Calibrating Assessment across English Language Centres

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Introduction: Future of Assessment


- 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

<table>
<thead>
<tr>
<th></th>
<th>Traditional 1990s and before</th>
<th>Stretched 1990s to 2020</th>
<th>Next Generation 2020s and after</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Authority</strong></td>
<td>University</td>
<td>University or regulator</td>
<td>Shared</td>
</tr>
<tr>
<td><strong>Production</strong></td>
<td>Solo academics</td>
<td>Academic teams</td>
<td>Co-creation</td>
</tr>
<tr>
<td><strong>Format</strong></td>
<td>Paper</td>
<td>Paper and online</td>
<td>Online</td>
</tr>
<tr>
<td><strong>Location</strong></td>
<td>Campus</td>
<td>Campus and online</td>
<td>Online</td>
</tr>
<tr>
<td><strong>Implementation</strong></td>
<td>Universities</td>
<td>Universities</td>
<td>Specialists</td>
</tr>
<tr>
<td><strong>Scoring</strong></td>
<td>Solo academics</td>
<td>Moderated practice</td>
<td>Automated</td>
</tr>
<tr>
<td><strong>Reporting</strong></td>
<td>Generic</td>
<td>Contextualised</td>
<td>Customised</td>
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- Move to online platforms that focus on collaboration among key assessment stakeholders, industry and networks

(Coates, 2018)
# Higher Education Standards

<table>
<thead>
<tr>
<th>HE Standards</th>
<th>Documentation</th>
<th>Key Points</th>
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</thead>
<tbody>
<tr>
<td>Australia TEQSA</td>
<td>Higher Education Standards Framework [5.3.1, 5.3.4; 5.3.7; 1.4.1; 1.4.3; 1.4.4]</td>
<td></td>
</tr>
<tr>
<td></td>
<td>TEQSA Guidance Note: External Referencing [including Benchmarking]</td>
<td></td>
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<tr>
<td></td>
<td>Draft TEQSA Guidance Note: English Language Standards</td>
<td>• Reliance on CEFR for national English Language Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Focus on testing rather than assessment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• UECA Executive provided feedback to TEQSA on the draft TEQSA Guidance Note on English Language Standards</td>
</tr>
<tr>
<td>New Zealand NZQA</td>
<td>NZQA National Qualifications Services</td>
<td>• Realignment to CEFR</td>
</tr>
<tr>
<td></td>
<td>completed a review of English Language standards (2017-2018)</td>
<td>• Addition of NZCEL Guiding document to the Guidance Information to support the standards</td>
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<tr>
<td></td>
<td></td>
<td>• Reduced number of assessments</td>
</tr>
<tr>
<td>Europe and beyond</td>
<td>Common European Framework of Reference (CEFR) Bologna Process</td>
<td>• 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.</td>
</tr>
</tbody>
</table>
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
- UTas
- UWA
- VU
- Western Sydney University
Phase 2: Review of Assessment Policy and Process [now]

- 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

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]

1. **Project Owner creates review project**
2. **Pay for review project**
3. **Add Applicant**
4. **Add Collaborators and Reviewers**
5. **Send broadcast seeking reviewers**
6. **Reviewer/s complete the review and calibrate results**
7. **Monitor reviews and download reports**

An online peer review process that is simple, intuitive, efficient, cost-effective and secure to support external review of assessment

[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
Examples of Assessment Reporting

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)
7. A Final Report with institutional and national findings/recommendations

Example of a Final Report