



Assessing and Evaluating for Learning

2014

<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 generally 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. The online discussions can be accessed on <http://moodle.op.ac.nz>.

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 assessments are due is shown in Table 1.

Table 1: Schedule of topics and assessments.

Weeks	Topics	Workshops	Assessments due
1 – 2 24 February to 7 March	Topic 1: Introduction to Assessment and Evaluation. Principles Processes and Practices.	Online session to be negotiated.	Task 1 Formative
3 – 4 10 – 21 March	Topic 2: Aligning and Designing Assessment.		Task 2 – 21 March Formative
5 – 6 24 March to 4 April	Topic 3: Assessment Types and Tools.	Online session to be negotiated.	
7 - 8 7 – 18 April	Study course material and work on assessment tasks.		Task 3 –11 April Summative
Easter and Semester Break 21 April to 2 May			
9 – 10 5 to 16 May	Topic 4: Feedback and Learning Support.	Online session to be negotiated.	Task 4 – 16 May Formative
11 – 12 19 to 30 May	Topic 5: Assessment Decisions and Marking.		
13 – 15 2 to 20 June	Study course material and work on assessment tasks.	Online session to be negotiated.	Task 5 – 6 June Formative
Final weeks 23 June to 4 July	Study course material and work on assessment tasks.		Task 6 – 4 July Summative

Interactive, real-time sessions are offered to groups and individual sessions are also available. A link to the online classroom is published on the [course website](#). Participants are expected to work through the activities and resources online using the dates for submitting tasks as a guide.

Assessment Overview

Formative and summative assessment tasks are offered. Detail about the assessment tasks follows on the next page. To receive regular 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* – Tasks 1,2 & 3.
- B) *Critique the current assessment and re-design the approach*¹ - Tasks – 4, 5 & 6.

To pass this course:

Submission of **two summative assessments** (Tasks 3 & 6) 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 prescribed 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.

ASSESSMENT INSTRUCTIONS

Six assessment tasks are described in the Table 2. **Four** of the tasks are **formative** (Tasks 1, 2, 4 & 5) and give you the opportunity to develop material for the summative tasks (Tasks 3 & 6). They also give you an opportunity to receive formative feedback (from the facilitator and your peers where applicable) 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. Final versions of summative assessments need to be submitted via email to the facilitator for marking.

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

Table 2: Instructions for Formative and Summative Assessments.

A: - Describe and justify a current assessment approach.	B: Critique the current assessment and re-design the approach.
<p>Task 1: What is the approach? Post by end of week 1 or 2 (~ 400 words). Written, audio or video formats acceptable.</p> <ul style="list-style-type: none"> • Provide a brief background about the course or assessment situation. • Outline the purpose and the context of the assessment: <ul style="list-style-type: none"> - <i>what are you trying to achieve?</i> - <i>where are the assessments situated in the course?</i> • How does it fit - students' learning needs, industry requirements and organisational policies? • Describe the assessment approach(s)- informal and formal, formative and/or summative. 	<p>Task 4: What could be improved, how and why? Post by end of week 10 (~ 400 words). Written, audio or video formats acceptable.</p> <ul style="list-style-type: none"> • Describe the aspects that need improving or changing, and why? <ul style="list-style-type: none"> • <i>provide practical examples.</i> • <i>outline your reasons.</i> • Outline how changes might be made. <ul style="list-style-type: none"> - <i>initial ideas.</i> - <i>include a diagram or table to illustrate your initial ideas for the new design.</i> • Make some recommendations for changing the design. <ul style="list-style-type: none"> - <i>list these with some explanation.</i> • Provide possible solutions for a way forward - these need to be appropriate and realistic for the context.
<p>Task 2: How are the assessments organised? Post by end of week 4 (~250 words). Written, audio or video acceptable.</p> <ul style="list-style-type: none"> • Submit the assessment schedule, instructions, rubric (if used) and course outline with your post. • Describe how feedback is given. <ul style="list-style-type: none"> - <i>during the learning process?</i> - <i>on formally assessed work?</i> • What type of assessment methods and tools are used? • How do the assessments and learning outcomes align? <ul style="list-style-type: none"> - <i>are the descriptors and verbs appropriate?</i> - <i>do the assessment instructions match?</i> • How well do the performance criteria or assessment instructions align with the marking criteria? <ul style="list-style-type: none"> - <i>is a marking rubric used or needed?</i> 	<p>Task 5: What theoretical evidence supports the recommendations and re-design? Post written work by end of Week 13 (~300 words).</p> <ul style="list-style-type: none"> • Discuss evidence from the literature to demonstrate: <ul style="list-style-type: none"> ▪ how well the change in approach meets the principles of assessment –focus on specific principles that fit your context. ▪ improves learning and achievement. ▪ how the change improves the feedback and moderation processes. <p>How much evidence and where from? Use sources such as research articles from journals, books, websites with articles and website information. Aim to discuss material and views from at least four sources.</p>
<p>Task 3: Summative (~1500 words). Why are the assessments designed in this way? Submit final written (word processed) version on email for marking by end of week 7 (11 April).</p> <ul style="list-style-type: none"> • Provide a description of the assessment approach and how it is organised (final version of tasks 1 & 2). • Discuss design in terms of: <ul style="list-style-type: none"> - <i>type of assessments – formative, summative;</i> - <i>methods and tools; scheduling;</i> - <i>feedback process;</i> - <i>marking criteria, rubrics etc., and</i> - <i>moderation processes.</i> • How is the <i>cultural diversity</i> of the learners integrated²? • Cite evidence from the literature to verify the effectiveness of the approach. <ul style="list-style-type: none"> - <i>what principles of assessment does the design follow?</i> - <i>is the assessment for learning or assessment of learning/achievement?</i> - <i>which learning theory underpins the assessments?</i> • Summarise what is working well with the current approach and why? • Include the assessment schedule, instructions, rubric (if used) and course outline 	<p>Task 6: Summative (~1500 words). Re-design an assessment approach. Submit final written (word processed) version on email by 4 July.</p> <ul style="list-style-type: none"> ▪ Describe the re-designed assessment. Include: <ul style="list-style-type: none"> ▪ purpose and context, type, methods and tools, scheduling, feedback, marking criteria, rubrics and moderation etc. ▪ how the design incorporates the cultural diversity needs of learners. • Summarise how the re-design helps learning and achievement. • Discuss evidence from the literature to support your re-design. • Provide draft assessment instructions that will be given to the students – including a rubric and marking criteria. <p>Requirements for written tasks. Referencing: Please use APA referencing 6th edition when citing and listing evidence from the literature. Details about how to do this are on the course website – in the Resources section.</p> <p>Structuring your writing: Ensure your writing is academically appropriate, well structured and professionally presented and formatted.</p> <p>Use headings to break up the writing, and describe the points you want to make so that they flow in an organised order. Use correct grammar and punctuation. 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 formative and the summative tasks that are written.</p>

² *Cultural diversity* includes socio-economic, ethnic, political and historical factors. Diversity also means differences in skills and knowledge, learning preferences and abilities, including literacy and numeracy, digital information literacy, computing skills etc.

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
A. Description and Justification	Task 1: What?	
	Background, purpose and context outlined.	
	Fit of the assessment with the context is discussed.	
	Assessment approach(s) described.	
	Task 2: How?	
	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.		
B. Critique and re-design	Task 4: Improve.	
	<ul style="list-style-type: none"> ▪ The aspects that need changing are described in detail. ▪ Reasons for the changes are provided. 	
	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.	
	Task 5: Theoretical evidence.	
	Discusses how: <ul style="list-style-type: none"> ▪ the re-designed approach meets specific principles of assessment in their context; ▪ improves learning and achievement; and ▪ improves the feedback and moderation processes. 	
	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 Assessments.

	Criteria	Met	Feedback
A. Description and Justification	Task 3: Why?		
	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.		
	Referencing Correct APA referencing is used when citing in body of text and in reference list.		
	Structure of the writing <ul style="list-style-type: none"> ▪ Writing is well structured. ▪ Appropriate headings are used. ▪ Discussion is coherent and clear, explanations and terms are understandable. ▪ Correct grammar and punctuation is used. ▪ Presentation and formatting is professional. 		
B. Critique and re-design	Task 6: Re-design.		
	Description of re-designed approach includes: <ul style="list-style-type: none"> ▪ purpose and context, type, methods and tools, scheduling, feedback, marking criteria, rubrics and moderation. ▪ how the design incorporates the culturally diverse needs of learners. 		
	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.		
	Referencing Correct APA referencing is used when citing in body of text and in reference list.		
	Structure of the writing <ul style="list-style-type: none"> ▪ Writing is well structured. ▪ Appropriate headings are used. ▪ Discussion is coherent and clear, explanations and terms are understandable. ▪ Correct grammar and punctuation is used. ▪ Presentation and formatting is professional. 		

Recommended Reading

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.

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

http://www.wikieducator.org/Assessing_and_Evaluating_for_Learning