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Assessment in Higher Education

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We live in an unusual time…

What most people said about exams

Everything is arranged online. MyLab, Zoom, Kahoot, Teams, CooSpace, Redmenta, etc.
In some courses instructors assessed the activity during the course together with a longer essay.

Some highlights

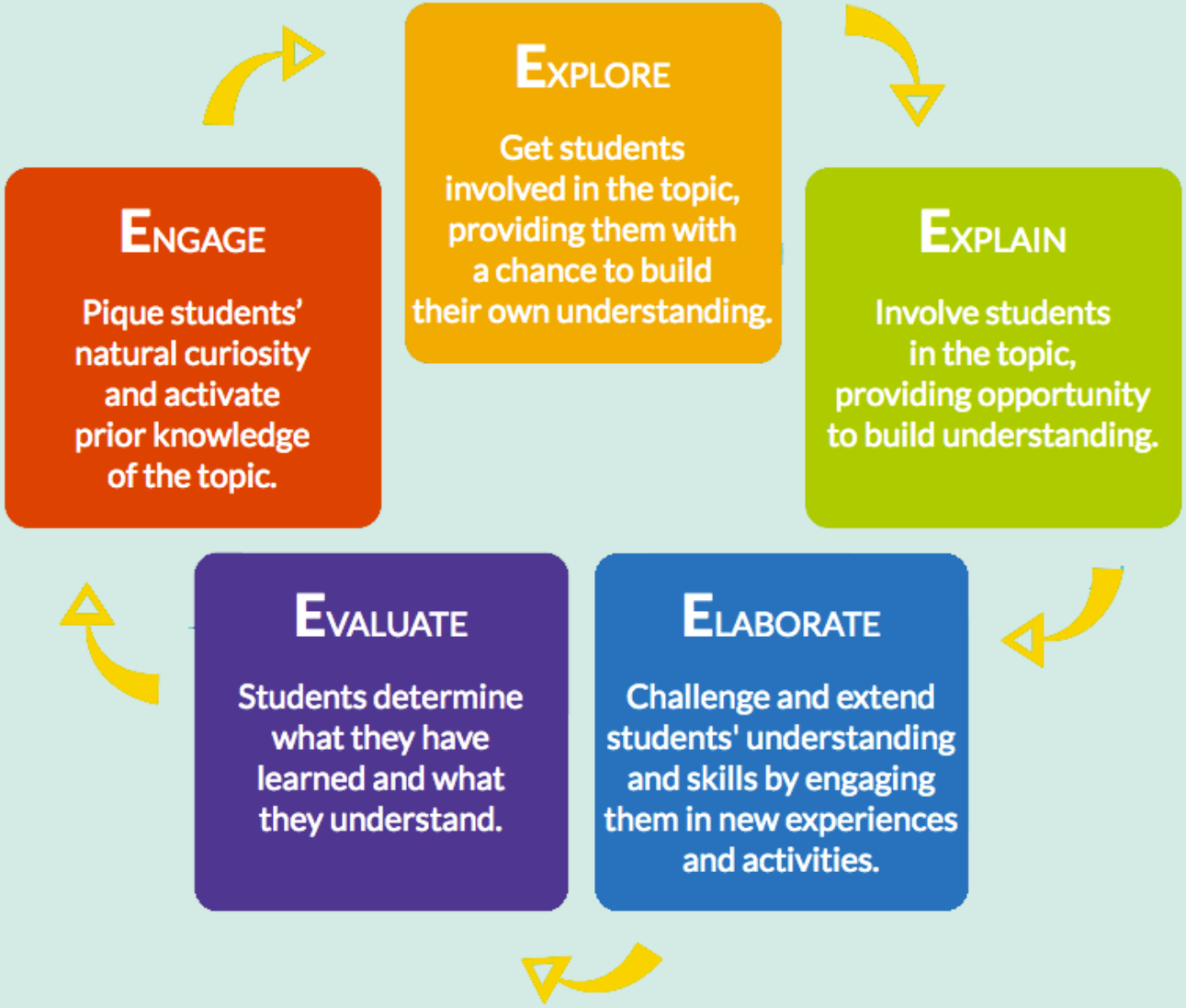
„The difficulty is that workload has increased both for the student and the instructor. The challenge with online testing is to avoid the usage of supplementary tools like textbooks, notes, etc. where necessary. We need to solve this problem, but now we can see the light at the end of the tunnel - and we can only hope it is not the train...”

„Only those can use a cheat sheet who have done some studying.”

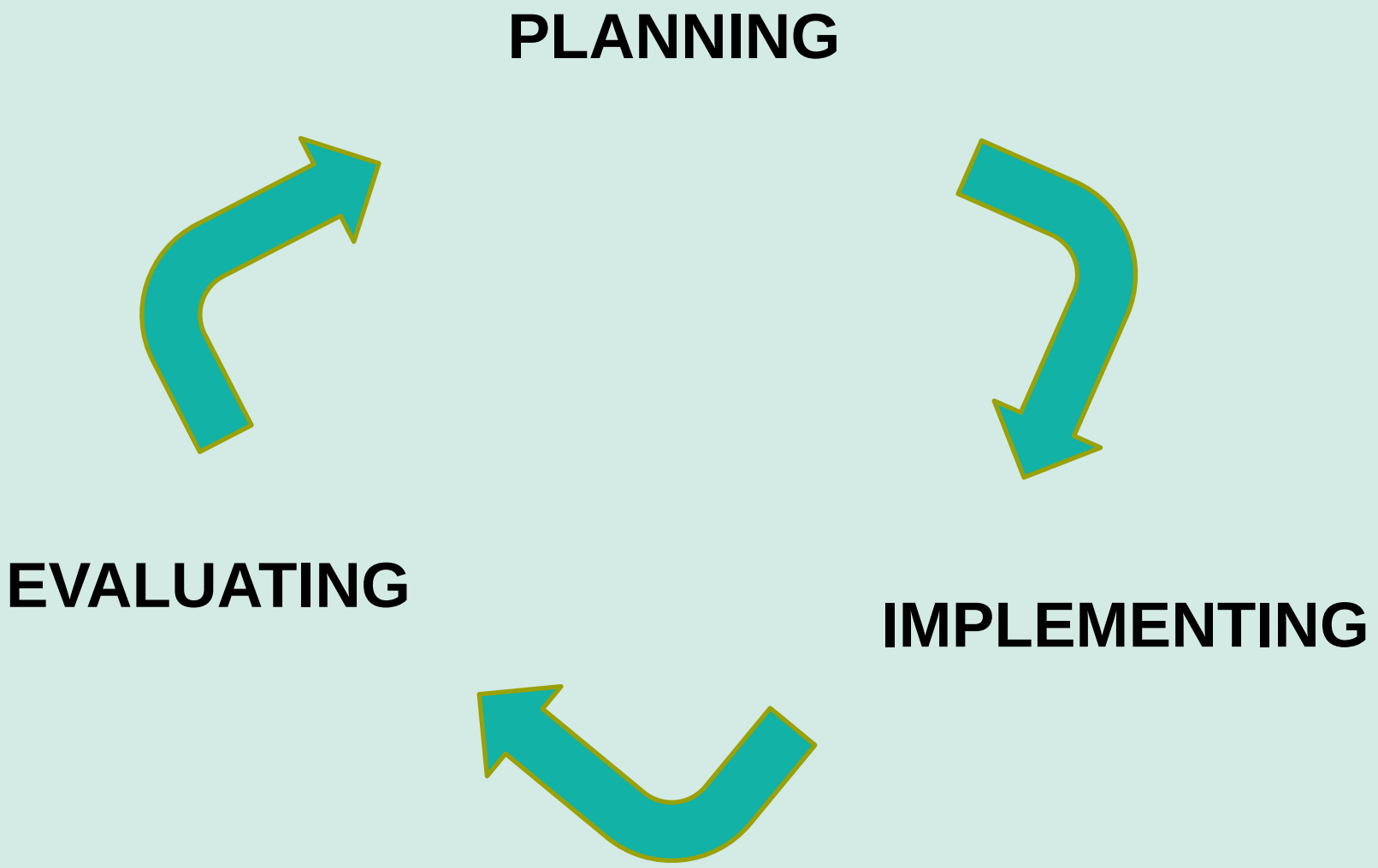
„I heavily build on the idea that we don’t study for the school. Someone who cheats will cheat themselves in the first place.”

Personal survey

The 5E Learning Cycle



Teaching cycle



Fundamental questions

What is assessment?

In education, the term **assessment** refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students.

What is the importance of assessment?

- Helps students learn
- Helps students to determine whether or not they understand course material
- Helps to motivate students

What are the 5 principles of assessment?

- practicality
- reliability
- validity
- authenticity
- washback

The Five Levels of Assessment in Higher Education

Level 1 – Assessing individual student learning within courses

Level 2 – Assessing individual student learning across courses

Level 3 – Assessing Courses

Level 4 – Assessing Programs

Level 5 – Assessing the Institution

What is the purpose of assessment in higher education?

Assessment serves as an

individual **evaluation** system,
and as a way to **compare performance** across a spectrum and across populations.

The **purpose of assessment** is
- to **gather relevant information** about student performance or progress, or
- to **determine student interests** to make judgments about their **learning process**.

After receiving this information, teachers can **reflect** on each student's level of achievement, as well as on specific inclinations of the group, to **customize** their teaching **plans**.

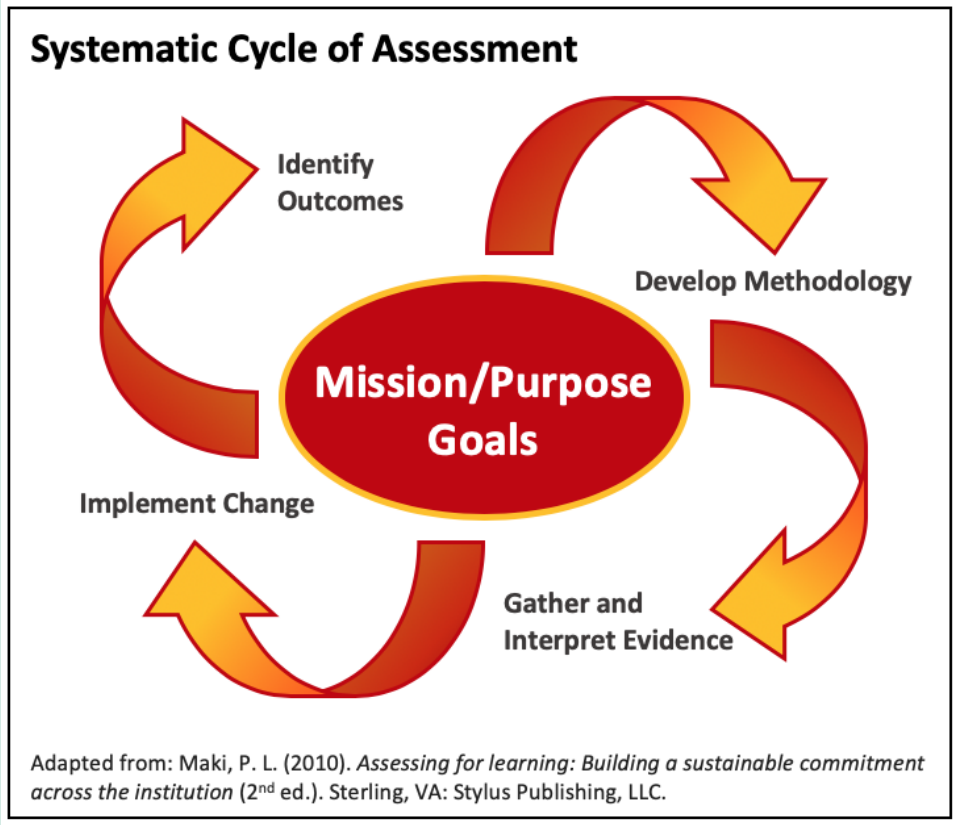
What are the 4 main steps in the assessment process?

Step 1: Clearly define and identify the learning outcomes.

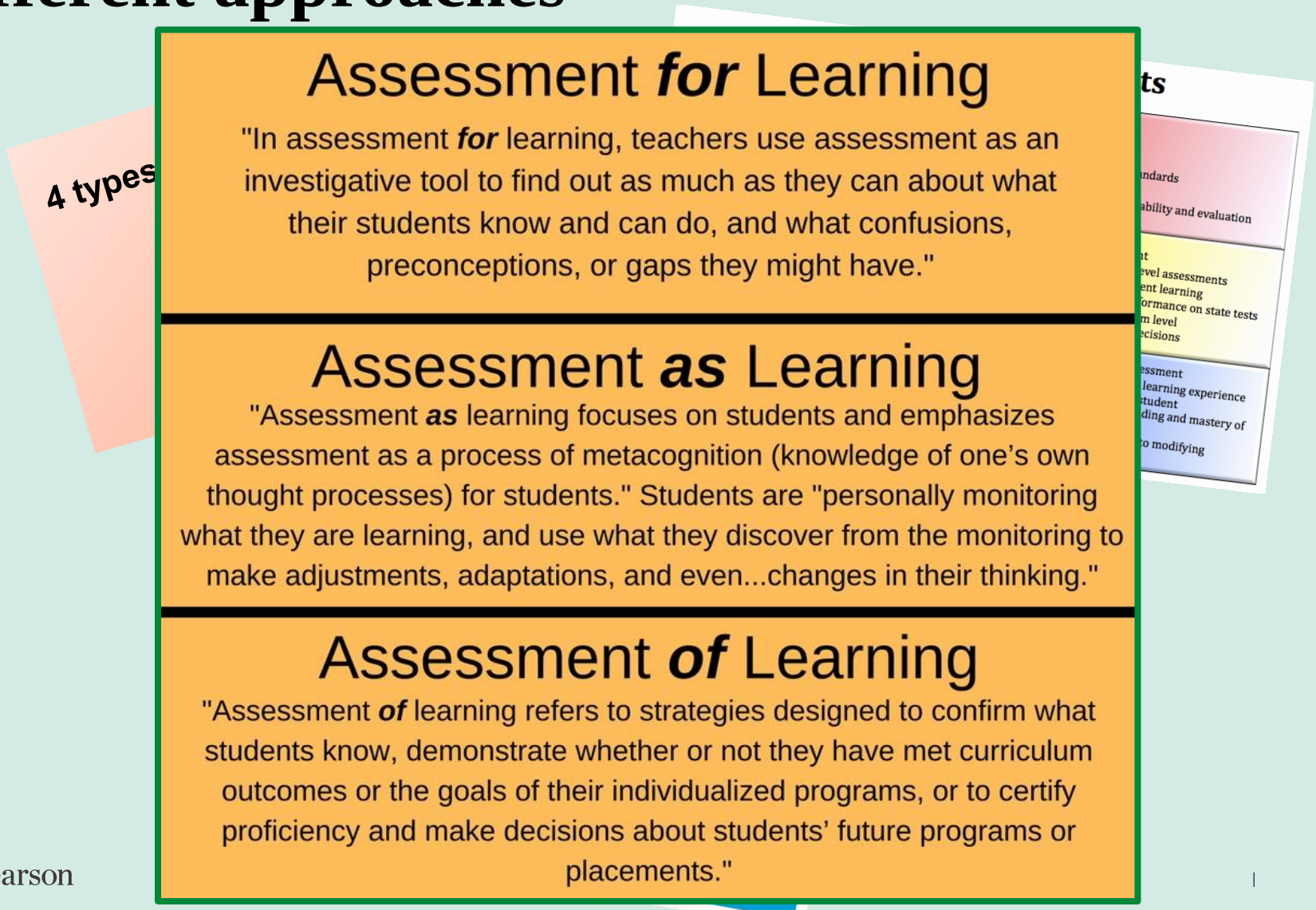
Step 2: Select appropriate assessment measures and assess the learning outcomes.

Step 3: Analyze the results of the outcomes assessed.

Step 4: Adjust or improve programs following the results of the learning outcomes assessed.



Types of Assessment different approaches



3 types of assessment

Assessment *of* Learning (Summative Assessment)

Assessment *for* Learning (Formative Assessment)

Assessment *as* Learning

Research shows that **all three purposes should be combined** in an **assessment plan**

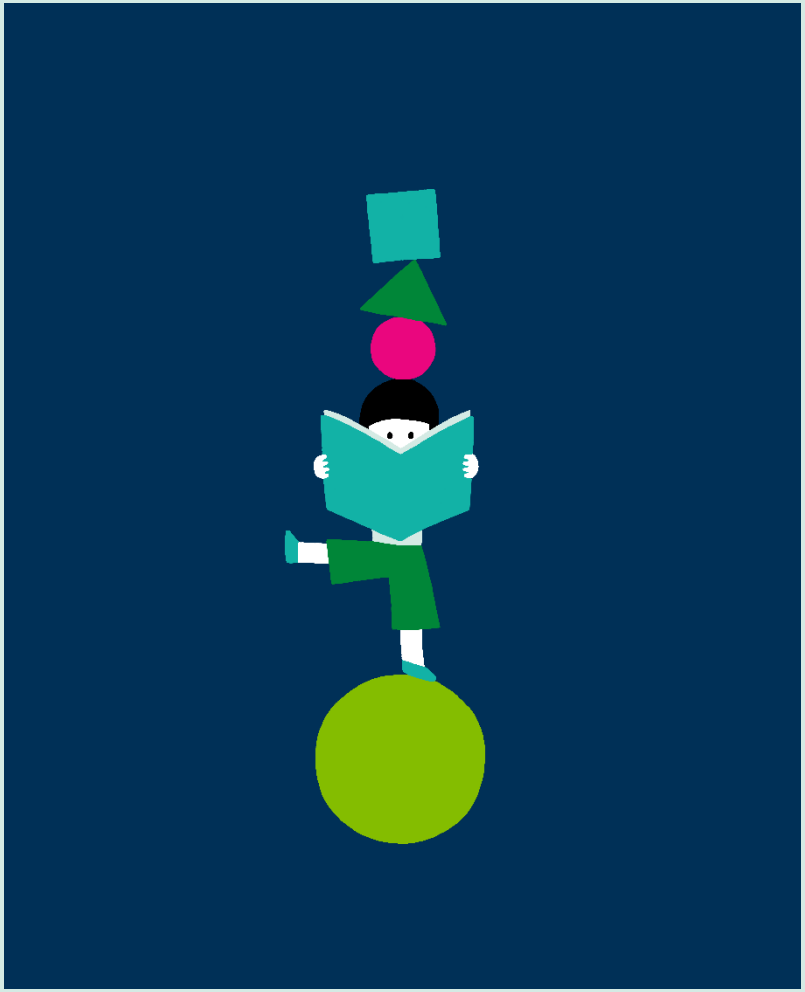
Plan well, so that the assessment doesn't fail…

3 types of assessment

Assessment *of* learning

A type of **summative** assessment that aims to **reflect students' knowledge** of a given area through a grade.

Example: a final test at the end of the semester constitutes assessment of learning, as it measures how much have the students learnt through the course.



3 types of assessment
Assessment *for* learning

A type of **formative** assessment that **aims** to provide **teachers** with the necessary data to **adjust the learning process while it is happening**.

Example: information collected through worksheets, class observations and ungraded quizzes allows teachers to understand student progression and regulate teaching plans accordingly.

3 types of assessment
Assessment *as* learning

A type of **formative** assessment that **aims for students** to take an active role in their learning process by **monitoring their progress** and using feedback to **make adjustments**.

Empowering students as independent learners.

Example: When giving feedback on written tasks, using a code that indicates the kind of mistake instead of providing the correct answer allows students for ***self-reflection*** on their learning process.

For instance, if a task is repeatedly marked with the tag “spelling” the student will be able to reconsider the correct spelling of each word but also to pay more attention to this aspect in future assignments.

What is the difference between formative and summative assessment?

Formative assessment

Aim:

- to *monitor student learning*
- to provide ongoing feedback
- to improve teaching and learning
- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Generally *low stakes*.

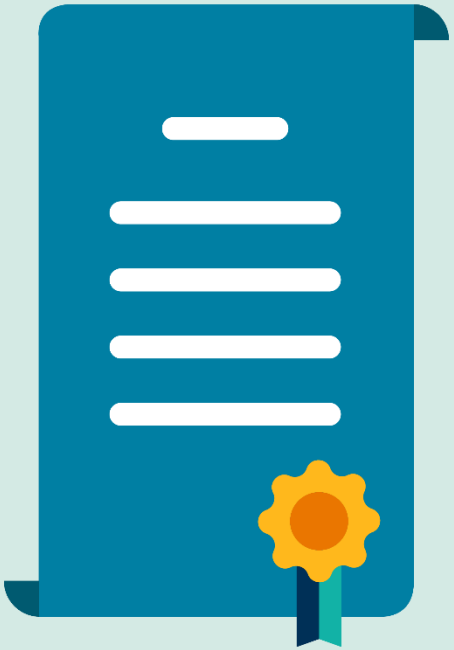
Examples: concept map, sentences identifying the main point of a lecture, portfolio, exit slips, journal, research proposal for early feedback, presentation, comments on a discussion board, peer/self assessment, diagnostic test, project

What is the difference between formative and summative assessment?

Summative assessment

Aim:

- to *evaluate student learning* at the end of an instructional unit
- to compare it against some standard or benchmark

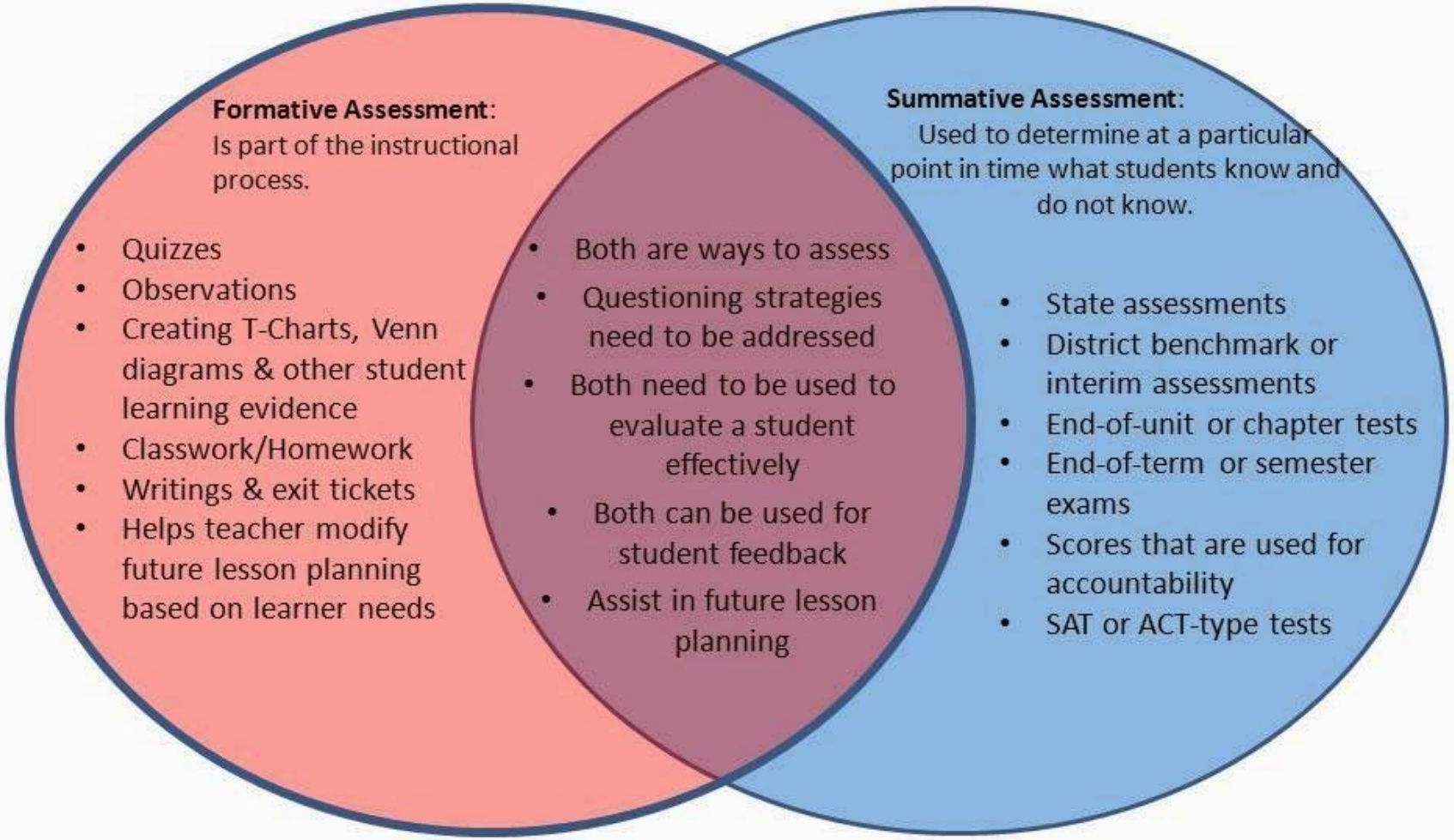


Often *high stakes*.

Examples: midterm exam, final project, paper, senior recital

Information from summative assessments *can be used formatively* when students or instructors use it to guide their efforts and activities *in subsequent courses*.

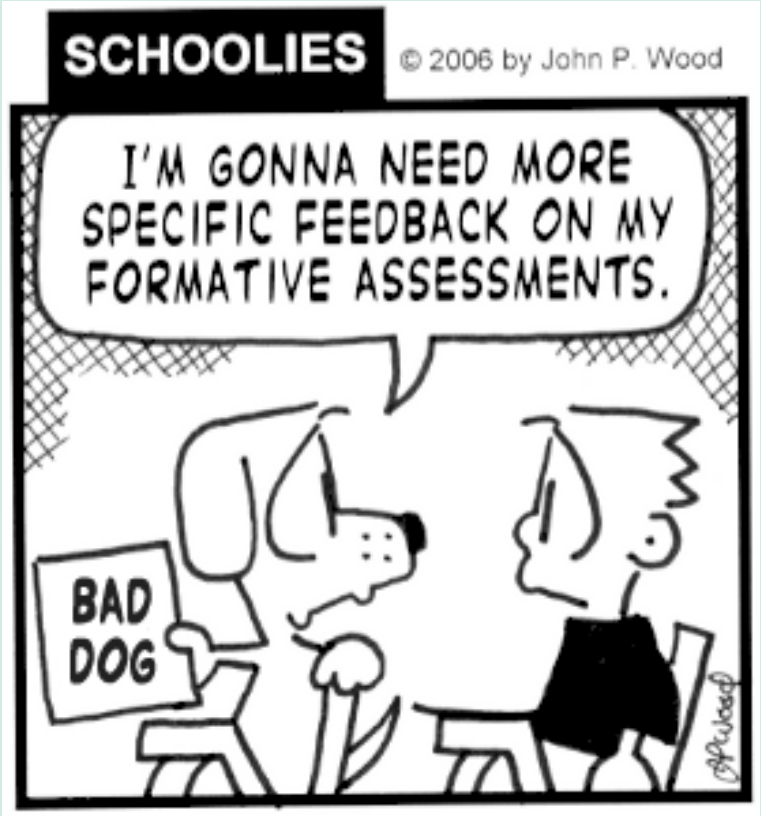
Formative vs. Summative Assessment



https://www.researchgate.net/figure/Comparison-of-Formative-and-Summative-Assessments_fig3_331008710

What are the benefits of formative assessment?

- Defined learning goals
- Increased rigor
- Improved academic achievement
- Enhanced student motivation
- Increased student engagement
- Focused and targeted feedback
- Personalized learning experiences
- Self-regulated learners



Example: MIT
Active learning and formative assessment

Questioning and classroom **discussion** can serve as opportunities to assess students' knowledge in order to make instructional decisions. To promote optimal learning from this process, however, teachers need to ask **thoughtful, reflective questions** rather than simple, factual ones and then give students adequate **time to respond**. In order to involve everyone, Black and Wiliam (1998) suggest strategies such as the following:

- Invite students to **discuss** their thinking about a question or topic in pairs or small groups;
- then ask a representative to **share** the thinking with the larger group (**think-pair-share**).
- Present **several possible answers** to a question, then ask students to **vote** on them.
- Ask all students to write down an answer; then read a selected few out loud.
- Have students **write their understanding** of concepts before and after instruction.
- Ask students to **summarize** the main ideas they've taken away from a lecture, discussion, or assigned reading.
- Have students **complete a few problems or questions** at the end of instruction and check answers.

https://tll.mit.edu/guidelines/formative-assessment

Example: Global Marketing – Country study

Dr Beatrix Lányi, University of Pécs, Hungary

Students choose a country (not their own) and make a STEEP analysis.

STEEP analysis deals with the following questions:

- How much importance does culture have in the market? What are its determinants?
- What technological advances are likely to emerge and affect the market?
- What are the widespread economic factors?
- What are the industry's environmental concerns?
- What is the political situation of the country? How can it affect the industry?

https://pestleanalysis.com/steep-and-steeple-analysis/

The others play the role of an investor and students have to „sell" their countries for investments.

Students need to present their ideas and hand in their presentation in a Word document.

Assessment is mainly based on the following criteria:

- How many points the presentations refer to, how many answers have been answered?
- How elaborate is the analysis?
- How well the presentation has been prepared? It needs to catch the attention and persuade the „investors".

Rubrics

A scoring guide used to evaluate the quality of students' constructed responses.
It is a set of criteria for grading assignments.

Rubrics usually contain
- evaluative criteria,
- quality definitions for those criteria at particular levels of achievement,
- scoring strategy.

They are often presented in table format and can be used by teachers when marking, and by students when planning their work.

Rubrics, when used with formative assessment purposes, have shown to have a positive impact on students' learning.

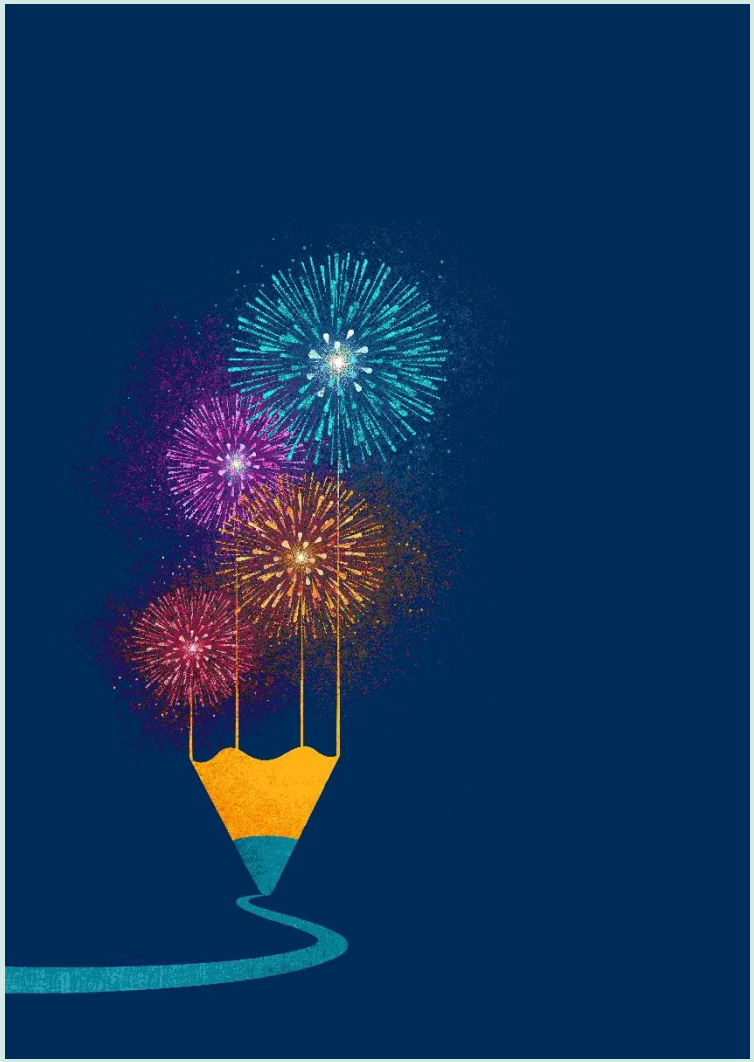
Rubrics provide personalised feedback while allowing for students to take ownership of their progress as well as pointing areas of improvement.

	4. Distinguished	3. Proficient	2. Apprentice	1. Novice
Research-Quality: Information from reputable sources	Included facts, quotes, and paraphrasing from reliable sources. Included research from subject-matter experts.	Included facts, conclusions, and opinions from reliable sources.	Included a mixture of facts from reputable sources and opinions from unreliable sources.	Included more opinion than fact. Information was taken from unreliable sources.
Writing-Ideas: Interesting, informative details	All details were unique, interesting, and related to and supported the profile idea. -Writing included information based on fact.	Writing had many interesting details which supported the profile idea. Writing included interesting information .	Writing had three or more details that supported the main idea.	Writing had few details.
Content-Creativity: Unique delivery	Project demonstrated student's own interpretation and expression of research material. Used pictures, images, or other visual aids to display information in multiple ways.	Used student-created materials as well as existing material from other sources. Student devised a creative way to design and deliver the project.	Information was factual but showed little student interpretation. Project based primarily on sample work. Student added one or more original ideas.	Project was built from a template, designed only as prescribed, or was based entirely on sample work.
Organization-Time Management: Uses time wisely	Used time well. Work was turned in early or on time.	Most work was done on time.	Some work was not done on time. Monitored progress occasionally. Did not change work habits or schedule accordingly. Worked frantically to finish project on time.	Did not use time well. Little or no work was done on time. Did not monitor progress adequately. Project was not completed on time.
Design-Layout and Organization: Organized and easy to read	Content was well organized with headings and subheadings. Text and graphics were neatly organized and made the project easy to read.	Project was organized with headings and subheadings. Text and graphics were placed to make the project easy to read.	Most of the project was organized. The placement of text and graphics sometimes made the project hard to read.	Project was hard to read. There is no clear structure. Text and graphics were randomly placed.

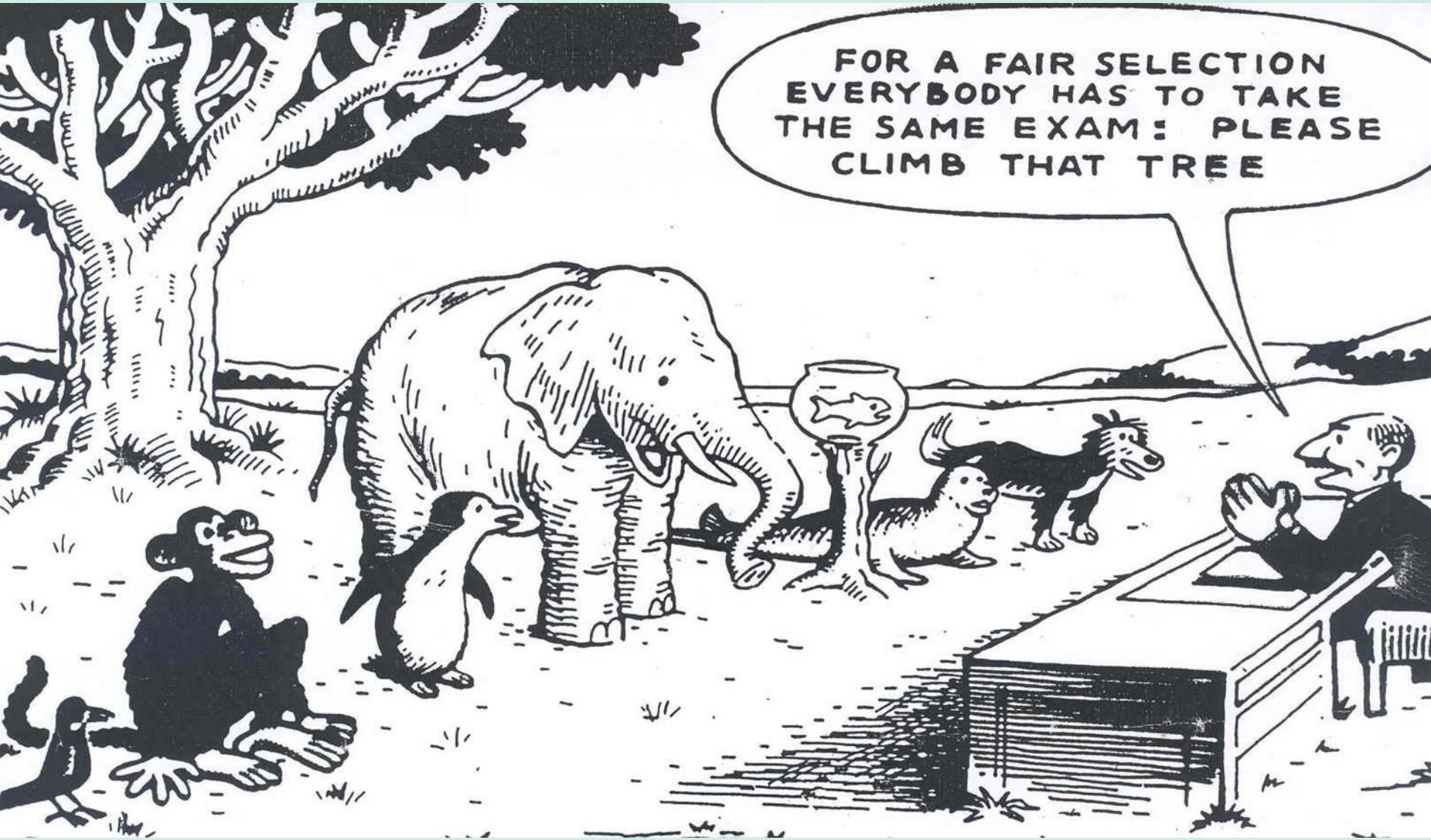
Critical Thinking Skills/Original Thoughts	Student applies relevant, professional, personal, or other real-world experiences in a manner that is rich in thought and provides valuable insight into the topic.	Distinguished
Content/Subject Knowledge	Student thoroughly addresses all elements of the discussion prompt, and demonstrates an advanced knowledge of the topic. Student makes strong and precise connections to previous and/or current course content, or to real-life situations, in initial post.	Distinguished
Participation	Student responds with thorough and constructive analysis to the required number of peers, stating the response to relevant course concepts. Student may post pertinent follow-up thoughts or questions about the discussion. Student demonstrates respect for the diverse opinions of fellow learners. Student properly cites resources (if applicable), per instructor expectations.	Distinguished
Coherence & Organization	Student effectively communicates a central idea or point that is weaved throughout the entirety of the post, in a coherent and logical manner. Post is easy to understand.	Distinguished
Mechanics	Initial post contains very few, if any, minor errors related to grammar, spelling, and sentence structure. Post is easy to read and understand. Student properly cites resources (if applicable), per instructor expectations.	Distinguished
	Total	4/4
	Percentage	100%

What are the benefits of summative assessment?

- They show if students have understood
- They determine achievement
- They make academic records
- Boosts individual confidence
- Weak areas can be identified
- Training success can be measured
- They are tools for **evaluation**
- Measures educator performance
- Gains a better understanding for the institution



Consider individual needs and capabilities



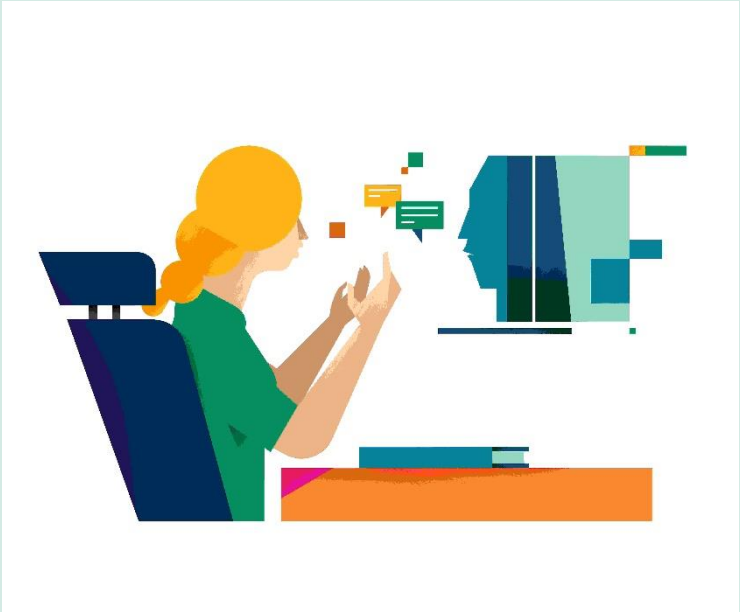
22 Simple Assessment Strategies & Tips You Can Use Every Day

1. An open-ended question that gets them writing/talking
2. Ask students to reflect
3. Use quizzes
4. Ask students to summarize
5. Hand signals
6. Response cards
7. Four corners
8. Think-pair-share
9. Choral reading
10. One question quiz
11. Socratic seminar
12. 3-2-1 things learnt/ want to know/question
13. Ticket out the door
14. Journal reflections
15. Formative pencil–paper assessment
16. Misconception check
17. Analogy prompt
18. Practice frequency
19. Use variety
20. Make it useful
21. Peer instruction
22. “Separate what you do and don’t understand”

https://www.teachthought.com/pedagogy/20-simple-assessment-strategies-can-use-every-day/


Enter
ONLINE
ASSESSMENT
PgUp

15 tips for online exams



1. **Give exams during scheduled class time**
2. Design exams to take entire class period
3. How much time to allow for an exam?
4. Use pooled questions
5. Create algorithmic questions
6. Create pools of “algorithmic” questions
7. Randomize multiple-choice answers
8. Send out Excel files as exam
9. Be consistent with due dates – and stagger due dates
10. **Give a “practice” quiz online before exam**
11. **Assign a lot of homework**
12. Google that multiple-choice question
13. **Use different exam formats – be creative**
14. **Ask complex, specific questions**
15. Realize some cheating will occur – Let it go…

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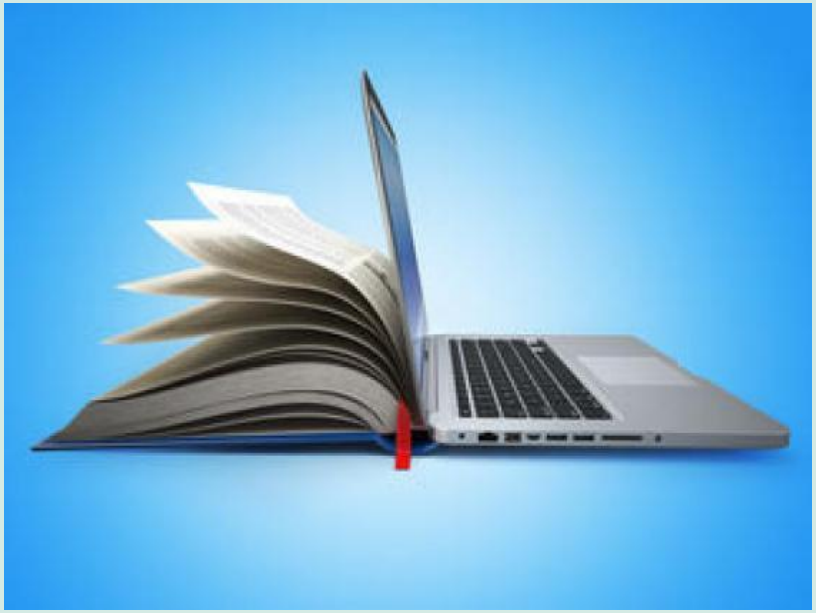
https://www.pearson.com/us/campaigns/moving-online-quickly.html

Deterring cheating in an online test

- **Clearly defining cheating and setting expectations**
- Academic integrity policies
- **Using proctored exams**
- Restricting IP addresses
- Use a Lockdown Browser
- Utilizing keystroke verification software
- **Embedding text-matching software**
- Variable testing
- **Offer low-stakes quizzing**
- **Assign collaborative learning activities**
- Use resources already in your arsenal (eg. Turnitin)



https://www.pearsoned.com/deterring-cheating-online-course/

Tips for students
How to prepare for an assessment?

- **Be prepared**

  This may seem evident, but this is the most important. Read the assigned materials, make notes, do homework and practice quizzes. Do them more than once to deepen your knowledge, if necessary.
- **Practice**

  If you practice the tests and assignments that are used in your course, you know what to expect, your speed will increase and you know what you should pay attention to.
- **Be well rested**

  Make sure that you get a good night's sleep before the assessment. Also, take the time to get ready so you will not arrive in a hurry and exhausted.
- **Trust yourself**

  Prepare well for the assessment but also trust your own abilities. Nerves can be killing when you are completing an assessment, and by trusting and believing in yourself you can largely keep them at bay.
- **Be present**

  Focus on what you are doing, try to shut out all potentially disturbing elements. Eg. switch off your smartphone, prepare a small bottle of water to drink, etc.
- **Do not underestimate it**

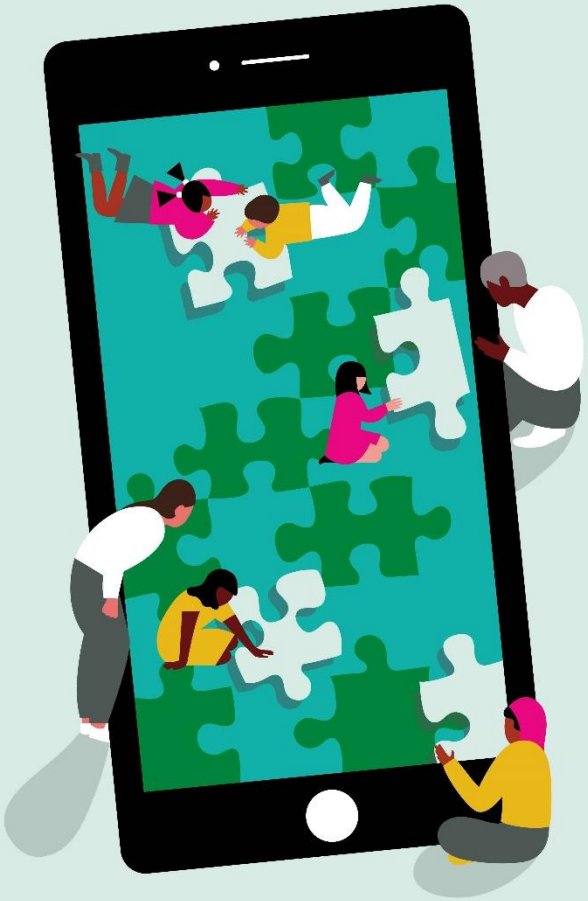
  Trust your own abilities, but do not think lightly about it. Read and take all assignments seriously. Allow yourself time to revise your test before submitting it.

Creating online tests

Use the built-in test creator of your LMS

Use publisher’s test bank and test creator program

Find test creator programs under this link



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Creating offline and online tests with Pearson TestBank and TestGen

TestGen helps you quickly create paper and online quizzes and tests that supplement the content in your textbook, without creating extra work for you.

Download the TestGen desktop application and test bank for your Pearson textbook. Since the test bank correlates with your book, simply go to the chapter or learning objective you'd like to cover.

Customize as little or as much as you prefer. Choose from a variety of questions and question types provided in the test bank, or include your own content.

Quickly and easily create multiple versions of tests. Built-in tools let you automatically pool or randomize questions so that each of your students receives a different test.

Save it in your preferred format – paper or online test. Easily intergrate the online test into your institution's LMS.

How to download my Pearson TestGen test files and create a test:
https://www.youtube.com/watch?v=pOH90IeEy3E

TestGen®
Test Generator
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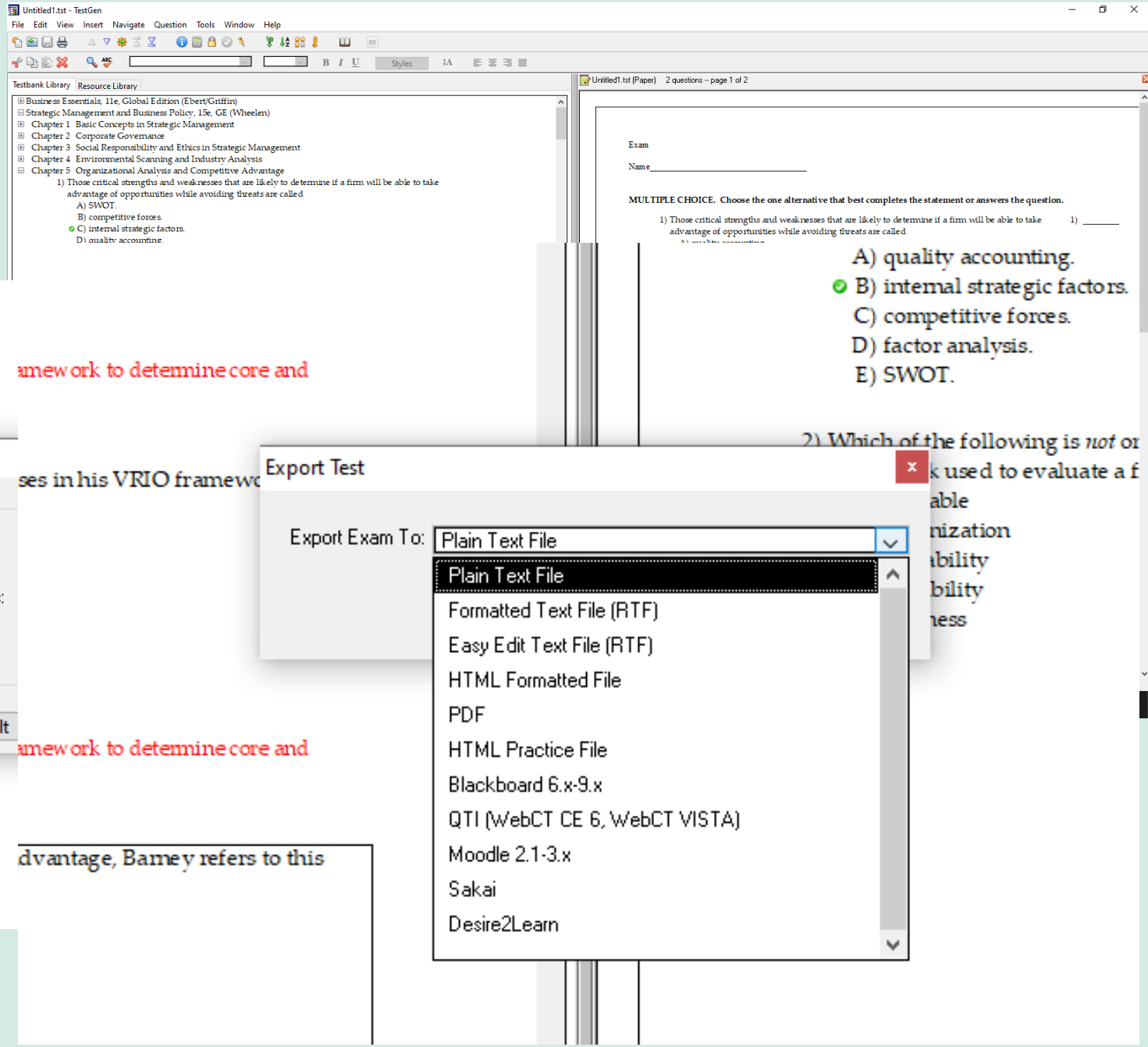
TestGen

TestGen®
Test Generator
Testbank Editor



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References, links

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- https://study.com/academy/lesson/the-importance-of-assessment-in-education.html
- https://www.missouristate.edu/assessment/the-assessment-process.htm
- https://en.wikipedia.org/wiki/General_principles_of_assessment
- https://www.powerschool.com/resources/blog/9-benefits-of-using-formative-assessment-to-increase-student-growth/
- http://www.learnalberta.ca/content/mewa/html/assessment/types.html
- https://www.sydney.edu.au/education-portfolio/ei/teaching@sydney/rethinking-assessment-in-higher-education/
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- https://theaccidentaleducator.weebly.com/blog/assessment-vs-evaluation
- https://prezi.com/67cnjkouluhk/4-types-of-assessment/
- https://tll.mit.edu/guidelines/formative-assessment
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- http://etec.ctlt.ubc.ca/510wiki/Assessment_tools_in_a_21st_Century_classroom
- https://content.wisestep.com/advantages-disadvantages-summative-evaluation/
- https://www.teachthought.com/pedagogy/20-simple-assessment-strategies-can-use-every-day/
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- https://www.123test.com/assessment-preparation/
- https://www.onlineassessmenttool.com/knowledge-center/assessment-knowledge-center/what-are-the-types-of-assessment/item10637
- https://myelearningworld.com/top-10-free-online-quiz-makers-for-teachers-and-educators/

Rubrics websites

http://rubistar.4teachers.org/

https://rubric-maker.com/

https://community.canvaslms.com/docs/DOC-12931-4152724107

https://www.smartrubric.com/

https://chrome.google.com/webstore/detail/goobric-web-app-launcher/cepmakjlanepojocakadfpohnhhalfol

https://www.quickrubric.com/

https://www.teach-nology.com/web_tools/rubrics/

https://pt.slideshare.net/drdianehamilton/think-tanke-iandrealestatev4final?next_slideshow=1

There's so much more to learn

Find out more about us at
https://www.pearson.com/uk/

Working and learning online during a pandemic
https://www.pearson.com/news-and-research/working-learning-online-during-pandemic.html

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ALWAYS LEARNING