



# Assessing and Evaluating for Learning

2013

<i>SMS Code</i>	LT703001		
<i>Level</i>	7	<i>Credits</i>	10
<i>Total Learning Hours</i>	100	<i>Contact Hours</i>	30
<i>Directed Hours</i>	40	<i>Self Directed Hours</i>	30

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## Introduction

Welcome to Assessing and Evaluating for Learning. This course is offered in a blended format through a mix of onsite workshops, online computer conferencing, directed online learning and self-directed learning. Access to the online resources is through the wiki website:

[http://www.wikieducator.org/Assessing\\_and\\_Evaluating\\_for\\_Learning](http://www.wikieducator.org/Assessing_and_Evaluating_for_Learning). The online discussions can be accessed on <http://moodle.op.ac.nz>. The timetable for the course topics plus the on-site workshops is on the next page.

## Aim

To expose participants to a range of learner centred assessment theories, principles and practices which enable participants to design or select, and implement appropriate assessment tools.

## Learning Outcomes

At the successful completion of this course, participants will be able to:

1. define and discuss assessment terminology and critically review own existing assessment and evaluation practices against current theories, principles and practices and demonstrate how these understandings inform practices;
2. recognise, analyse and design a range of assessment tools and tasks which are valid, reliable, fair, useable and integrated, to support learning and be inclusive of student needs;
3. explore and consider a range of culturally diverse assessments which includes alternative ways of assessing and supports the transfer of knowledge from one culture to another;
4. construct and justify clear and specific assessment/marking criteria to support student learning;
5. explore pre and post assessment moderation to provide a base from which to critique the role and impact of assessment and evaluation on student learning;
6. demonstrate understanding and critically examine assessment policy and practices considering their appropriateness for meeting student needs;
7. critique a variety of feedback models/processes and then provide clear, constructive feedback to support and advance student learning.

## Structure

Five main topics are covered and several sub-topics. The topics are listed in the order that they are covered on the [course website](#). The week that formative and summative assessments are due is shown in Table 1.

**Table 1: Schedule of topics and assessments.**

Weeks	Topics	Workshops	Assessments due
1 – 2 28 January – 10 February	Introduction to Assessment and Evaluation. Principles Processes and Practices.	<b>Onsite:</b> Tuesday 29 January - 09:30 to 16:00 (H606). <b>Online:</b> Thursday 7 February - 13:00 to 15:00.	Task 1 – 8 February
3 – 4 11 - 24 February	Aligning and Designing Assessment.		
5 – 7 25 February – 17 March	Assessment Types and Tools.	<b>Onsite:</b> Tuesday 5 March 09:00 - 12:00 – venue to be confirmed	Task 2 – 25 February
8 18 – 24 March	Study course material and work on assessment tasks.	Online session to be negotiated.	
Easter Break 25 March to 7 April			
9 – 10 8 – 21 April	Study course material and work on assessment tasks.	Online session to be negotiated.	Task 3 – 8 April Summative
Semester Break 22 April to 5 May			
11 – 13 6 – 26 May	Feedback and Learning Support.	Online session to be negotiated.	Task 4 – 24 May
14 – 16 27 May – 9 June	Assessment Decisions and Marking.		Task 5 – 7 June
17 – 18 10 – 23 June	Study course material and work on assessment tasks.	Online session to be negotiated.	
Final week 24 – 28 June	Finalise assessment tasks.		Task 6 – 28 June Summative

Interactive, real-time sessions are offered for on-site and distance students. Although all these sessions are optional, people generally find them very worthwhile and motivating. Times and dates and a link to the online classroom are published on the [course website](#).

The course topics and some activities are introduced in the face-to-face workshops, and then participants can work through the activities and resources online. Previous participants have found study groups to be helpful. Distance students cover the topics in the same order with online sessions used to discuss key concepts. On-site students are welcome to join the online sessions.

## Assessment Overview

Formative and summative assessment tasks are offered. Detail about the assessment tasks follows on the next page. To receive regular feedback and peer feedback on the formative assessment tasks, you will need to submit them in a timely fashion, that is, by the suggested dates. In brief, in the assessments you are asked to:

A) *Describe and justify a current assessment approach.*

B) *Critique the current assessment and re-design the approach<sup>1</sup>.*

## To pass this course:

Submission of **two summative assessments** is required to pass this course. Please submit them for marking on the due dates unless you have arranged an extension.

## Negotiate your assessment in this course

As an alternative to the set assessment activities there is also the option to plan and develop your individual assessment to meet the course learning outcomes. Discuss and negotiate this with the course facilitator.

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<sup>1</sup> If you would prefer to develop a completely new assessment approach then this can be discussed and offered as a negotiated assessment.

## ASSESSMENT INSTRUCTIONS

Six assessment tasks are described in the following Table 2. **Four** of the tasks are **formative** and give you the opportunity to develop material for the summative tasks and receive formative feedback (from the facilitator and your peers) on your draft work. Please post formative tasks on the relevant discussion forum in Moodle. If you can do this by the suggested date you are more likely to receive feedback. The outcomes of the formative tasks are incorporated into the two summative assessments. You are advised to submit *draft* summative assessments on the discussion forum (on Moodle) for formative feedback. In Table 2, the main points that you need to make in your assignments are listed as bullet points and under each, guiding instructions and questions (in italics) are provided to prompt your thinking. Check the marking criteria (Tables 3 and 4) to find out what needs to be included.

### Preparing assessment tasks

Written, audio or video formats are acceptable for tasks 1, 2 and 4. For example, you may present your ideas using text and/or pictures posted directly to the discussion forum, or you might prepare slides, or record yourself talking – audio or video. Other assessment tasks need to be written, and if summative submitted formally via email to the facilitator. **Written work:** Ensure your writing is academically appropriate and well structured. You can do this by using headings to break up the writing, and by describing the points you want to make so that they flow in an organised order. Ensure that you use correct grammar and punctuation and that the formatting is professional. Bullet points are fine where emphasis is needed, but full sentences that are grammatically correct need to be the main form of writing that you present, in both the formative and the summative tasks that are written.

**Table 2: Assessment Instructions.**

A: - Describe and justify a current assessment approach.	B: Critique the current assessment and re-design the approach.
<p><b>Task 1: Formative (400 words). What is the approach? Post by end of week 1. Written, audio or video formats acceptable.</b></p>	<p><b>Task 4: What could be improved, how and why? Post on discussion forum in Moodle by end of week 13 – Formative (400 words). Written, audio or video formats acceptable.</b></p>
<ul style="list-style-type: none"> <li>• Provide a brief background about the course or assessment situation.</li> <li>• Outline the purpose and the context of the assessment:               <ul style="list-style-type: none"> <li>- <i>what are you trying to achieve?</i></li> <li>- <i>where are the assessments situated in the course?</i></li> </ul> </li> <li>• How does it fit - students' learning needs, industry requirements and organisational policies?</li> <li>• Describe the assessment approach(s)- informal and formal, formative and/or summative.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the aspects that need improving or changing, and why?               <ul style="list-style-type: none"> <li>• <i>provide practical examples.</i></li> <li>• <i>outline your reasons.</i></li> </ul> </li> <li>• Outline how changes might be made.               <ul style="list-style-type: none"> <li>- <i>initial ideas.</i></li> <li>- <i>include a diagram or table to illustrate your initial ideas for the new design.</i></li> </ul> </li> <li>• Make some recommendations for changing the design.               <ul style="list-style-type: none"> <li>- <i>list these with some explanation.</i></li> </ul> </li> <li>• Provide possible solutions for a way forward - these need to be appropriate and realistic for the context.</li> </ul>
<p><b>Task 2: Formative (250 words). How are the assessments organised? Post by beginning of week 5. Written, audio or video acceptable.</b></p>	<p><b>Task 5: Formative (300 words.). What theoretical evidence supports the recommendations and re-design? Post written work by end of Week 16.</b></p>
<ul style="list-style-type: none"> <li>• Submit the assessment schedule, instructions, rubric (if used) and course outline with your post.</li> <li>• Describe how feedback is given.               <ul style="list-style-type: none"> <li>- <i>during the learning process?</i></li> <li>- <i>on formally assessed work?</i></li> </ul> </li> <li>• What type of assessment methods and tools are used?</li> <li>• How do the assessments and learning outcomes align?               <ul style="list-style-type: none"> <li>- <i>are the descriptors and verbs appropriate?</i></li> <li>- <i>do the assessment instructions match?</i></li> </ul> </li> <li>• How well do the performance criteria or assessment instructions align with the marking criteria?               <ul style="list-style-type: none"> <li>- <i>is a marking rubric used or needed?</i></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Discuss evidence from the literature to demonstrate:               <ul style="list-style-type: none"> <li>▪ how well the change in approach meets the principles of assessment –focus on specific principles that fit your context.</li> <li>▪ improves learning and achievement.</li> <li>▪ how the change improves the feedback and moderation processes.</li> </ul> </li> </ul>

Table 2 is continued on the next page

**Table 2 continued: Assessment Instructions.**

<p><b>Task 3: Summative (1500 words). Why are the assessments designed in this way? Submit final written (word processed) version on email for marking by 8 April.</b></p>	<p><b>Task 6: Summative (1500 words). Re-design an assessment approach. Submit final written (word processed) version on email by 28 June.</b></p>
<ul style="list-style-type: none"> <li>• Provide a description of the assessment approach and how it is organised (final version of tasks 1 &amp; 2).</li> <li>• Discuss design in terms of:             <ul style="list-style-type: none"> <li>- <i>type of assessments – formative, summative;</i></li> <li>- <i>methods and tools; scheduling;</i></li> <li>- <i>feedback process;</i></li> <li>- <i>marking criteria, rubrics etc., and</i></li> <li>- <i>moderation processes.</i></li> </ul> </li> <li>• How is the cultural diversity of the learners integrated?</li> <li>• Cite evidence from the literature to verify the effectiveness of the approach.             <ul style="list-style-type: none"> <li>- <i>what principles of assessment does the design follow?</i></li> <li>- <i>is the assessment for learning or assessment of learning/achievement?</i></li> <li>- <i>which learning theory underpins the assessments?</i></li> </ul> </li> <li>• Summarise what is working well with the current approach and why?</li> <li>• Include the assessment schedule, instructions, rubric (if used) and course outline</li> </ul>	<ul style="list-style-type: none"> <li>▪ Describe the re-designed assessment. Include:             <ul style="list-style-type: none"> <li>▪ purpose and context, type, methods and tools, scheduling, feedback, marking criteria, rubrics and moderation etc.</li> <li>▪ how the design incorporates the cultural needs of learners.</li> </ul> </li> <li>• Summarise how the re-design helps learning and achievement.</li> <li>• Discuss evidence from the literature to support your re-design.</li> <li>• Provide draft assessment instructions that will be given to the students – including a rubric and marking criteria.</li> </ul> <p><b>For Tasks 3 and 6:</b>  <b>Referencing:</b> Please use APA referencing 6<sup>th</sup> edition when citing and listing evidence from the literature. Details about how to do this are on the course website – in the <a href="#">Resources</a> section.</p> <p><b>Structuring your writing:</b> Ensure your writing is academically appropriate, well structured and professionally formatted.</p>

**Rubric – Self- Assessment and Peer-Assessment Criteria for the Formative Assessments**

You can use the following criteria to check if you are completing the tasks correctly. Feedback on the formative assessment tasks by the facilitator and your peers using these criteria will assist you to understand the topics and also to prepare the summative assessments. An opportunity to obtain feedback on draft summative assessments is available if they are submitted by the suggested dates.

**Table 3: Criteria for Formative assessment.**

	Criteria	Feedback
<p><b>A. Description and Justification</b></p>	<p><b>Task 1: What? Formative.</b></p>	
	Background, purpose and context outlined.	
	Fit of the assessment with the context is discussed.	
	Assessment approach(s) described.	
	<p><b>Task 2: How? Formative.</b></p>	
	Assessment schedule and instructions, rubric (if used) and course outline included.	
	Description of how feedback is given.	
	Type of assessment methods and tools included.	
	How assessments align with learning outcomes mentioned.	
	How performance criteria or instructions align with the marking criteria is mentioned.	
<p><b>B. Critique and re-design</b></p>	<p><b>Task 4: Improve. Formative.</b></p>	
	<ul style="list-style-type: none"> <li>▪ The aspects that need changing are described in detail.</li> <li>▪ Reasons for the changes are provided.</li> </ul>	
	Ideas for the new design are outlined.	
	Recommendations are listed and explained.	
	Possible solutions are appropriate and realistic for the context.	
	A diagram or table maybe included to illustrate the new design.	
	<p><b>Task 5: Theoretical evidence. Formative.</b></p>	
Discusses how: <ul style="list-style-type: none"> <li>▪ the re-designed approach meets specific principles of assessment in their context;</li> <li>▪ improves learning and achievement; and</li> <li>▪ improves the feedback and moderation processes.</li> </ul>		
APA referencing is used correctly.		
Structure of writing is academically appropriate.		

## Rubric – Marking Criteria – Summative Assessments

Achievement of the following criteria will result in a successful pass for this assessment. You are advised to use these criteria to self-assess your work before submitting it.

**Table 4: Criteria for Summative Assessment.**

	<b>Criteria</b>	<b>Met</b>	<b>Feedback</b>
<b>A. Description and Justification</b>	<b>Task 3: Why? Summative.</b>		
	Description of the assessment approach (what) and organisation (how) provided.		
	Reasons for the design discussed.		
	Integration of cultural diversity of the learners with the design outlined.		
	Supporting evidence from the literature verifies the effectiveness of the approach.		
	Summary of what is working well with the current approach, and why, is provided.		
	Assessment schedule and instructions, rubric (if used) and course outline included.		
	<b>Referencing</b> Correct APA referencing is used when citing in body of text and in reference list.		
	<b>Structure of the writing</b> <ul style="list-style-type: none"> <li>▪ Writing is well structured.</li> <li>▪ Appropriate headings are used.</li> <li>▪ Discussion is coherent and clear, explanations and terms are understandable.</li> <li>▪ Correct grammar and punctuation is used.</li> <li>▪ Formatting is professional.</li> </ul>		
<b>B. Critique and re-design</b>	<b>Task 6: Re-design. Summative.</b>		
	Description of re-designed approach includes: <ul style="list-style-type: none"> <li>▪ purpose and context, type, methods and tools, scheduling, feedback, marking criteria, rubrics and moderation.</li> <li>▪ how the design incorporates the cultural needs of learners.</li> </ul>		
	How the re-design helps learning and achievement summarised.		
	Evidence from the literature to support the re-design is discussed.		
	Draft assessment instructions for the students are provided including a rubric and marking criteria.		
	<b>Referencing</b> Correct APA referencing is used when citing in body of text and in reference list.		
	<b>Structure of the writing</b> <ul style="list-style-type: none"> <li>▪ Writing is well structured.</li> <li>▪ Appropriate headings are used.</li> <li>▪ Discussion is coherent and clear, explanations and terms are understandable.</li> <li>▪ Correct grammar and punctuation is used.</li> <li>▪ Formatting is professional.</li> </ul>		

## Recommended Reading

Useful resources to dip into

- Biggs, J. (2003). *Teaching for quality learning at university*. Buckingham: Open University Press.
- Brown, S., & Glasner, A. (Eds.). (1999). *Assessment matters in higher education*. London: The Society for Research into Higher Education & Open University Press.
- Brown, S., & Knight, P. (1994). *Assessing learners in higher education*. London: Kogan Page.
- Fry, H., Ketteridge, S., & Marshall, S. (1999). *A handbook for teaching and learning in higher education: Enhancing academic practice*. London: Kogan Page.

Many more resources are available through the course site on WikiEducator.

[http://www.wikieducator.org/Assessing and Evaluating for Learning](http://www.wikieducator.org/Assessing_and_Evaluating_for_Learning)