3. Constructive Alignment
4. Authenticity
5. Formative opportunities
6. **Feedback**

Provide opportunities for students to receive feedback on their learning.

Continuous	Formative	Summative
<u>Feedback</u>	<u>Feed-forward</u>	



7 Principles

1. Validity
 2. Reliability
 3. Constructive Alignment
 4. Authenticity
 5. Formative opportunities
 6. Feedback
- Design assessments that reduce the need for multiple variations or contingencies for students with different needs, and considers the different learning preferences that students have.

Inclusive language

Variety

Schedule

Authentic

Minimal adjustments

7. Inclusivity & Accessibility



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The University of Manchester

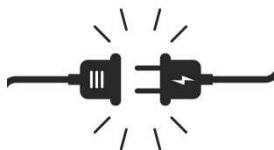
7 PRINCIPLES OF ASSESSMENT DESIGN

- 1 Validity**
To design assessments that test the achievement of intended learning outcomes in the most appropriate way. This can open up huge variety in assessment types.
- 2 Reliability**
How the design of the assessment consistently measures the student's achievement - done well, assessment design can minimise marker bias and collusion.
- 3 Constructive alignment**
Aligning intended learning outcomes, teaching and assessment. Also bear in mind the programme ILOs for assessment design.
- 4 Authenticity**
Assessments that reflect 'real world' application.
- 5 Formative opportunities**
Build in assessment for learning activities for students to test their learning, make mistakes and correct them in a safe, low stakes environment.
- 6 Feedback**
Provide opportunities for students to receive feedback on their learning through formative activities (above). This is where feedback is most helpful - not on final summative assessments.
- 7 Inclusivity/accessibility**
Design assessments that reduce the need for multiple variations or contingencies for students with different needs, and considers the different learning preferences that students have.

You can find more help and advice from <https://www.staffnet.manchester.ac.uk/units/resources/>

Principles of good assessment and feedback

1. Help learners understand what good looks like
2. Support the personalised needs of learners
3. Foster active learning
4. Develop autonomous learners
5. Manage staff and learner workload effectively
6. Foster a motivated learning community
7. Promote learner employability



How do you design your assessments?

Discuss





How do you design your assessments?

Discuss



Benefits of alternative assessments

Deeper learning

Not just regurgitating
knowledge & facts

Students see the
relevance

Thoughtfully demonstrate
their knowledge and
capabilities

Bridge building

Connecting ILOs to
assessment

Enables students to
construct meaning and
build knowledge



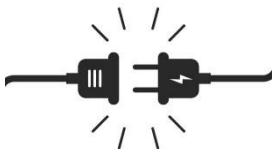
Confidence

Authentic – practice for
the real world

Meaningful – application
of knowledge to task

Variety – inclusivity

Want to learn vs need to
learn



connected assessment

Alternative assessments - examples

Traditional exam question replaced with descriptive task

Traditional coursework lit review to alternative grant application

Essay to group assignment

Essay to package of materials re: scenario

Essay to multiple linked tasks

Exam to 'in tray' exercises



Alternative assessments - examples

Annotated bibliographies, articles & book reviews

Cases and open problems

Poster /
presentation

Critical incident
accounts

Portfolio

Learning log/
diary



Lines, D. Developing a variety of assessment methods, including self and peer assessment - An overview [from QAA Reflections on Assessment Vol. 1 - online]

Alternative assessments - examples

Verb/educational outcomes	What? i.e. object	Outcome/evidence of achievement
Interpret	A range of complex and at times incomplete financial and other data.	Compile a <u>meaningful summary</u> leading to a forward action plan.
Familiarise yourself with technical set up and calibration	Specialist equipment appropriately.	Draw up a <u>quick guide for peers</u> who will be using the equipment.
Evaluate	Three proposed solutions to a complex issue.	Formulate a <u>further two of your own with suggestions as to what might work best, and why.</u>
Compile	Contingency plans for use in a professional environment.	Produce a <u>disaster recovery plan</u> in case of a serious emergency leading to mitigations and remediation.



Can you change your assessment to an alternative format?

Think, share



Including students

“Getting students involved... makes the assessment culture much more transparent, and students gain a better idea of exactly what will be expected of them. It demystifies the process.”

Phil Race (2020)



Including students

Peer Assessment

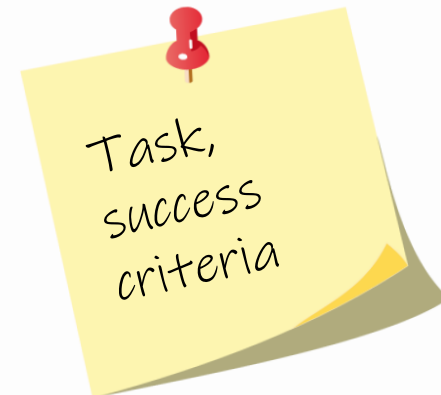
- Students are doing it already (informally)
- Formalising = legitimises
- Learn from each other's strengths and successes
- Learn from each other's weaknesses
- It's a life skill

Self Assessment

“when students develop the skill to self-assess their work accurately before submitting it for our assessment, there should be no disappointing shocks when they find out how they've done.”
(Sambell, 2017)

Assessment Design

“Over time, discussion and shared experiences of marking and moderation among staff enable the sharing of tacit knowledge, resulting in more standardised marking. It follows that inviting students into this shared experience should also enable more effective knowledge transfer of assessment processes and standards to them.”
(Rust *et al*, 2003)



How can you include students in assessment?

Think, discuss



“collaborative approaches often work better than individual heroic struggles, so it’s a good idea to tackle this in teams”

Phil Race, 2020

**Final thoughts
& questions?**

References

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- Brown, S., & Sambell, K. (2020) *Writing better assignments in the post-Covid19 era – approaches to good task design*. www.sally-brown.net [accessed 8 May 2022]
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- Race, P. (2020) *The Lecturer's Toolkit. A practical guide to assessment, learning and teaching*. 5th Edition. Routledge, Oxon.



References

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- Sambell, K. et al (2012) *Assessment for Learning in Higher Education*. Routledge, Oxon
- Sambell, K. et al (2017) *Getting students to self-assess to deepen their learning, and develop feedback dialogues*, Edinburgh: Edinburgh Napier University.
<https://staff.napier.ac.uk/services/dlte/Documents/7%20Getting%20Students%20to%20Self-assess%20Quick%20Guide.pdf> [accessed 8 May 2022]



Resources

- <https://www.staffnet.manchester.ac.uk/umitl/resources/>
- <https://sally-brown.net/kay-sambell-and-sally-brown-covid-19-assessment-collection/>
- Advance HE: <https://www.advance-he.ac.uk/knowledge-hub>
 - Assessment and Feedback in a Post-Pandemic Era: A Time for learning and Inclusion - Patrick Baughan
 - The DIY Toolkit for Alternative and Inclusive Assessment Practices – Clare Ward
 - Investigating the impact of co-developing an assessment rubric with Foundation students on their perceptions of and engagement with feedback – Beverley Allan
 - Assessment and feedback in higher education – Brad Jackel et al
 - A Marked Improvement: transforming assessment in higher education: Assessment review tool

