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Assessment Training for BIBF.

Today we will consider

- » Expected standards
- » Forms of Assessment
- » How to set better assessments
- » Feed-in, Feed-back and Feed-forward.
- » How We Mark
- » Moderation
- » Some Final Thoughts.



Expected standards

We need to meet International Standards

- » Internationally there is an increasing emphasis on a codification of standards
- » The Bologna Process considered the comparability of academic qualifications and standards in higher education globally.
 - > This increased the global portability of qualifications. Qualifications have been increasingly aligned with the needs of a global workforce.
- » More recently the Tuning Process has identified threshold-level learning outcomes in nine subject areas and involves 46 countries.
 - > A similar methodology has been adopted in Latin America and the USA.
 - > The UK has had Subject Benchmark Statements in place for over a decade.
- » For example on graduating with an honours degree in business and management, students will typically:
 - > be distinguished from the threshold category by their enhanced capacity to develop and **apply their own perspectives** to their studies, to deal with **uncertainty and complexity**, to explore alternative solutions, to demonstrate **critical evaluation** and to **integrate theory and practice** in a wide range of situations (QAA, 2015).



UK Accounting subject benchmark Subject-specific knowledge and skills

- I. Knowledge of the contexts in which accounting can be seen as operating (examples of contexts include the legal, ethical, social and natural environment; the accountancy profession; the business entity; the capital markets; the public sector) and why accounting is valuable in these contexts, although it would not be expected that detailed coverage of all contexts is required.
- II. Knowledge of the main current technical language and practices of accounting (for example, recognition, measurement and disclosure in financial statements; managerial accounting; auditing; taxation) in a specified socioeconomic domain.
- III. Knowledge of possible alternative technical languages and practices of accounting (for example, alternative recognition rules and valuation bases; accounting rules followed in other socioeconomic domains; alternative managerial accounting approaches to control and decision-making).
- IV. Skills in recording and summarising transactions and other economic events; preparation of financial statements; analysis of the operations of business (for example, decision analysis, performance measurement and management control); financial analysis and projections (for example, analysis of financial ratios, discounted cash flow analysis, budgeting, financial risks) and an awareness of the contexts in which accounting data and information is processed and provided within a variety of organisational environments and the relationships with other systems providing information in organisations.
- V. Knowledge of contemporary theories and empirical evidence concerning the operation and effects of accounting, including detailed coverage of at least one of its contexts and an awareness of others (for example, accounting and accountability; accounting and corporate governance; accounting and capital markets; accounting and the firm; accounting and the public sector; accounting and society; accounting and sustainability; auditing), and the ability to critically evaluate such theories and evidence.
- VI. An awareness of issues of financial management, risk and the operation of capital markets. In cases of degrees with significant finance content see the Subject Benchmark Statement for Finance.



UK Accounting subject benchmark

Cognitive abilities and generic skills

- » On completion of a degree course covered by this Subject Benchmark Statement, a student is generally expected to have acquired skills and abilities in the following areas:
 - i. critical evaluation of arguments and evidence
 - ii. independent and self-managed learning
 - iii. analysis, filtering and evaluation of data and drawing reasoned conclusions concerning structured and, to a more limited extent, unstructured problems from a given set of data and from data acquired by the student
 - iv. location, extraction and analysis of data from multiple sources, including acknowledging and referencing sources
 - v. numeracy, including the processing and analysis of financial and other numerical data and the appreciation of statistical concepts at an appropriate level
 - vi. using contemporary information and communication technology for the acquisition, analysis and communication of information
 - vii. communication, including presenting quantitative and qualitative information, together with analysis, argument and commentary, in a form appropriate to the intended audience, and oral as well as written presentation
 - viii. working with others (such as through small group projects).



- » No single form of assessment activity is uniquely appropriate for evaluating student achievement on degree courses in accounting.
- » Courses involve a suitable balance and mix of assessment activities to allow and require students to demonstrate not only their understanding of the conceptual and applied aspects of accounting but also the cognitive abilities and non-subject specific skills they have developed as a consequence of their studies.
- » Also, they reflect the consideration given to the balance between formal and informal, summative and formative assessment activities and other forms of non-assessed experiences that together contribute to the development of an accounting graduate.
- » The balance and mix of assessment activities take into account the effectiveness and reliability of the chosen activities in providing indicators of individual performance in terms of the outcomes indicated in Sections 3 and 4.
- » Where appropriate, the design of teaching and learning activities, together with associated assessment activities, can usefully be informed by current pedagogical developments and research in these areas. Also, regular reviews can usefully be undertaken to ensure that such activities remain fit for purpose in achieving the desired outcomes of the course with respect to this Subject Benchmark Statement.

UK Accounting subject benchmark- Assessments



Expectations

Threshold graduates will be able to:

- I. demonstrate reasonable knowledge of some of the contexts in which accounting operates
- II. demonstrate reasonable knowledge and understanding of, and an ability to use, current technical language to describe practices of accounting and an ability to apply them in straightforward structured situations from given data generated for the purpose
- III. demonstrate reasonable knowledge and understanding of some alternative technical language and practices and, where relevant within the context of a particular degree course, an ability to apply them in straightforward structured situations from given data generated for the purpose
- IV. with reasonable accuracy, record and summarise straightforward transactions and other economic events and prepare financial statements complying in outline with relevant regulatory requirements
- V. analyse the operations of a business and perform straightforward financial analyses and projections; and demonstrate a reasonable awareness of the contexts in which accounting data and information is processed and provided within a variety of organisational environments, and the relationships with other systems providing information in organisations
- VI. demonstrate reasonable knowledge and understanding of theories and empirical evidence concerning the effects of accounting in at least one of its contexts
- VII. demonstrate reasonable awareness of issues of financial management, risk and the operation of capital markets. In cases of degrees with significant finance content see the Subject Benchmark Statement for Finance for required levels of knowledge and understanding
- VIII. demonstrate possession of the required cognitive abilities and non-subject specific skills to a reasonable level of achievement.

Key skills for accounting curriculum

Routine
Technical
Skills

Analytical
Design
Skills

Appreciative
Skills

Personal
Skills

Interpersonal
skills

Combined
skills



(Kavanagh and Drennan 2008)



- » **Locate and Recall:** When locating or recalling information from what they have read, students may identify explicitly stated main ideas or may focus on specific elements of a story.
- » **Integrate and Interpret:** When integrating and interpreting what they have read, students may make comparisons, explain character motivation, or examine relations of ideas across the text.
- » **Critique and Evaluate:** When critiquing or evaluating what they have read, students view the text critically by examining it from numerous perspectives or may evaluate overall text quality or the effectiveness of particular aspects of the text.

Key Cognitive skills
we wish to develop.



Critical thinking and Conceptual understanding

- » Critical thinking consists of seeing both sides of an issue, being open to new evidence that challenges your ideas, reasoning, and requiring evidence when deducing and inferring conclusions.
- » Conceptual understanding entails a synthesis of relevant facts, theories and practices that influence occupational performance.
 - > Unlike critical thinking, conceptual understanding also requires domain-specific knowledge
 - > The cognitive activity involved in repeatedly retrieving and applying new knowledge fosters conceptual understanding.

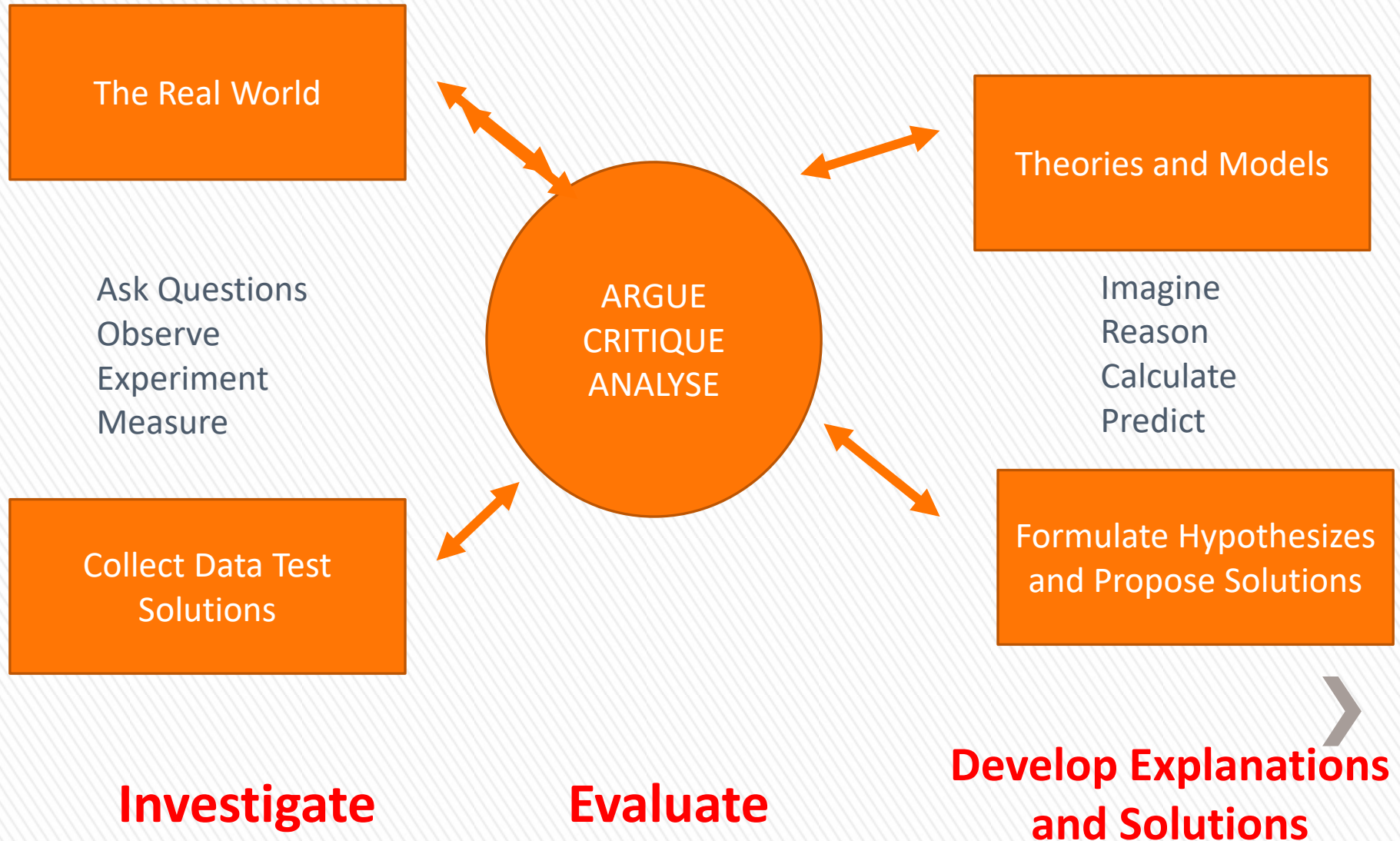
Six components of international business conceptual

understanding with examples ◦ Ashley et al 2021

	Concrete		Abstract	
General	Global context	Global trade agreements Market Growth rates	Business Concepts	The price mechanism
	Business Practice	How companies cut costs How companies generate revenue		Return on Investment
Specific	Local Context	Local government regulations Local labour skills	Business mechanisms	How product scarcity affected process in a particular market
	Practice Instances	What a company's financial position looks like. A company's outsourcing strategies		How salary changes will affect an interest rates

Skills needed in Learning

(Brown et al 2014)

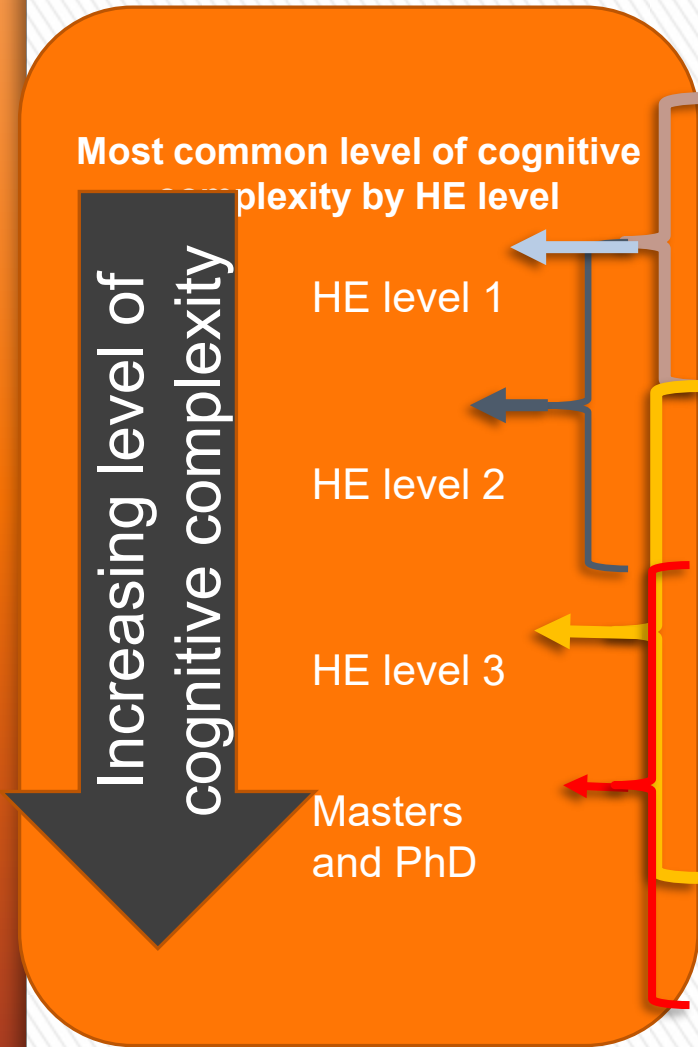


Undergraduate Expectations

- » When undertaking an undergraduate programme it is important to comprehend what is desired – the demands of a 2nd year module are different from a 1st year undergraduate module.
 - > At a 1st year undergraduate level you would focus more on **Knowledge** and **Comprehension**.
 - > At a 2nd year level module – it is expected **Comprehension**, **Application** and **Analysis** are considered.
- » It is critical that you embrace these different learning goals. We are more concerned with the skills you can deploy rather than just displaying awareness of a body of knowledge.



Expected Levels of Attainment



Domain	Simple definition	Example Verbs
Knowledge	Remembering Information	Describe, List, Name, Order, Select
Comprehension	Explaining information	Discuss, Distinguish, Explain, Extend, Review
Application	Use Information in new ways	Apply, Choose, Demonstrate, Illustrate, Prepare, Solve
Analysis	Distinguish between different parts	Analyse, Breakdown, Calculated, Compare, Identify
Synthesis	Compile information into alternative solutions	Arrange, Categorise, Compose, Design, Explain
Evaluation	Defend ideas or concepts	Appraise, Assess, Defend, Evaluate, Justify, Interpret.

Forms of Assessment

What is the purpose of assignments, essays and reports?


» **Assessment has four main roles:**

- > **formative**, to provide support for future learning;
- > **summative**, to provide information about performance at the end of a course;
- > **certification**, selecting by means of qualification;
- > **evaluative**, a means by which stakeholders can judge the effectiveness of the educational system.

» **Developing students' scholarly skills to become:**

- > more questioning,
- > able to evaluate and judge effectively
- > summarise and categorize problems
- > to become better decision makers.

» **Testing**

- > **Affective change** – a change in attitudes and perspectives towards issues
 - > **Behavioural change** – how student habits are altered - i.e. improving study habits and actions
 - > **Cognitive change** – developing enhancements to knowledge and thinking processes, acquisition of knowledge an critical thinking etc.
- 

When should we test? - Formative and Summative assessment

- » **Formative Assessment** is undertaken during learning and assesses what a student understands to date. This helps indicate the process of learning
- » **Summative Assessment** is assessment of learning on completion of the module.
- » It is important to assess both formative elements during learning and after learning has been undertaken – they do perform different functions in learning



Formative Assessment

- » Monitors progress and provides feedback on developing the work to date.
- » **Focuses on the process of learning**
- » Helps to establish expectations for the summative assessment.
- » **Allows feedback on performance to be provided to students prior to summative assessment and fosters learning**
- » Helps the module leader to vary approaches to suit the learners if necessary.
- » **To observe if the module is working well.**

Summative Assessment

- » Considers the overall performance on the module
- » **Generally undertaken at the end of the module**
- » Part of standardised assessment of modules and forms part of the final grade.
- » **Marking and Feedback allows student to comprehend how they have performed on the module and enables learning for other modules.**



Types of Assessment

- » It is important to vary the form of assessment
- » Different types of assessment challenge students in distinct ways and allow students to display a variety of skills and forms of learning.
 - > For example Multiple Choice Questions are thought to test only lower level knowledge based outcomes.
 - > Using multiple choice questions can orientate students towards memorising materials rather than understanding them and trying to apply this knowledge.

What do Essays, Class Tests, Projects actually test?

- » Remember to use a variety of methods of assessments in a module.
- » We may wish to test a range of learning outcomes in a module and need multiple forms of assessments to achieve this.



Use a variety of assessment methods

- » There are have a variety of assessment methods we can use –
 - > Essay questions,
 - > Multiple choice questions,
 - > Interpreting case studies,
 - > Class tests
 - > Case students
 - > Projects
 - > Presentations
 - > Also blog, vlogs etc.
 - > Anymore??



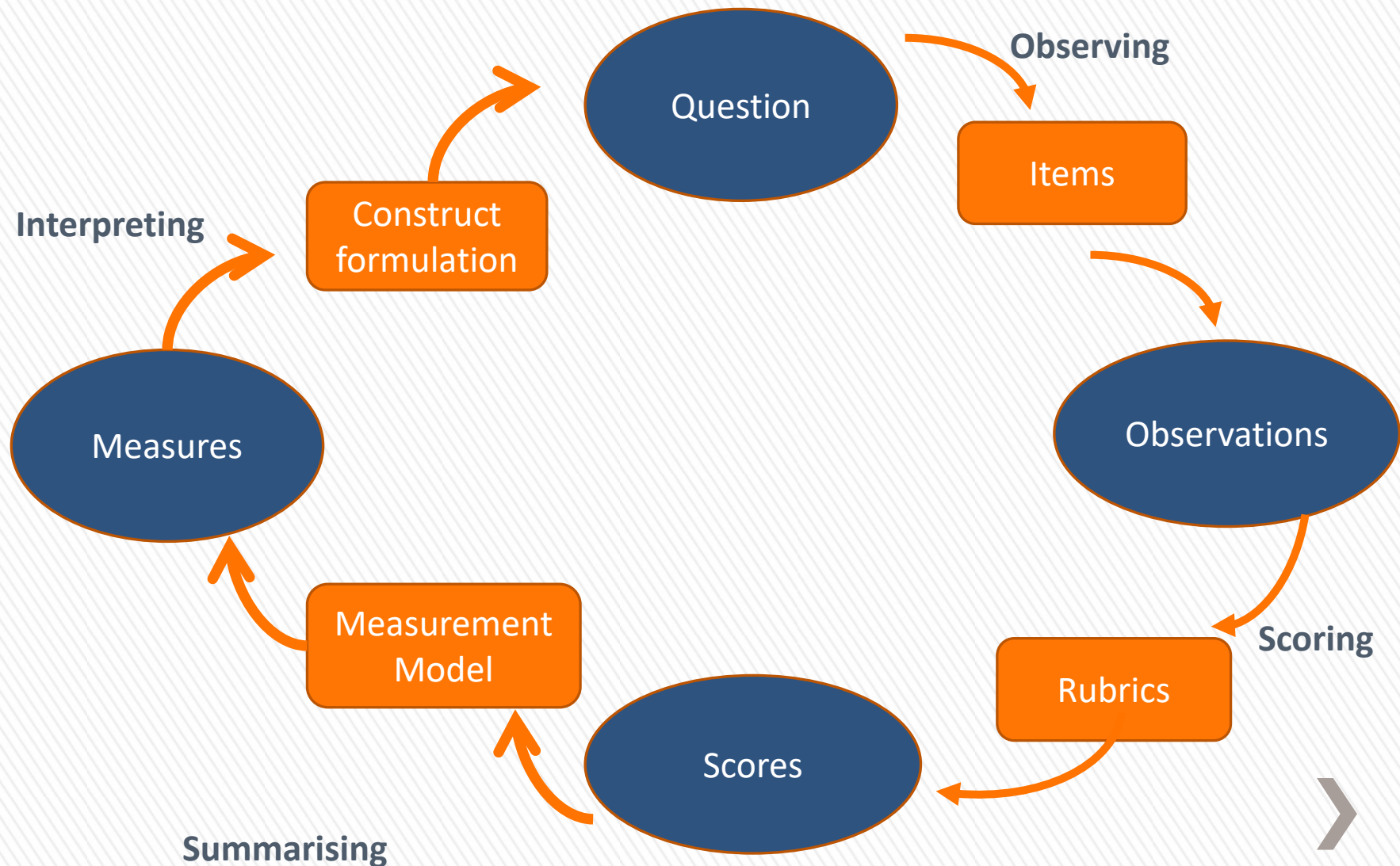
Group work

- » Summative group assessment is used to prepare undergraduates for employment by developing their communication, interpersonal and team working capabilities.
- » Group assessment tasks should attempt to replicate the 'real-world' phenomenon of working in a team
 - > The authenticity of group assessment tasks can be ensured by designing activities that create knowledge that is 'contextually situated' and students to apply knowledge and competencies to situations with real-world applications.
- » Group assessment carries a number of benefits.
 - > It enables students to learn from and with their peers, giving them opportunities to interact with peers from cross-cultural backgrounds.
 - > The key benefits for faculty are reduction in marking loads.
- » There are several challenges that arise in group-based tasks.
 - > The free rider problem, where some group members expend a disproportionately low degree of effort.
 - > Students in group assessment may face difficulties in coordinating schedules, time management, poor communication and differences in levels of knowledge.



How to set better assessments

Components of Assessment



(Brown et al 2014)

Inclusive Assessment - Why be inclusive?

Students vary in how they learn, their learning background and learning cultures. It is important to make assessment as fair as possible

» *“Though inclusive design whenever possible, and through reasonable adjustments whenever required, assessment tasks provide every student with an equal opportunity to demonstrate their achievement.”* QAA 2013.

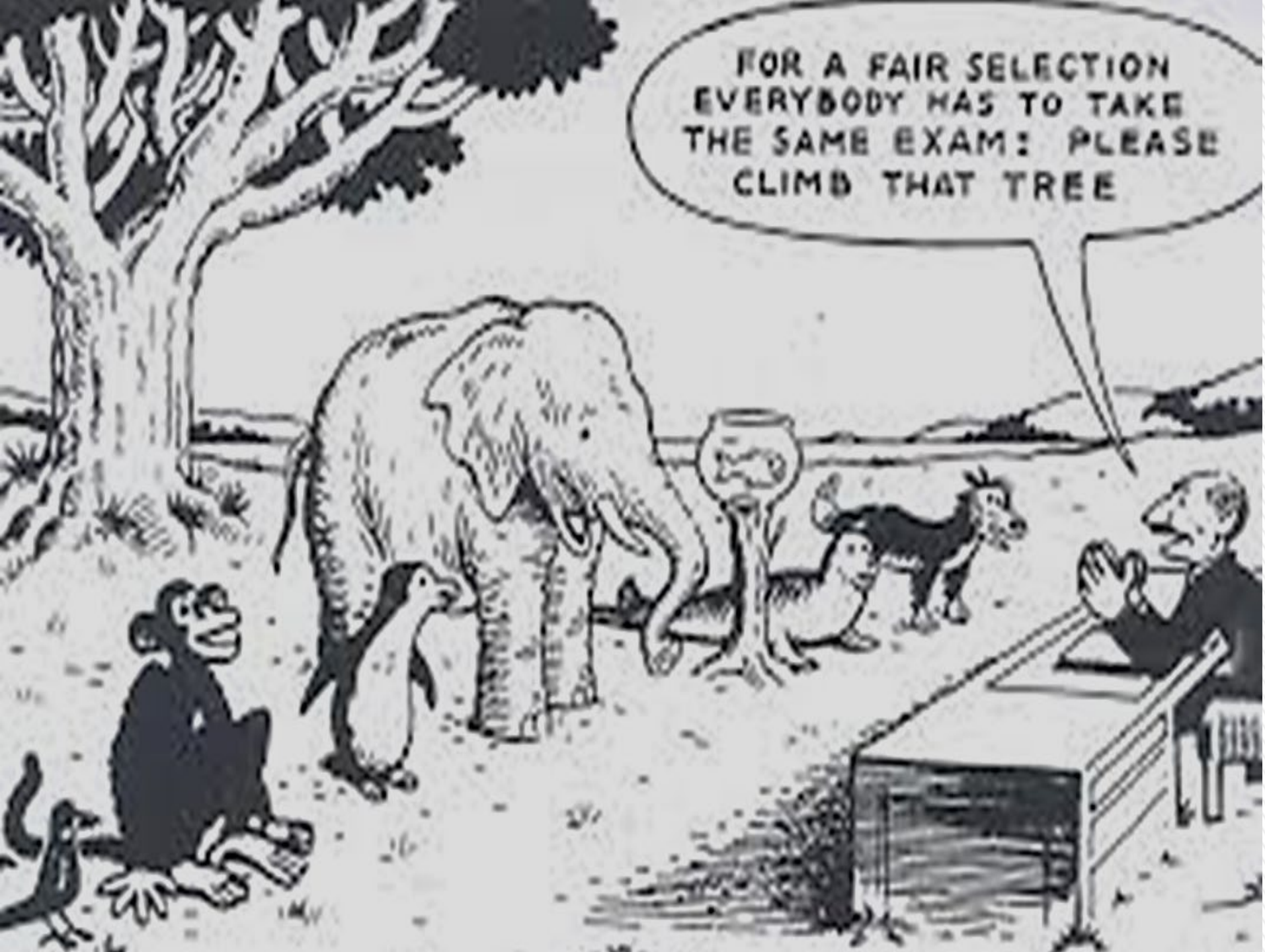
In special circumstances provide assessment in different locations, environments and forms of delivery when required. i.e. extra time, ability to use open book, ability to type examinations if needed etc. etc.

This inclusive approach helps:

- » To reduce complaints and student distress.
- » To enhance student learning
- » To accommodate a wider range of students with different needs
- » Limit inconsistency in appropriate assessment



FOR A FAIR SELECTION
EVERYBODY HAS TO TAKE
THE SAME EXAM: PLEASE
CLIMB THAT TREE



Inclusive Assessment

» To help all students to succeed.

» **Critical elements**

Provide **Formative** tasks and Assessments to indicate progress to date.

Feed-in

- explaining what is needed

Summative assessment at the end of the module.

Feed-back

– explain how well some one is doing

Feed-forward

– explain how a student can improve



Inclusive Assessment - Good assessment design

- » Make the assessment easy to understand
- » **The English needs to be clear – avoid challenging less widely used words or words with multiple meanings (e.g. relate).**
- » Define all Acronyms
- » **Does the question include any underlying cultural knowledge or understanding?**
- » Is the question possible to answer –
 - > particularly in numerical (e.g. accounting) and conceptual (e.g. economics) questions - impossible questions are possible to draft.
 - > Please attempt the question yourself can it be solved and does this answer tally with the expected answer.
- » **Make sure the question actually links to the learning outcomes of the module – check and recheck the question set actually relates to materials taught on the module.**
- > You never want to have an out-of-scope questions.



Choice?

- » Include some choice of question or topic in assessment whenever possible.
- » This can empower students by choosing what they wish to answer – by making a choice the student becomes invested in the topic or question of interest.
 - > E.g. in a project ask the student to choose a Bahraini firm to analyse – though their choice the student will become invested in the analysis
- » Remember though choice can become excessive and impede decision making. Some albeit limited and clearly framed choice is beneficial in assessment.



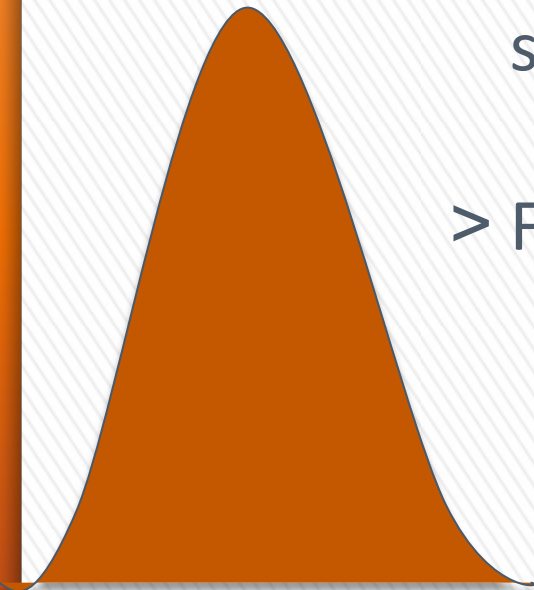
Test both tails of the distribution

> Try to draft assessment materials in manner so both stronger and weaker students can engage with the assessment.

> For example

What differences develop between national corporate governance systems? Discuss and contrast two corporate governance systems from in different nations.

Here we have two questions – one requiring appropriate knowledge and memory – the other more consideration and evaluation. >



The Formal and the Hidden Curriculum

- » Students often become strategic and think what is actually ‘important’ or going to be assessed in a module.
- » **Assessment may only test how well students have learned to play the game’ of assessment.**
- » If students feel the demands of a module are too great, too much reading is required and the lecturers expectations are too great (even if this is not the case) they may start to employ ‘Selective Negligence’.
- » **Students may focus only on parts of the module and ignore quite large parts of the syllabi which they believe are not assessed and ‘do not count’.**
- » Not all students can think this way – this is an important area of reflection.



Hidden Curriculum – questions for reflection.

- » Is there a hidden curriculum on your module?
- » **Are your students ‘selectively negligent’?**
- » What elements of your module do students believe will bring them the best marks?
- » **Are there any implicit messages with your assessments as to what is important to focus on?**
- » Do you help students to ‘tune’ in to a hidden curriculum in how you provide feedback?
- » **What is my hidden curriculum?**

What do you think!?



Final Checks

- » Assessment materials should include a marking scheme and/or model answers.
- » Make sure the assessment has a possible – attainable answer.
- » Are appropriate verbs used?
- » Is the Assessment inclusive?
- » Check and double check for errors and use of appropriate English.



**FEED-IN,
FEEDBACK and
FEEDFORWARD.**

Feed-in

» Preparing for examination / assessment

- > **Allow students to comprehend the format of exams prior to the exam – (although never the content).**
- > Allow students to consider past assessments and practice answers, or past exemplar assignments.
- > **Discuss the expectations of Examinations with students.**
- > Make sure all notes as to format of assessment are clear and unambiguous.



Purpose of Feedback

Please do take care in ensuring suitable and enough feedback is provided.

This is important for many reasons.

- » Record keeping?
- » Justify grade/explain to 2nd marker?
- » QA/standards (for the EE)?
- » Feedforward/assistance for the student?



Grading and Feedback

Grade

should indicate how well LO are addressed

Comments on script

minor adjustments, corrections, suggestions, clarity

Summary comments

overall performance, +ve, room for improvement

Generic feedback

Indication of performance in relation to cohort.

Do not change individual marks – if there is an issue in marking then the entire cohort needs to be remarked or have marks adjusted.



Type of feedback

Generally what is good, what can be improved and how can that improvement be effected. (I like to do 150 – 300 word when marking assignments)

Grade

should indicate how well LO addressed

Comments on script

minor adjustments, corrections, suggestions, clarity

Summary comments

overall performance, +ve, how to improve

Generic feedback

Indication of performance in relation to the cohort



Feedback

- » Providing feedback is a complicated form of social interaction, involving power, discourse, identity and emotions.
- » Sadler (1989) identified three conditions for effective feedback:
 - > Learners need to understand the standard required;
 - > Compare the current level of performance with the standard; and
 - > Limit any gaps between current and expected performance.
- » Student response to feedback is influenced by the level of feedback.
 - > Task level feedback denotes how well tasks are performed;
 - > Process level feedback focuses on how to perform tasks;
 - > Feedback at the self-regulation level focuses on learners' self-monitoring of their actions;
 - > Personal feedback at the self-level evaluates the learner and frequently involves praise.
- » Feedback at the self regulation and the process level are generally most effective in raising achievement;
- » Feedback at the self-level is least effective.



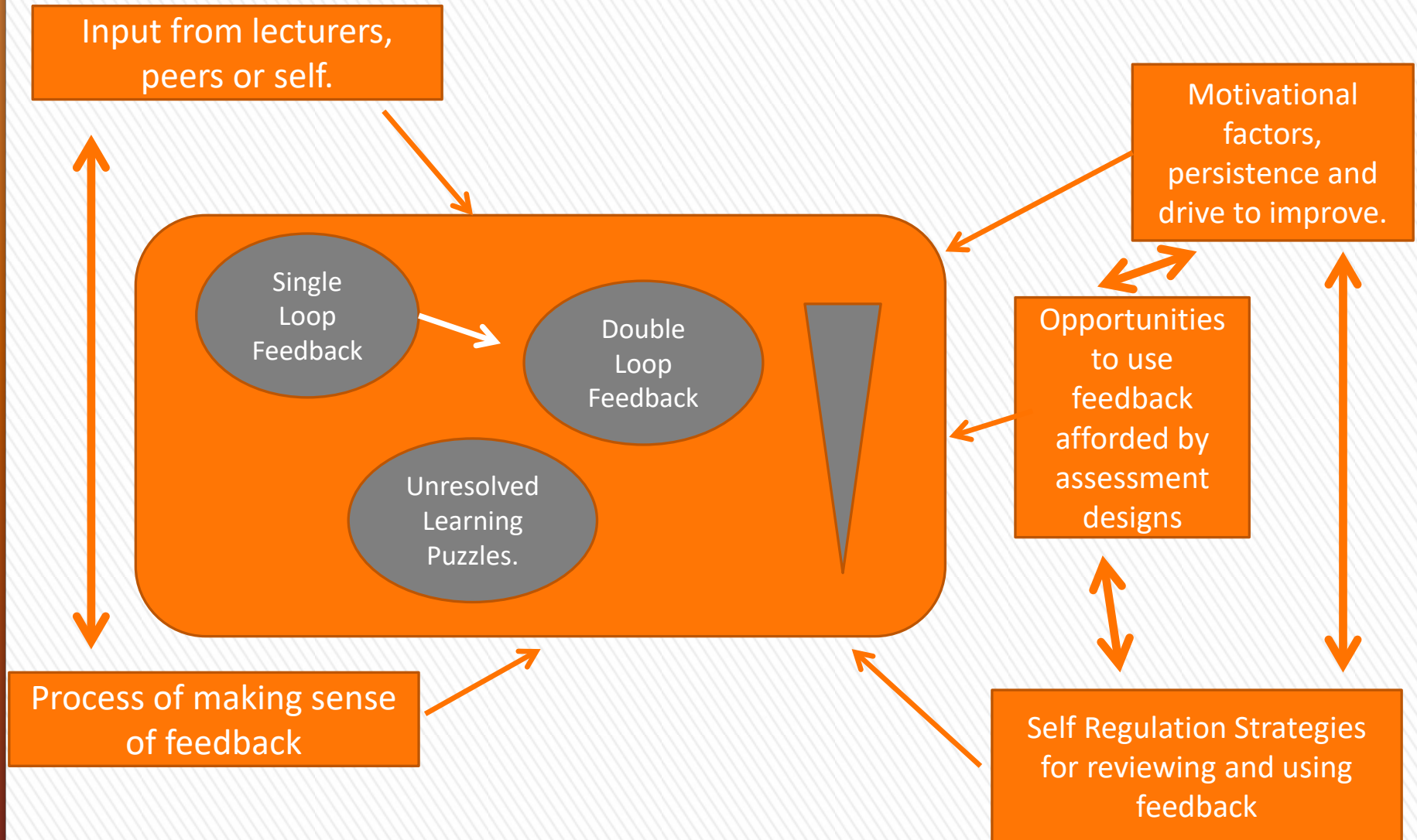
- » **Argyris (1991)** documented two types of learning
 - > **Single-loop learning** focused on tackling a specific problem or task,
 - > **Double-loop learning** adds a second loop re-evaluating the way the problem or task was tackled

- » Single-loop learning involves adjusting actions but is unable to change how a student thinks. Modification of behaviours is limited to solving specific problems.
- » Double-loop learning involves the re-examination of how students have tackled a task and can lead to adjustment of values and practices. This is stimulated by dialogue or external stimulus such as feedback.
- » There are considerable challenges in achieving Double-loop learning because defensiveness occurs and individuals are reluctant to change. We need to encourage reflection.

Long term student engagement
with feedback



Long term student engagement with feedback (Carless 2019)

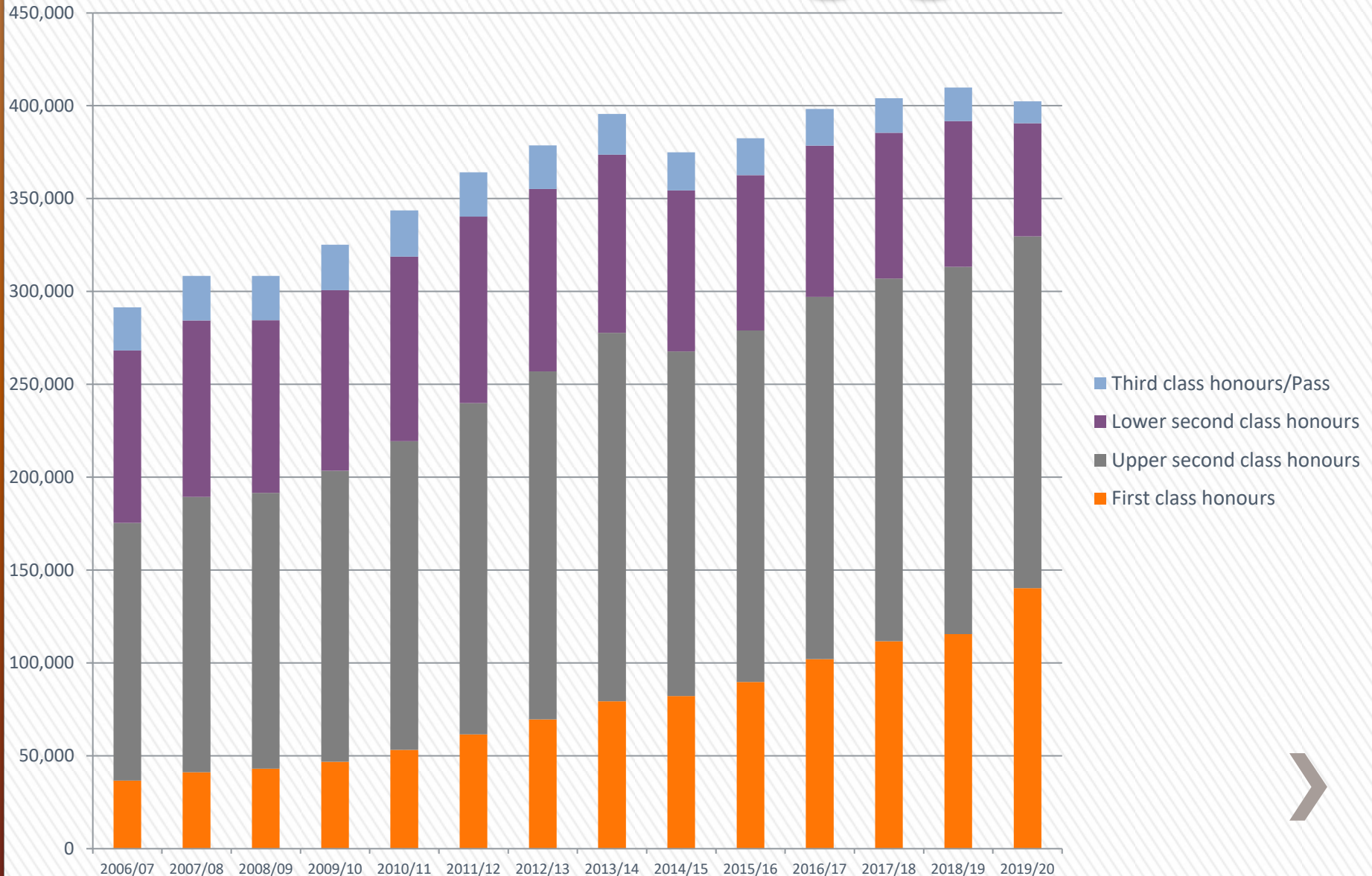


How We Mark?

How staff award marks

- » When people mark they often justify marks to a range of 'stakeholders'. This can influence how marks are allocated.
 - > Many markers will think about students, colleagues and external examiners when awarding marks. This is like a game theory problem where faculty try to anticipate the reactions of other stakeholders in the assessment process.
- » This may increase 'defensive marking' strategies, where we develop established ways of doing things, avoiding very high or low marks (or alternatively too many high/low marks).
 - > The marker's professional judgement may therefore be at risk if he/she awards a mark which could be challenged. The 'worst case' scenario is when marking is challenged.
 - > A safer yet suboptimal strategy is mark close to the average with a very narrow range of marks, especially in those subjects where there is some debate as to what constitutes the 'right' answer.

UK increasing grades.



HE qualifications in the UK 1995–2000 (UK students, full-time study)

Subject	Percentage of first class honours degrees	
	2000	1995
Medicine	3.9	5.2
Subject Allied to Medicine	9.5	7.2
Biological Sciences	8.7	8.1
Veterinary Science	1.8	4.4
Agriculture	6.2	5.2
Physical Sciences	12.8	11
Mathematical Sciences	21.7	18.5
Computer Sciences	10.3	9.2
Engineering	13.2	10.8
Architecture	7.2	5.4
Social Economic and Political Sciences	5.8	4.5
Law	4.3	3.3
Business and Admin Studies	4.6	3.7
Library and Information Sciences	4.9	4.5
Languages	9.3	8.8
Humanities	8.5	7
Art and Design	9.3	9.2
Education	5.7	5.6
Combined	7.5	5.9

Source: Higher Education Statistical Agency (2001) Table 14a and Higher Education Statistical Agency (1995) Table 1.



How marking varies by Subject (Bridges, Subject types 1999)

Lower Marks

Soft Applied

Type B Business Studies or Law

Applied
Primarily Concerned with
application

Type B has a wider range,
typically 10–80%, a bigger
spread between 40 and 70%.

Hard Applied

Higher Marks

SOFT
Paradigm doesn't exist

Type A has a narrow
range of marks,
typically with 55% of
the scale being used
and considerable
bunching about the
mean.

Type C has a very large range, typically the full
range from 0–100%, with little bunching about the mean

Hard
Paradigm Exists

Lower Marks

Soft Pure

Type A English History
Type B French, Sociology, Fine Art

Pure Not concerned with
Application

Type B Biology
Type C Computing, Mathematics

Hard Pure

Highest Marks

Why Does This Occur? (Hornby 2003)

- » Different subjects use different assessment instruments depending on (historical) perspectives of examination validity and reliability.
- » ‘Soft’ subjects traditionally use extended written answers and essays to test a range of skills, but especially analysis, synthesis and evaluation.
 - > These are perceived to offer higher levels of validity, but often lack reliability.
 - > Reliability is where two examiners marking the same essay, using the same mark scheme, attribute different conclusions for legitimate reasons.
- » ‘Hard’ subjects such as mathematics tend to use multiple choice or other instruments, which offer high levels of reliability but at the cost of validity.
- » The result is often a ‘trade off’ between validity and reliability
 - > In the USA, notions of fairness and equality have driven assessment towards machine marked instruments in order to maximise reliability.
 - > In the UK we value validity because of the need to assess ‘high level skills’.
- » **This variation is problematic if it starts to develop in a degree programme.**

Rubrics

- » A rubric is a matrix with scaled levels of achievement for a set of criteria for a given type of performance.
 - > The descriptions of the possible levels of attainment for each of the criteria should allow judgment of, or reflection on, progress toward learning objectives.
- » Rubrics make the instructor's standards and resulting grading explicit.
- » They provide students a clear sense of the expectations for a high level of performance and how these can be met.
 - > From the instructor's perspective, the time expended in developing a rubric can be considerable, yet can streamline the grading process. The more specific the rubric, the less the requirement for spontaneous written feedback for each piece of student
- » When information from rubrics is analysed, a record of students' progress toward meeting desired outcomes can be provided to students so that they can chart their own progress.
 - > Rubrics can be used to make faculty standards explicit in team-taught modules.
 - > Rubrics encourage reflective practice - the act of developing a rubric, instigates reflection of expectations for student learning.



	Knowledge of theory	Evaluation of theory	Use of comparison theories	Use of evidence	Structure, writing style, grammar, presentation
1st/Distinction	Very accurate knowledge of theory. Clear evidence of going beyond material covered in class. Excellent understanding and explanation of how theory has contributed to literature field.	Excellent evaluation and synthesis. well defended arguments. Highly original and insightful interpretation.	Good comparison with clear links between topics explored. comprehensive discussion of different theories. Comment provided interesting, insightful and innovative discussion of theories	Information is gathered from multiple high quality sources. Excellent use of evidence from research-based sources. Exceptional APA with no errors	Fantastic structure, purpose and flow. The style is engaging and appropriate for an essay. Excellent spelling, grammar and use of punctuation. Excellent formatting and presentation
2i/Merit	Many areas are correctly represented. Some evidence of going beyond material covered in class. Very good description and understanding of key elements of theory	Detailed evaluation of theories provided. Synthesis between arguments. Well presented arguments. Original interpretation	Good comparison with clear links between topics explained. Clear independent thought and analysis. focussed answer with clear links between topics	Information is gathered from multiple sources. a wide range of sources provided with good citations. Good citations with appropriate APA	Clear flow between sections and clear purpose to the essay. The style is appropriate, but could be more engaging. Good spelling and grammar. Good formatting and presentation
2ii/Pass	Some elements are correctly represented. knowledge demonstrates only minor advances on class information. Key areas accurately defined	Some limited evaluation of theories presented. weak links between arguments/theories. balanced evaluation of positive and negative elements.	strengths or weakness only given for one . Original insights given with some independent development. only major links provided	Information is gathered from a limited number of sources. a mix of primary and secondary sources with mostly correct citations. APA is weak in places	Writing flows nicely between section. The style is satisfactory. Competent spelling and grammar. Basic formatting and presentation is correct
3rd/condone fail	Some factual errors. No effort made to go beyond material covered in class. Deficiencies in knowledge of even key areas	Very weak evaluation of one or both sides of the argument. No original interpretation. arguments presented but lack of coherence	relevant material selected but not developed. some insights given but not developed. mentions other theories but does not compare	Information is gathered from a single source. incorrect referencing of secondary sources. Sources are not cited correctly.	Some links or structure. The style is weak . Weak grammar and spelling. Poor formatting and presentation
condone fail/fail	Many factual errors in knowledge. Does not demonstrate understanding of topic. Does not address key areas of topic	No evaluation given. no attempt to critique the topic. only factual statements given	answer relies on tangetial material. no original comparison/interpretation. no links/comparison between theories	No empirical evidence provided. Only secondary sources provided. Poor choices for evidence use (e.g. non-reviewd websites)	No links between sections/no flow, Very poor writing style. Poor spelling and grammar. Extremely poor formatting and presentation

Your marking scheme or rubric?

Do Not Frame or (or interpret) the Marking Scheme too Tightly.

Marking schemes accounting for individual marks work better for lower level 'memory' assessments.

Think of the Different Answers a student could provide.

Consider how the Literature has been Critically Interpreted.

Leave An Opportunity For Original Interpretations.

What Are The Key Areas Of Disagreement Between Theories?

What Types Of Academic And Practical Conclusions Develop?



Linking Assessment and Marking to Learning Outcomes

- ❑ When we set and mark academic work we need to be cognisant of the what we aim to test and assess.
- ❑ It is important to clearly link our assessments to learning outcomes.
- ❑ **Learning outcomes are explicit descriptors of what we do as educators.**
- ❑ These reflect the aims and expectations of the course of study and are the basis for writing assessment criteria.



The Role of the Moderator in Assessment




Moderation

- » Students expect comparable marks are issued by different assessors. Sadly the distribution of marks can differ between assessors
- » Little consistency is typically found between individual markers who do not collaborate and moderate with other markers.
- » Marker reliability is high for knowledge based questions and lower for essay and problem based examinations.
- » To ensure that marking is not dependent on which assessor is doing the grading, moderation is required.
 - > To develop a shared understanding of learning standards a process of social moderation is required.
 - > Interactions/collaboration helps markers achieve consistency in judgements, ensuring greater fairness and validity in assessment practices.



Moderation

- » Many moderation models can be used to improve inter-rater reliability.
- » Social moderation involves multiple assessors judging performances on a specific task, and marking them using a common framework (Linn 1993).
- » Central to social moderation is staff development. It is critical that assessors develop a shared understanding of how they mark and academic levels.
 - > Social moderation is an effective way to calibrate results of assessment
 - > Social moderation depends on the development of a consensus on standards, and on clarifying the performances that satisfactorily meet those standards.
 - > Social moderation involves staff to review of discrepancies in marking.
 - + Through this process, specific standards can be 'clarified, refined and transformed – and moved from being private knowledge to collegially held knowledge.
- » Social moderation can be challenged by power relationships, which play out between junior and more senior staff. 

Internal Moderation of assessment materials

An Internal moderator is a second academic/tutor who is the vetter/verifier for the module.

INTERNAL Moderators are responsible for ensuring that assessment materials are free of errors, clearly presented & in accordance with module outlines & student expectations (e.g. any changes to previous years' structures should have been communicated to students).

The moderation activity takes place *before* sending to external moderators (me) and then to external examiners (who you meet in June).

The external moderator and then external examiners make comments before assignments is given to students.

Please do respond to these comments promptly and fully.



INTERNAL Moderation process (as operates at BBS)

- I. **Module Organiser** at BIBF provides an initial version of the assessment material.
- II. **Appointed Moderator** at BIBF accesses initial version, & provides relevant feedback to module organiser.
- III. Module organiser incorporates any changes & adjusts initial version – clearly labelling the MODERATED VERSION’.
- IV. Moderator makes final check, & adds note that moderation is complete.



INTERNAL Moderation

Deadlines for completion of the Internal Moderation process will be advised by the BIBF.

Module organisers & moderators should co-ordinate with each other to ensure that sufficient time is available for moderation & incorporation of changes before any deadlines advised by BIBF.

Following the moderation process, BU & the external examiners will have access to the relevant Blackboard sites to view the moderated papers.

If the external moderator or external examiner asks for changes please do these changes fully.

A prompt and full response can limit larger QA problems down the line.



Purpose of Moderation

NOT to approve a question/assignment

Check:

1. LOs of *specific* assessment are clearly stated
2. typographical and grammatical errors (cause confusion)
3. consistent form of English (– be careful with US phrasing e.g. tyres/tires)
4. Appropriate Verb use for level of study
5. All those other aspects we have raised.
6. Be a critical friend. It is helping role rather than to undermine colleagues.



A Recent Example of what I get to see when reviewing examination papers.

What is wrong here?

- (38) Marketing research is often used to
- (a) Assess potential risk
 - (b) Understanding consumers & their experiences
 - (c) Only (b)
 - (d) Both (a) and (b)

» Please take care in phrasing your assessments



Final Thoughts

New technology

- » **Please be open to new methods of assessment facilitated by technology.**
- » **Higher Education is a dynamic and fast moving service industry.**

- » What we are doing at Bangor –
 - > Computer based exams which can be taken across the world simultaneously
 - > Facial recognition
 - > Computer based systems for reporting special circumstances and requirements for examinations.
 - > And much more

Being open to new ideas is important in assessment



» **The Covid-19 pandemic has resulted in both student distress, variation in regulations and a movement towards more distance learning.**

- > Ensuring assessments are robust
- > Importance of limited cheating
- > Use of proctoring
- > Varying the forms of assessment use – fewer multiple choice tests for example.

Covid and Assessment



Exercise – optional?



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- » Review and Comment on your past examination papers
- » Reflect on what is good and what isn't.
- » Why do you think this and why?
- » What might be improved?
- » How can these assessments be improved?



Today we considered.

- » Expected standards
- » Forms of Assessment
- » How to set better assessments
- » Feed-in Feed-back and Feed-forward.
- » How we Mark
- » Moderation
- » Some Final Thoughts.



- » If you had any questions please contact me though email
- » j.ashton@bangor.ac.uk.
- » Stay safe and my very best wishes – HWYL
john.

Questions

