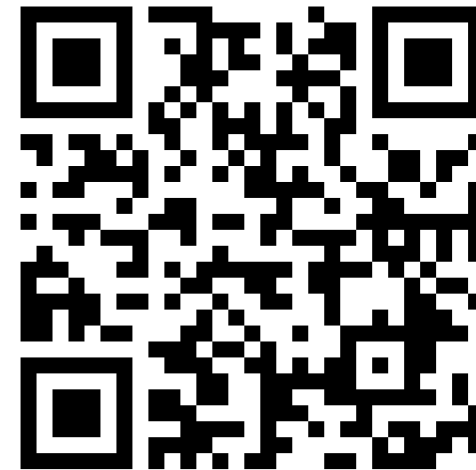




What questions do you have after watching the screencasts?



<https://tinyurl.com/echo-assessment>

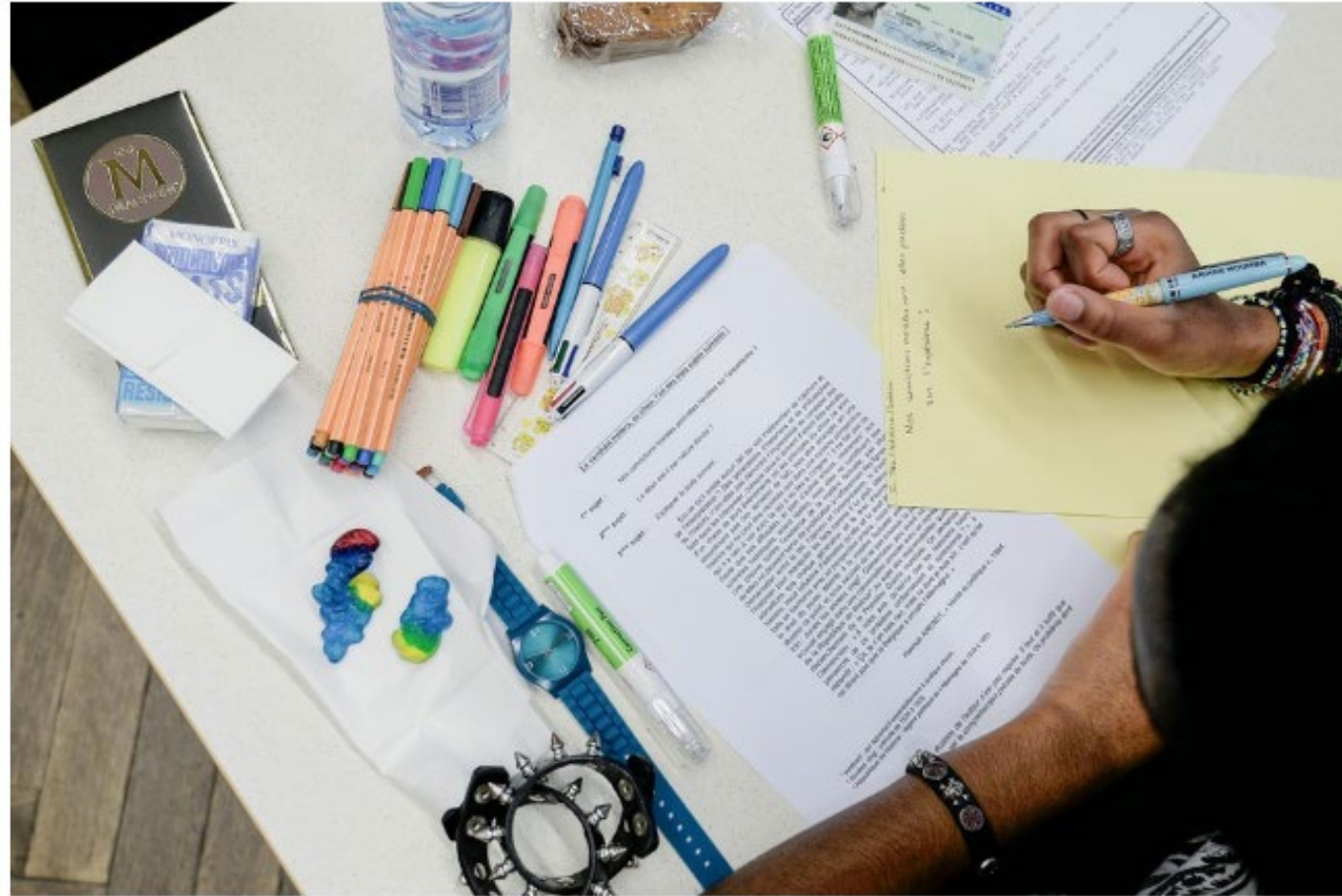


University of Antwerp
| ECHO | Centre of Expertise
for Higher Education

Quality of Assessment

2 May 2024

Poor exam results? Your surname might be the cause





On the menu for today

01

Formative and summative assessment

What's in a name?

02

Characteristics of quality assessment

Validity – Reliability - Transparency

03

Follow up

Application assignment - ECHO-courses

What's in a name...?

**Summative
assessment?**

**Formative
assessment?**

Formative and summative assessment

Formative assessment

- Learning process
- Adjusting
- Feedback
- Assessment for learning

- Both assess learning
- Both are used for student feedback
- Both are used for lesson planning

Summative assessment

- Achievement
- Qualifying
- Grades
- Assessment of learning

Summative assessment (assessment *of* learning)



Formative assessment (assessment *for* learning)





Exercise 1 | think-pair-share

- **Answer following questions individually**
 - Which formative assessment methods?
 - Which summative assessment methods?
 - Why these?
- **Peer feedback in pairs**
 - Alignment between formative and summative assessment
 - Balance between formative and summative assessment
- **Questions?**
- **Timing: 5' – 10' – 10'**

Input participants: Formative – Summative

- Overall feeling that there is a balance between both forms of assessment in the courses, but this varies from course to course.
- It would be good for some courses to introduce more formative assessment, but the context doesn't always make this evident (e.g. modules in medicine or courses acting as gatekeepers in Ba1).
 - Even then, try to provide opportunities for students to learn through the assessment, even if it's only in small ways.



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Validity

Are the assessment methods you have chosen:

- **suitable**
- **to determine the extent to which students**
- **have achieved the predefined competences?**

How will you ensure that your assessment:

- **measures what you want to measure?**



Validity

→ assessment measures what it is intended to measure

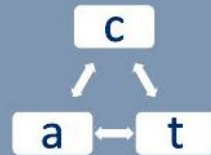


Principles

→ learning outcomes as starting point



→ constructive alignment



Tools

→ congruence table



→ test blueprint

%



Exercise 2 | Buzz session

- **Answer the following question**
 - How do you monitor whether your assessment is measuring what you want to measure?
- **Plenary debriefing with spokesperson**
 - Most valuable tip?
- **Timing: 10' – 10'**

Input participants: Validity

- **By starting from the learning outcomes**
- **Rather than simply recycling the assessment methods of the lecturers who taught the course before you, critically examine both the assessment methods and the learning outcomes and, if necessary, revise the assessment methods and/or the learning outcomes.**

Reliability

How will you ensure that your assessment is

- **as free as possible from measurement errors and**
- **random errors?**



Reliability

= the score given to students accurately reflects their actual abilities and competences



Factors

→ clear instructions and questions



→ sufficient time



→ assessment tool

Tools

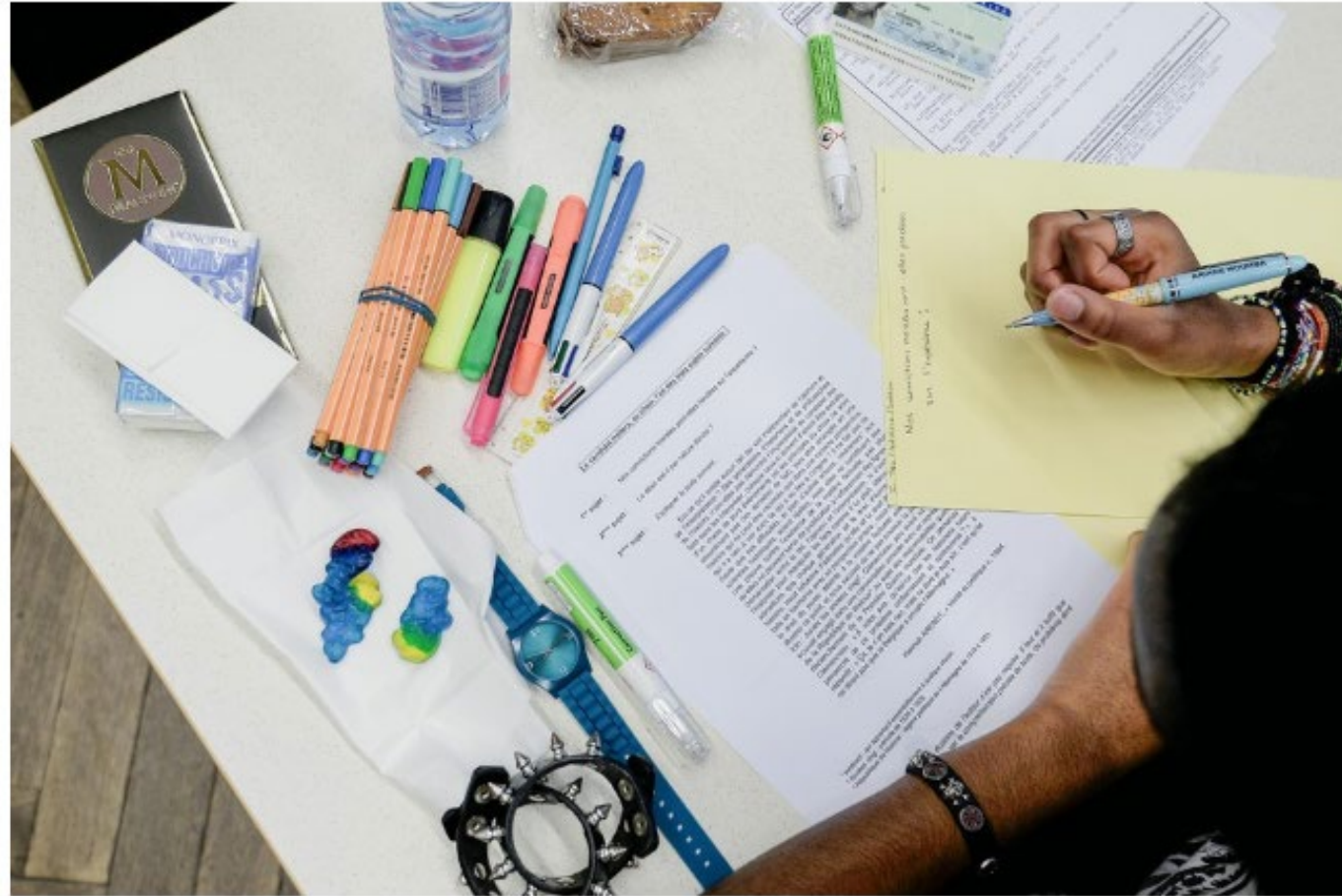
→ model answer



→ rubric and scoring grid



Poor exam results? Your surname might be the cause



Reliability

What can you do to make your assessment reliable?

- Sufficient time
- Correct question by question
- Assessment tools
- Multiple assessors
- Four-eyes principle
- Fair allocation of exams/assignments
- Anonymise





Exercise 3 | Peer feedback

- Give your neighbour feedback on their assessment tool based on the following criteria:
 - Suitability
 - Clarity
 - Accuracy
- **Timing: 15'**

Transparency

How will you make clear to your students

- **what you expect of them?**



Transparency

= the assessment follows clear and known "ground rules"



Recommendations

→ create a study guide



→ use exemplars



→ share assessment criteria and tools



Exercise 4 | Buzz session



- **Answer the following questions:**
 - What information should be available to students?
 - Is there any information that should not be available to students? Why?
 - How best to make the information available?
- **Plenary debriefing with spokespersons**
 - Most valuable insight?
- **Timing: 10' – 5'**

Input participants: Transparency

- **The learning outcomes and assessment criteria should be available to all students via a platform that all students can access, such as Blackboard.**
- **It is not advisable to go into too much detail with students about the 'breakdown' of marks, as they will start to question their marks and try to increase their marks through discussion.**
- **Tell the students what percentage each major part represents, without going into too much detail.**
 - **Difficulty: what to do if a part is less important and the students know it and therefore do not study for it? Not tell the students that this part accounts for a smaller percentage?**



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ECHO courses



- Thematic offer for assistants
- Educational sessions
- Lecturer training

Application assignment

- Explain in your own words to a fictitious new colleague from your subject group/department how validity, reliability and transparency of the assessment are monitored.
- Through a video or audio message or a written letter (in Dutch or English)
- More information in study guide on BB

Deadline 24 May

Evaluation form Quality of Assessment



**Thank you for your
feedback** 

[https://forms.office.com/e/FgfH9
8n923](https://forms.office.com/e/FgfH98n923)