Quality Assurance in Assessment

Rethinking Assessment for Alignment and Engagement

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Quality Matters, USA [www.qualitymatters.org]
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Assessment – Integrity? Quality Assurance?

Proctoring Functions

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<th>Stages of Testing</th>
<th>Authentication</th>
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<th>Test Taker Behavioral Review</th>
<th>Plagiarism Testing</th>
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<td>- Biometrics</td>
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Timeline

Before Test | During Test | After Test

Source: Eduventures Market Overview – Assessment Integrity Solutions, August 4, 2020
Rethinking Assessment for **Alignment & Engagement**

- Align assessment with cognitive skills, learning objectives and other course components
- Engage students through interaction and authentic assessments and activities
“A key to creating effective assignments and exams is the concept of ‘alignment.’ As defined by Ralph Tyler almost fifty years ago, alignment simply means starting with the ‘desired outcomes’ of the course and working backwards so that the assignments and examinations reflect and support them. In some sense a successful course can be considered as an exercise in reverse engineering. Figure out first when you want your students to end up, and (only) then how best to help them get there.”

– Jim Wilkinson
Derek Bok Center for Teaching & Learning
Harvard University
Align / Realign Assessment with Appropriate Cognitive-Level Skills

Creating
Evaluating
Analyzing
Applying
Understanding
Remembering

Bloom’s Taxonomy

Submitted by James Fowlkes and Brenda Boyd
Align / Realign Assessment with Measurable Learning Objectives

Bloom Taxonomy
Action verbs and Activities

- REMEMBER: define, list, recall, identify
- UNDERSTAND: restate, summarize, explain, illustrate, give examples, match, classify
- APPLY: choose, dramatize, explain, organize, prepare, produce, demonstrate, sketch, solve, use
- ANALYZE: categorize, compare, differentiate, distinguish, point out, select, subdivide, survey
- EVALUATE: appraise, judge, criticize, defend, compare
- CREATE: construct, create, design, develop, formulate, hypothesize, invent
- DEVELOP PLANS: creative exercises, projects, constructs
- PROJECTS: problems, case studies, simulations, appraisals, critiques, debates

Submitted by James Fowikes and Brenda Boyd
Align / Realign Assessment with Learning Objectives & Other Course Components

General Standards for HE Course Design

1. Course Overview & Introduction
2. Learning Objectives
3. Assessment & Measurement
4. Instructional Materials
5. Learning Activities & Learner Interaction
6. Course Technology
7. Learner Support
8. Accessibility & Usability

Alignment principle lays the foundation to build user-friendly and learning-centered quality courses.
Design / Redesign Assessment to Engage Students through Interaction

- Cognitive interaction with instructional materials when assessment is aligned (L-C)
- Interaction via instructor prompt and feedback on assignment/activity (L-I)
- Potential interaction with peers depending on assignment type (L-L)
Design / Redesign Assessment to Engage Students through Interaction

SRS 5.1: The learning activities promote the achievement of the stated learning objectives or competencies.

SRS 5.2: Learning activities provide opportunities for interaction that support active learning.

SRS 3.4: The assessments used are sequenced, varied, and suited to the level of the course.

SRS 3.5: The course provides learners with multiple opportunities to track their learning progress with timely feedback.

SRS 6.2: Course tools promote learner engagement and active learning.
Design / Redesign Assessment to Engage Students through Authentic Assessments and Activities

• Authentic Assessment Strategies for Online Learning

  - By Dustin Summey, Instructor and Instructional Designer at University of Central Arkansas, USA

  - Source: https://www.slideshare.net/emusictech/assessment-strategies-8871811
Rethinking Assessment for Alignment & Engagement

Additional Resources:

- Curated research, webinars and presentations by QM community on assessments

- Tools developed to help the global community deal with the COVID pandemic
  - QM Emergency Remote Instruction Checklist
  - QM Bridge to Quality Course Design Guide
Rethinking Assessment for **Alignment & Engagement**

- Align or realign assessments with learning objectives and other course components
- Engage students through interaction and active learning with authentic assessment and activities
Rethinking Assessment for Alignment & Engagement

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