

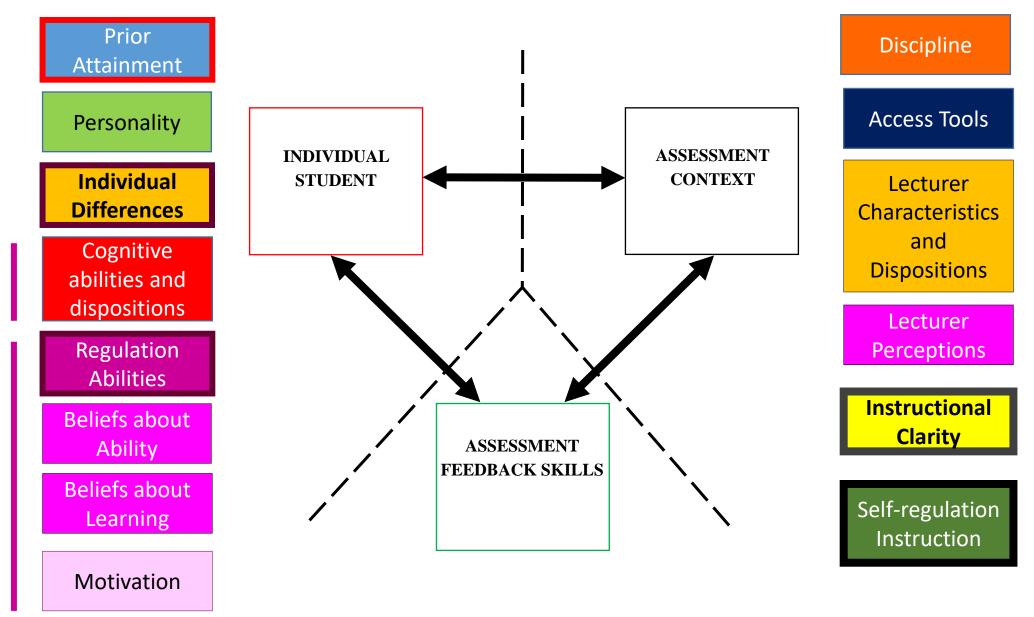


Overview

- 1. Does assessment discriminate in the right ways?
 - Who are the disadvantaged/marginalised?
- 2. The need to address the basics of assessment. Where to start?
- 3. Are approaches to inclusion a distraction?
 - Are core concepts underpinning approaches robust?
 - To what extent is there shared understandings of them?
- 4. Key considerations: quality and equity of assessment design:

 Access Fairness Agency Self-regulatory skills emphasis.
- 5. Understandings of individual differences and effective use of data.

Factors impacting learning outcomes



Enhancing Students' Assessment Feedback Skills within Higher Education (Evans & Waring, 2020) updated

Choosing the right strategies and using them well



Agentic Engagement

- Ownership of the assessment process
- Ability to use the environment effectively to support one's own learning

Self-Regulation

- Metacognitive understanding of one's own learning
- Management of cognitive and affective processes

Assessment Literacy

- Understanding of the requirements of the task
- Understanding what good looks like
- Understanding of context(s)

EAT Framework – 12 interrelated factors impacting effectiveness of assessment and feedback

AD4: Build opportunities to gather student feedback in teaching sessions to enable ongoing enhancement of provision to benefit all.

AL 1: Clarify what constitutes good

Making the rationale underpinning assessment clear. Making assessment criteria accessible to all.





AD 3: Ensure access and equal opportunities

Adopt Universal Design approaches so all have equal access.

Train staff in effective use of data.

AD 2: Promote meaningful and focused assessment

Place emphasis on authentic assessment tasks that require student ownership, and have potential to benefit others.

AD 1: Ensure robust and transparent processes and procedures: QA literacy

Train students and staff to ensure shared understandings

AF 4: Promote development of students' self-evaluation skills

Build self-assessment activities throughout a course/programme.

Enable students to mark and moderate work without criteria, and then with criteria.

ASSESSMENT

ASSESSMENT DESIGN

ASSESSMENT FEEDBACK

AF 3: Prepare students for meaningful dialogue / peer engagement

Embed peer learning opportunities. Train students in how to give, use, and seek feedback

AL 2: Clarify how assessment tasks fit together in courses and programmes

AL 3: Clarify student & staff entitlement

Clarify what support the student will receive and what contribution the student is expected to make as a partner in assessment.

AL 4: Clarify the requirements of the discipline

Highlight the core and threshold concepts. Clarify what a deep approach looks like.

AF 1: Provide accessible feedback

Ensure feedback is focused on what was good, what let you down, and how to improve.
Check student interpretation of feedback.
Ensure consistency across teams.

AF 2: Provide early opportunities for students to act on feedback

Ensure regular opportunities for students to test their understanding using tests, quizzes, and student generated questions.

Key issues in managing assessment

COGNITIVE: ACCESS METACOGNITIVE SKILLS MANAGEMENT OF AFFECT **Filtering of** information/cue **Agency and Ownership Access to information** consciousness **Choice of strategies to Understanding Self-belief** support learning requirements **Understanding Training in how to apply Self-awareness** organisation of skills well assessment **Opportunities to test** Suitable tools to support Belonging understanding - constant access & in good time comparison/repeated testing

Navigating the requirements

1 Assumptions around understandings of what is required Looking in the wrong places for information.

- 2 Lack of awareness of how assessment fits together.
 Decisions made from incomplete information.
- 3 Tackling the receipt model of assessment with lecturers/students from the get go.

4 Signposting of core concepts – lost in translation.

Understanding for oneself

- Overemphasis on feedback receipt rather than feedback generation. Key messages lost in translation; equity of feedback.
- 6 Early opportunities to test understanding for oneself and with others.
- 7/8 Internalisation of standards acts of constant comparison/marking/moderation/ repeated testing / application across contexts.....

Enabling/Disabling Design

- 9. Political literacy knowing how the assessment system works, and who and what to network with.
- 10. Greater complexity/diversity/flexibility has differential impacts on those whose regulation skills are weakest.
 - Do different pathways lead to different outcomes?
- 11. Choice can increase inequalities if not managed carefully authenticity/engagement/ownership important.
- 12. Care in how defining engagement expertise reversal effects.

Addressing the Basics

- Quality of assessment design front loaded efforts.
- A sophisticated understanding of individual differences.
- Need to address social and cultural capital of learners.
- Shared understandings of the student role in assessment.
- Informed use of data, and in the moment.
- Utilising technology to best effect to support learning.
- Reasonable adjustments embedded from the getgo.

INCLUSIVE HE

https://inclusivehe.org/



Self-regulatory & agentic

- Supports students' progressive development of core self-regulatory skills (SRLs)
- Signposts and models high level skills
- Enables students to manage learning for themselves
- Places emphasis on goal-setting and planning
- Embeds opportunities to test understanding
- Acknowledges cognitive (processing) access issues
- Attends to self-efficacy concerns

Question 1: Data capture

- Who are the disadvantaged/marginalised in assessment? (institution/discipline/module). How do you know?
 What is the role of assessment design in this?
- What training is there for staff in using data at the module level to track impact of assessment design on different groups of learners?
- How are you identifying at-risk students at point of entry?
 - O What key behaviours impact outcomes?

Question 2: Access

- How are disciplines signposting the key knowledge and skills that matter; what it is to think and act in a discipline?
- How are you ensuring all students understand the route map through assessment?
- How are reasonable adjustments embedded in design?
- How are you ensuring that key information and networks are clearly signposted.
- How are you ensuring the quality and efficiency of feedback?

Question 3: Ownership

- How is assessment policy promoting student agency and ownership of assessment?
- How are assessment strategies fore-fronting activities that support students in understanding for themselves?
- How transparent is marking/moderation, and the algorithm(s) used to assign final grades to students?

Question 4: Design matters

- Does choice of programme impact progression from years 1-3? (i.e., trajectories of learners dependent on pathway)?
- Where choices in assessment are present, does this increase or decrease differential learning outcomes?
- How are you ensuring assessment design is reliable and valid? How are you assessing the quality of assessments?
- Is the balance of staff time on assessment elements right? (What moves to front-load efforts?).

Finally

What matters most, to whom and to what end?

How do you know?

Key messages:

SIMPLIFICATION
RESEARCH-INFORMED UNDERSTANDING OF KEY
DRIVERS ONE KEY FOCUS — WHAT WOULD IT BE





Exploring the effectiveness of assessment using the EAT Framework

- A model that helps you to think about features of effective assessment practice and the interrelated of them.
- Underpinned by a **Critical Pedagogy** which questions impact of assessment decisions from equity perspectives
- Informed by an understanding of individual differences

AD4: Supporting the development of the programme

Am I giving useful feedback on how to enhance assessment feedback practice? How am I owning the programme?

AL 1: What constitutes good? What am I aiming for? Do I know what good looks like? Do I know what to do to meet the assessment criteria and learning outcomes?





AD 3: Making best use of resources

Do I know how to access and make best use of resources?

Am I developing networks to support my learning now and into employment?

AD 2: Meaningful work

Am I using the knowledge acquired across modules to inform my overall development?

Am I adopting a deep approach in my work?

AD 1: Do I have a good understanding of HE assessment processes / requirements?

AL 2: How assessment elements fit together

Have I mapped how the assessment works in / across modules and how I am going to manage this?

AL 3: Student and staff entitlement

Do I know what: feedback looks like; support I am entitled to; my role in feedback is?

AL 4: Am I clear about the requirements of the discipline?

Am I aware of the key concepts I need to know and the main ways of working and thinking in my discipline? Do I feel part of the discipline?

AF1: Ensuring I know how to improve

Do I know how to improve my work from the feedback? If it is not clear, what am I doing about it?

AF2: Using formative feedback opportunities

Am I making full use of opportunities to get feedback on my work? Do I actively seek out feedback opportunities?

AF 4: Self-evaluation

Do I know how I am doing?

Do I know what to do when I do not know?

How am I managing myself?

AF3: Have I done the necessary preparation to participate fully in peer dialogue?

How do I support others in giving and receiving feedback?

AD4: Ensure ongoing evaluation

Partnership - responsibility/ownership shared regulation; reflection

AD 3: Ensure access and equal opportunities Self-determination and selfadvocacy; self-management

AD 2: Promote meaningful and focused assessment

Utility and value - engagement; What a deep approach looks like

AD 1: QA literacy

Understanding of standards; informs priorities as to where to place efforts; perceptions of fairness

AF 4: Promote development of students' self-evaluation skills

Internalisation of standards Importance of self-feedback; selfmonitoring; flexibility

AL 1: Clarify what constitutes good

Access to language and meaning of assessment criteria; Importance of co-construction – internalisation of standards





AL 2 Clarify how assessment elements fit together

Self-management and goal-setting; processing preferences

AL 3: Clarify student & staff entitlement

Beliefs about role in assessment; boundaries of support; engagement

AL 4: Clarify the requirements of the Discipline

Access to what it is to think, act and be, and be part of - relatedness

AF 1: Provide accessible feedback

Filtering capacity to decipher what is important and what sources to rely on

act on feedback

Self-generation of learning opportunities – value of repeated testing – frees working memory through automation; early opportunities to address schema

AF 2: Provide early opportunities for students to

ASSESSMENT

DESIGN

ASSESSMENT

ASSESSMENT

LITERACY

FEEDBACK

AF 3: Prepare students for meaningful dialogue / peer engagement

Shared/co-regulation; agentic engagement – ability to support & utilise strengths of others

Disability Inclusion Institutional Framework



https://inclusivehe.org/disability-inclusion

https://inclusiveheorg.files.wordpress.com/2022/08/disability_inclusion_institutional_framework_uk_2022-1.pdf