



**PEER
REVIEW
PORTAL**

Calibrating Assessment across English Language Centres

Dr Sara Booth

Online Peer Solutions Pty Ltd



UNIVERSITY ENGLISH CENTRES AUSTRALIA



Introduction: Future of Assessment

International White Paper on the future of assessment (Coates, 2018)

- 30 million assessment items in Australian HE
- \$400,000,000 in marking alone [not taking into account assessment development, administration and support staff]

Reasons for improvement:

- 1) Strategic institutional reasons for finding innovative ways to assess student learning;
- 2) Employer concerns fall back to concerns about assessment;
- 3) Assessment is the fulcrum for enhancing student engagement and retention; and
- 4) Doing assessment better and cheaper yields broader dividends by improving economic and social returns

Intro: Future of Assessment

	Traditional 1990s and before	Stretched 1990s to 2020	Next Generation 2020s and after
Authority	University	University or regulator	Shared
Production	Solo academics	Academic teams	Co-creation
Format	Paper	Paper and online	Online
Location	Campus	Campus and online	Online
Implementation	Universities	Universities	Specialists
Scoring	Solo academics	Moderated practice	Automated
Reporting	Generic	Contextualised	Customised

Move to online platforms that focus on collaboration among key assessment stakeholders, industry and networks

(Coates, 2018)

Higher Education Standards

HE Standards	Documentation	Key Points
Australia TEQSA	<p>Higher Education Standards Framework [5.3.1, 5.3.4; 5.3.7; 1.4.1; 1.4.3; 1.4.4]</p> <p>TEQSA Guidance Note: External Referencing [including Benchmarking]</p> <p>Draft TEQSA Guidance Note: English Language Standards</p>	<ul style="list-style-type: none"> ● Reliance on CEFR for national English Language Standards ● Focus on testing rather than assessment ● UECA Executive provided feedback to TEQSA on the draft TEQSA Guidance Note on English Language Standards
New Zealand NZQA	<p>NZQA National Qualifications Services completed a review of English Language standards (2017-2018)</p>	<ul style="list-style-type: none"> ● Realignment to CEFR ● Addition of NZCEL Guiding document to the Guidance Information to support the standards ● Reduced number of assessments
Europe and beyond	<p>Common European Framework of Reference (CEFR) Bologna Process</p>	<ul style="list-style-type: none"> ● The Common European Framework of Reference for Languages (CEF or CEFR) was put together by the Council of Europe as a way of standardising the levels of language exams in different regions. It is very widely used internationally and all important exams are mapped to the CEFR.

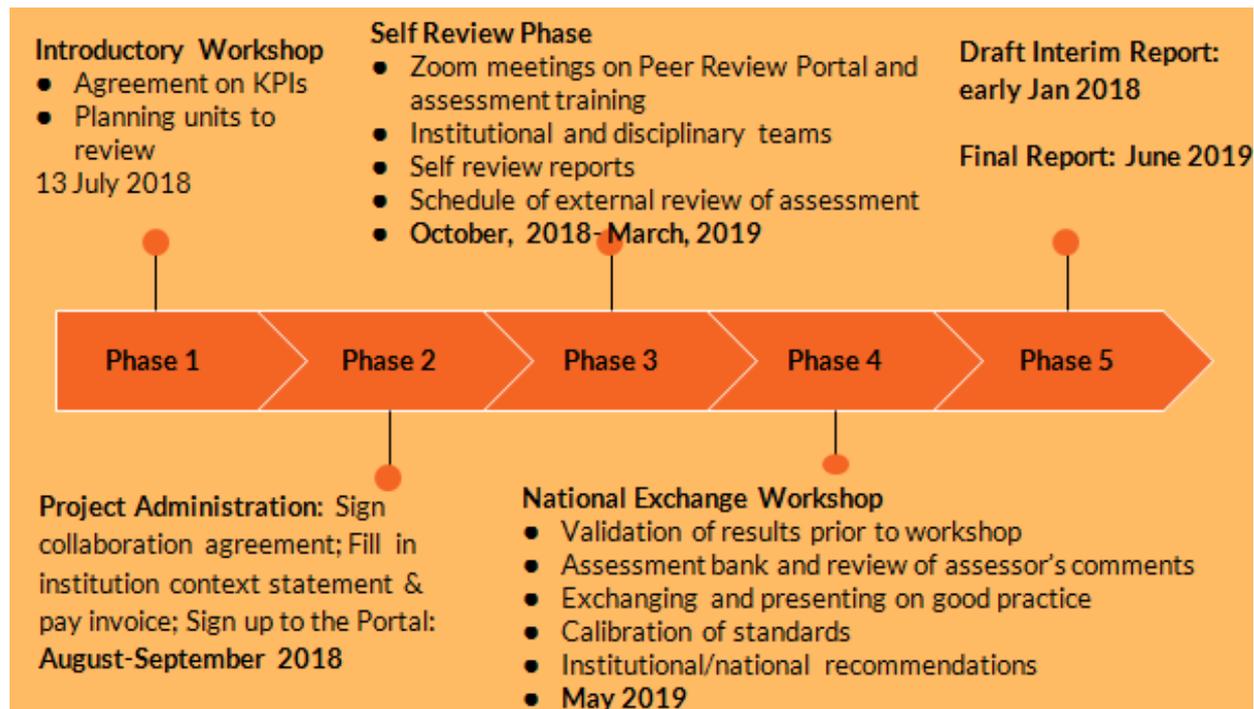
Definition

Peer review of assessment is defined as:

‘the practice of colleagues providing and receiving feedback on one another’s unit/subject outlines, assessment tasks and marking criteria to ensure that assessment is aligned to intended learning outcomes and includes a calibration process to ensure comparability of achievement standards and an opportunity for professional learning’.

(Booth et al., 2015)

UECA External Referencing Project: Calibration across Direct- Entry Programs



Participating Institutions

- ACU
- CQU
- Curtin
- Flinders
- Hawthorn Melbourne
- James Cook
- Monash
- QUT
- RMIT Training
- SCU
- Swinburne
- Uni of Adelaide
- UOW College
- UNE
- Newcastle
- UNSW
- USydney
- UTas
- UWA
- VU
- Western Sydney University

UECA Supporting Document

Phase 2: Review of Assessment Policy and Process [now]

The Supporting Document was developed in collaboration with UECA Executive and feedback from UECA network

- KPI#1: Review of assessment processes and policies; KPI#2: Monitoring and tracking for continual improvement in Direct Entry Programs

Phase 3: External Review of Assessment [Feb-Mar, 2019]

- Focus on **benchmarking of written assessment and outcomes** across Direct Entry Programs
- Reviewers will be blind. Each institution will be reviewed by and review other centres [approx 20-40 assessors] depending on number of reviews
- External Frame of Reference: CEFR to compare Direct Entry Programs exit outcomes
- Checklist of evidence; process for external peer review and selection of reviewers; setting up review projects on the Portal



Peer Review Portal: Phase 2



UECA External Referencing Project on Assessment Broadcast

Benchmarking EDUCATION / Other education

Collaborators

Panel

<p>Add Panel</p> <p>Panel will receive an invitation to participate in this project and answer the Project Questionnaire.</p> <p>ADD NEW</p>	<p>Anne-Marie Wright anemw@ueca.edu.au</p> <p>EXPORT OPTIONS</p> <p>VIEW IN PROGRESS</p>	<p>Dr Thomas Roche Deputy Director SOC College, Director English Language Programs thomas.roche@ueca.edu.au</p> <p>EXPORT OPTIONS</p> <p>VIEW IN PROGRESS</p>	<p>Ms MARIANNE CHAFFE Head of Program M.Chaffe@ueca.edu.au</p> <p>EXPORT OPTIONS</p> <p>VIEW COMPLETED</p>
<p>Will Alderton walderton@ueca.edu.au</p> <p>EXPORT OPTIONS</p>	<p>Dr Damien Doanau Academic Coordinator damien.doanau@ueca.edu.au</p> <p>EXPORT OPTIONS</p>	<p>Dr Phung Tran Leading Specialist Teacher Assessment Phung.Tran@ueca.edu.au</p> <p>EXPORT OPTIONS</p>	<p>Hageliana Tebutt htebutt@ueca.edu.au</p> <p>REVIEW MATERIALS</p>

FACT SHEET

Peer Review Portal

<https://www.peerreviewportal.com>

- Over 900 reviewers
- Endorsed by TEQSA in external referencing guidance note to support sector
- Use for course accreditation and curriculum review, review of assessment, benchmarking and professional accreditation
- UECA participants have signed onto the Portal to do Phase 2
- Phase 3 will be next year

How does the online peer review process work?

There are **seven key steps** to the online peer review process for peer review of assessment [See Figure 1]

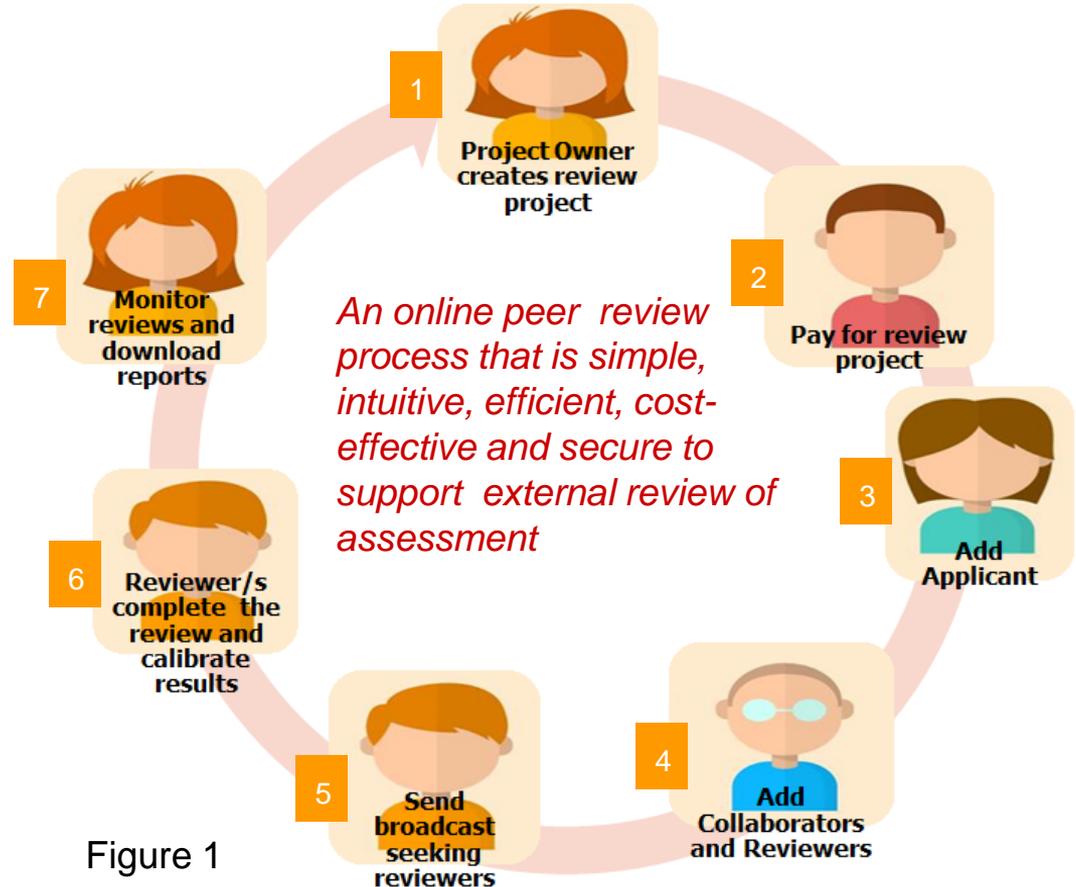


Figure 1

How can the Portal support peer review of assessment ?

The Peer Review Portal has a review project type called '**Assessment: Inputs and Outputs**'.

The **key features** of this review project type include:

- Upload section for participant agreements
- Context statement for explaining the specific focus on assessment
- Upload section for course review material and data
- Assessment tasks are automatically scheduled to include student work samples
- A variety of questionnaires explicitly focused on assessment
- A variety of reports both individual and summary reports that can be de-identified

Assessment: Inputs/Outputs

Assessing learning outcomes and assessment through peer review

- Participant Agreement
- Context Statement
- Unit/course/subject outlines
- Course Learning Outcomes
- Grading Guidelines
- Rubric
- Supporting Material
- Assessment Tasks
- Student Work Samples
- Variety of Questionnaires
- Variety of Reports

Examples of Assessment Reporting

Questions

1. Are the Unit Learning Outcomes aligned with the relevant Course Learning Outcomes?

Yes	Yes, but	No	No, but
-----	----------	----	---------

The Unit Learning Outcomes are linked, in the form of a summary table found in the Course Outline, to the Course Learning in terms of assessment criteria for each of the 3 tasks and very explicitly. This is very helpful. The schedule in the Unit Outline also suggests a close link between Unit Learning Outcomes and Course Learning. Other sources to evaluate the link are the rubrics for each of the three assessment tasks. Rubric one seems very generic and perhaps not customized explicitly to the task in addition to being seemingly very focused on academic literacies rather than explicit knowledge and understanding of Aboriginal and Torres Strait Islander focuses. This task is an academic essay so that might explain it but the weightings do not suggest that this is the main focus. There is little in the rubric that links it explicitly to the task required. It could be a rubric that applies to many tasks in different courses with different focuses. Hence, it does not really assist me determining the extent of alignment. Rubrics 2 and 3 are much more explicit and align with the Unit Learning Outcomes especially in regard to the culturally sensitive criteria in those rubrics. In terms of the standards, it may be useful to write the FAIL standards descriptors in positive terms...that is, what can the student do rather than what the student cannot do. Task 2 can be done in pairs but I see no criterion to 'cover' this so I wonder if the task should be individual only? The topic list for Task 2 was very useful for me to understand the content of this course.

2. Are the Unit Learning Outcomes appropriate for the final stage Unit at this AQF qualification level?

Yes	Yes, but	No	No, but
-----	----------	----	---------

Yes appropriate. We use similar tasks and words counts for our equivalent unit in our undergraduate degree.

3. Does the assessment task enable students to demonstrate attainment of the relevant ULOs and relevant

CLDs?

Yes	Yes, but	No	No, but
-----	----------	----	---------

yes, the tasks are varied, challenging and appropriate. Also, please refer to the first question

4. Is the description of the performance standards (e.g. marking guide/marketing criteria/assessment rubric/annotated work samples) appropriate to the specified ULOs and relevant CLDs?

Yes	Yes, but	No	No, but
-----	----------	----	---------

Some criteria in Task 1 in particular are not customized to the assessment task for this unit. See previous comments in question 1. Also, I cannot locate the Course Learning Outcomes in the Unit Outline provided. The Unit Learning Outcomes are identified but not the Course Learning Outcomes. I presume the unit forms part of a full Course/Program. In other words, how does this unit fit into the bigger picture? A link is provided but it might be useful to see this mapping identified in the Unit Outline. I checked the link and the unit outcomes have been mapped to the course outcomes. Rather than rely on the reviewer to do this first step, it is just a simple table so it would not be difficult to include this. I will suggest the same at my institution. So

Results

PREVIOUS: YES BUT NO BUT



Questions

1. Part A - Section 1 - Course (CLO's) and Unit (ULO's) Learning Outcomes

2. Are the Unit Learning Outcomes aligned with the relevant Course Learning Outcomes?

Yes	0%	Yes, but	100%	No	0%	No, but	100%
-----	----	----------	------	----	----	---------	------

Answer 1 of 2

Yes	Yes, but	No	No, but
-----	----------	----	---------

The Unit Learning Outcomes are linked, in the form of a summary table found in the Course Outline, to the Course Learning in terms of assessment criteria for each of the 3 tasks and very explicitly. This is very helpful. The schedule in the Unit Outline also suggests a close link between Unit Learning Outcomes and Course Learning. Other sources to evaluate the link are the rubrics for each of the three assessment tasks. Rubric one seems very generic and perhaps to being seemingly very focused on academic literacies rather than explicit knowledge and understanding of Aboriginal and Torres Strait Islander focuses. This task is an academic essay so that might explain it but the weightings do not suggest that this is the main focus. There is little in the rubric that links it explicitly to the task required. It could be a rubric that applies to many tasks in different courses with different focuses. Hence, it does not really assist me determining the extent of alignment. Rubrics 2 and 3 are much more explicit and align with the Unit Learning Outcomes especially in regard to the culturally sensitive criteria in those rubrics. In terms of the standards, it may be useful to write the FAIL standards descriptors in positive terms...that is, what can the student do rather than what the student cannot do. Task 2 can be done in pairs but I see no criterion to 'cover' this so I wonder if the task should be individual only? The topic list for Task 2 was very useful for me to understand the content of this course.

REVIEW MATERIALS

- CONTEXT STATEMENT
- UNIT DESCRIPTION FROM UNIT OUTLINE
- COURSE/UNIT OUTLINE
- COURSE/UNIT OUTLINE
- RUBRIC
- ASSESSMENT TASK 1 RUBRIC
- ASSESSMENT TASK 2 RUBRIC
- ASSESSMENT TASK 3 RUBRIC
- ASSESSMENT TASK 1 RUBRIC
- OTHER SUPPORTING MATERIAL
- ASSESSMENT TASK 1 (PDF/DOC)
- ASSESSMENT TASK
- ASSESSMENT TASK 1 (ESSAY)
- STUDENT WORK SAMPLE 1
- STUDENT WORK SAMPLE 2
- STUDENT WORK SAMPLE 3
- ASSESSMENT TASK 2 (ONLINE RESOURCE)
- STUDENT WORK SAMPLE 1
- STUDENT WORK SAMPLE 2
- STUDENT WORK SAMPLE 3

Project Owners and Collaborators can **download reports with both quantitative and qualitative results.**

Project applicants are sent the reviewer report/s and they can **upload actions as a result of the review.**

UECA Project Outcomes



Project Outcomes

1. Introductory workshop and resources
2. Zoom meetings for online support
3. A portal based institutional self-review report
4. Assessors Reports at the unit of study level/Assessment Bank
5. Presentation at AEIC (October, 2018)
6. National Exchange Workshop and documentation(May, 2019)
7. A Final Report with institutional and national findings/recommendations

Example of a Final Report

https://ake.ac.nz/assets/reports/2018-HEPD/cf150aadb1/REPORT_Higher_Education_n_Pacific_Quality_Benchmarking_Project.pdf