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# Redesigning summative assessments: fairness, reliability and validity. And the rest!

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# Think about an assessment experience

What are your feelings about that experience?



Was it :  
good?  
bad?  
Indifferent?



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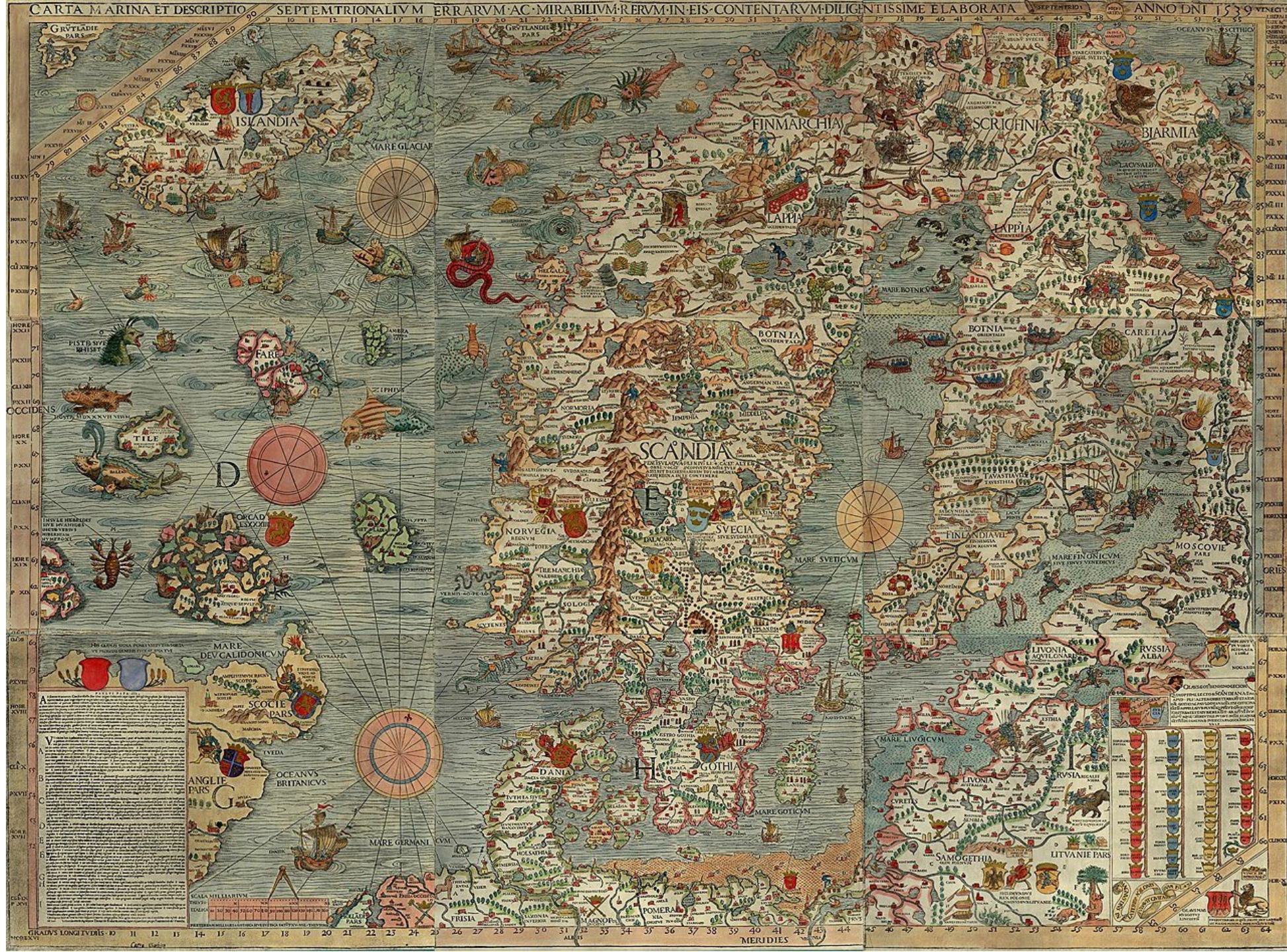


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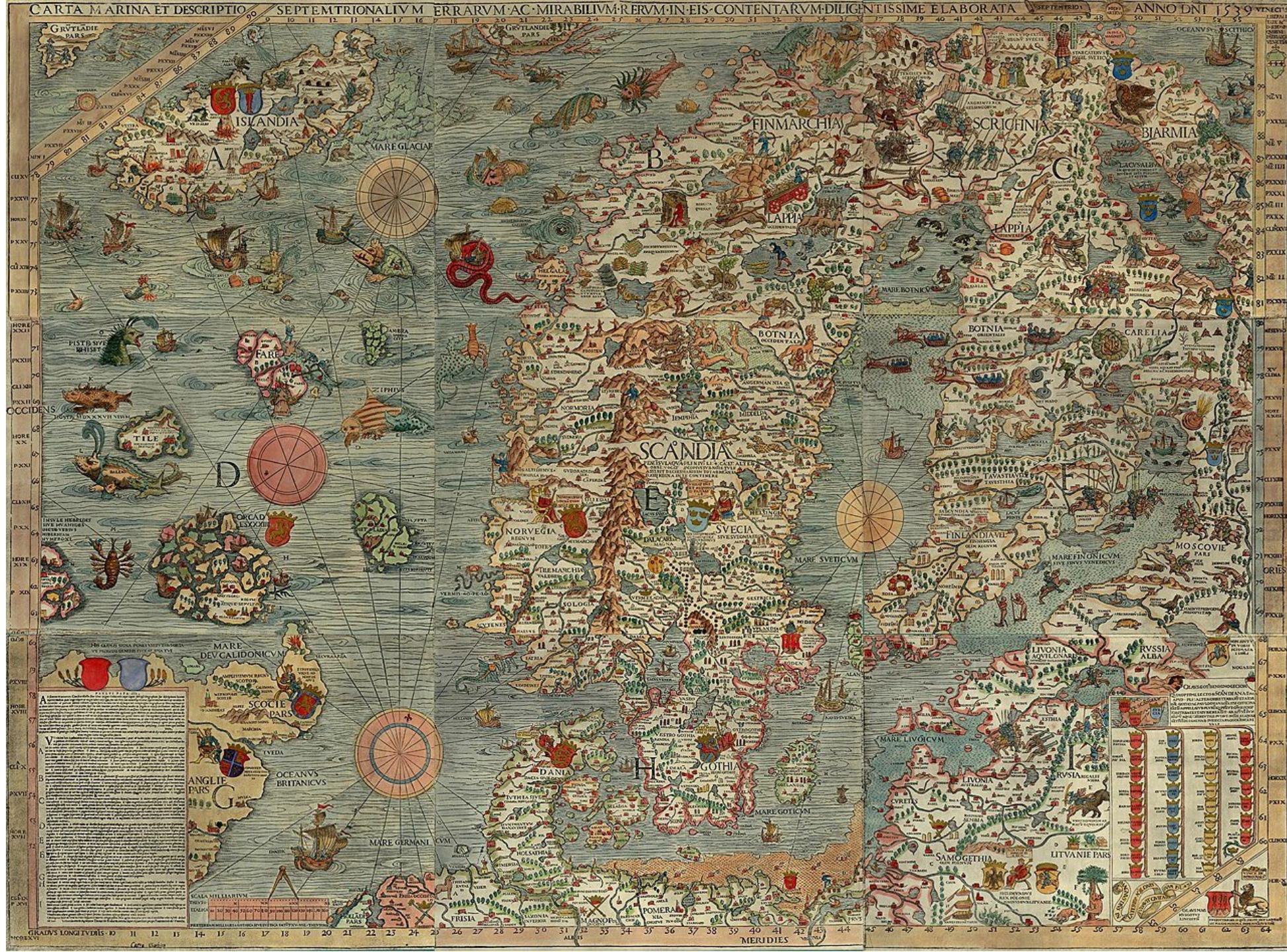




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# Learning outcomes

Structure:

1. An action verb to describe the behaviour (what the student will do) which demonstrates the student's learning.
2. Information about the context for the demonstration.

**Basic:** On successful completion of this module, the student will be able to define the basic concepts of [a specific topic in the subject area]

**Advanced:** On successful completion of this module, the student will be able to critically analyse results of experiments undertaken to investigate [a specific topic in the subject area]



# Authentic assessment

“an assessment task which is authentic needs to be set in a realistic and rich context, to represent a worthwhile task, perhaps involving external stakeholders, and require higher-order skills to complete it.”  
(Villarroel et al., 2018)





# Essentials

- **Validity** - the extent to which an assessment task measures the intended learning outcomes.
- **Security** – certainty that the student did the work
- **Reliability** - the extent to which a process leads to the same outcomes when it is repeated.
- **Fairness** - the extent to which all students have an equal opportunity to demonstrate their achievement of the intended outcomes







## Nieminen principles for inclusive assessment (2022)

- rethinking accommodations
- anti-ableist work
- celebration of human diversity
- student partnership
- interdependence



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# Possible purposes of assessment

To judge current competence ✓	To judge current knowledge	To judge capacity for future learning
To encourage focus on particular aspects of the curriculum	To reward the meeting of teacher expectations	To accredit a minimum level of professional competence ✓
To differentiate performance among students	To validate the effectiveness of teaching ✗	To permit progression to the next level of study
To permit award of a final qualification ✓	To demonstrate maintenance of academic standards	To identify areas for individual future development ✗
To recognise an ability to follow instructions	To recognise the ability to perform under pressure ✗	To confirm that intended learning outcomes have been achieved
To build student confidence	To reduce the number of students on the course ✗	To judge teacher competence in preparing students for assessment





# What type of task?

Learning outcome	Suitable tasks
Define the basic concepts of [a specific topic in the subject area]	Unseen examination / Multiple-choice test
Summarise literature from [a specific topic in the subject area]	Annotated bibliography, relating each reading to the course directly Literature review, linking the readings together
Explain the differences between [different schools of thought in the subject area]	Essay Debate Presentation Poster
Critically analyse results of experiments undertaken to investigate [a specific topic in the subject area]	Laboratory report (if own experiments) Essay (if reviewing other people's work) Article for popular press Poster Presentation





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# Good feedback...

1. helps clarify what good performance is (goals, criteria, expected standards);
2. facilitates the development of self-assessment (reflection) in learning;
3. delivers high quality information to students about their learning;
4. encourages teacher and peer dialogue around learning;
5. encourages positive motivational beliefs and self-esteem;
6. provides opportunities to close the gap between current and desired performance;
7. provides information to teachers that can be used to help shape teaching.

Nicol and Macfarlane-Dick, (2006, p. 203)





# Feedback questions to promote agency

In class:

- What did you do with the last assignment feedback you received?
- What would you like to see in your feedback for this assignment?
- What's the most useful feedback you've ever received, in any context?

Add a box to the assignment submission/cover sheet, with one or more questions, such as:

- What did you have most difficulty with?
- What would you most like me to give feedback on?
- Is there anything you feel particularly proud of having achieved in this assignment?





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Go to [menti.com](https://www.menti.com) and use the code 1179 4663

**Of what I've covered, what can you practically have a go at?**

## Content



### Question title

Of what I've covered, what can you practic

### Subheading

Appears in the presentation prior to showing the answers and in participants devices.

Subheading

### Extras

Let participants submit multiple times



[Remove question](#)



Account



Content



Design



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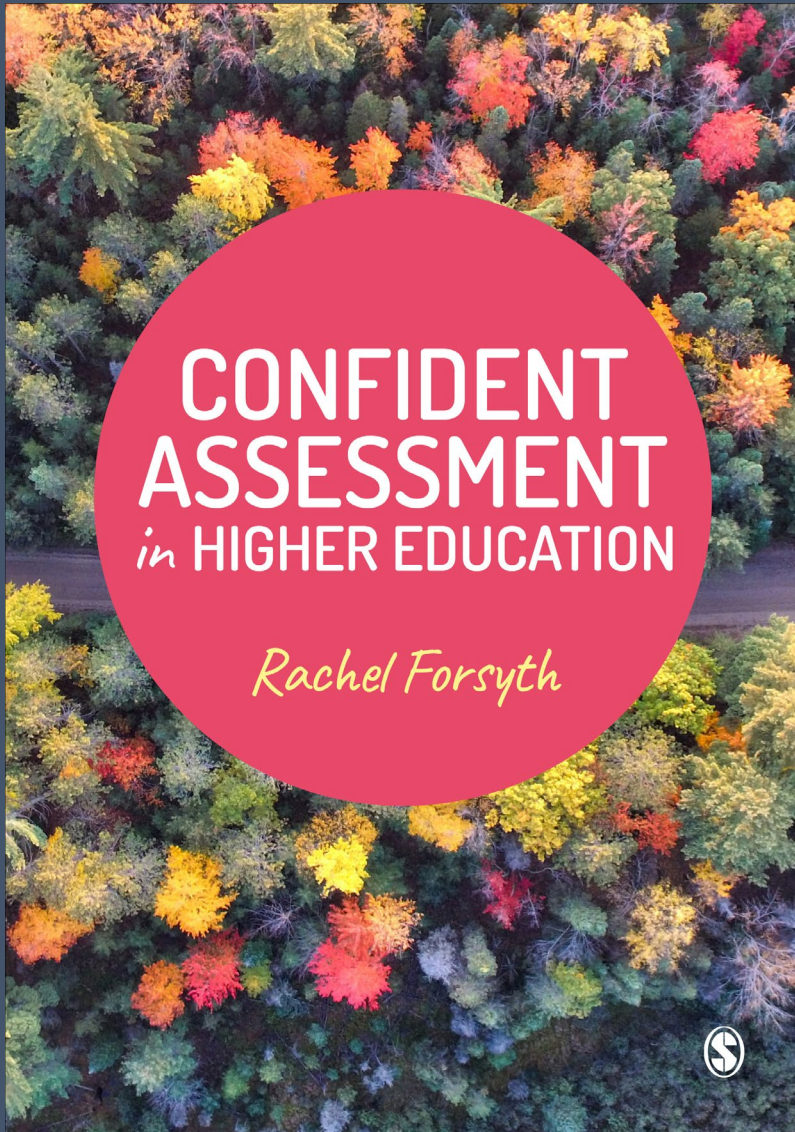


Got feedback?



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