Designing Assessment with the Assessment Design Decisions Framework

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deakin.edu.au/learning/enhancing-your-practice/cradle

This workshop

- Focus on a specific assessment task or sequence of tasks
  - New or existing
- We'll work through the ADD framework
- You'll identify some follow-up
- But first I'll provide some background

We know a lot about ideal practice

Table 3: Ranking of effects relevant to higher education

Rank	Domain	Influence
1	Student	Self-report grades
3	Teaching	Providing formative evaluation to lecturers
8	Teacher	Teacher clarity
9	Teaching	Reciprocal teaching
10	Teaching	Feedback
12	Teaching	Spaced vs. Mass Practice
13	Teaching	Meta-cognitive strategies
17	Curricula	Creativity Programs
18	Teaching	Self-verbalisation/Self-questioning
19	Teacher	Professional development
20	Teaching	Problem solving teaching
21	Teacher	Not Labelling students
24	Teaching	Cooperative vs. individualistic learning

Hattie, 2009

Actual practice is different

Research suggests …

- Changing assessment 'thinking' in academics doesn't necessarily change practice (Offerdahl & Tomanek, 2011)

- "…achieving a balance between summative and formative assessment requires complex, contextual thinking" (Price, et al., 2011)

The 'Assessment Decisions' project

- **A/Prof Phillip Dawson, Deakin (Co-lead)**
- A/Prof Margaret Bearman, Monash (Co-lead)
- A/Prof Liz Molloy, Monash
- Prof David Boud, Deakin
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- The views expressed do not necessarily reflect the views of the Australian Government Office for Learning and Teaching.

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Assessment Might Dictate the Curriculum, but What Dictates Assessment?

ABSTRACT

Almost all tertiary educators make assessment choices, for example, when they create an assessment task, design a rubric, or write multiple-choice items. Educators potentially have access to a variety of evidence and materials regarding good assessment practice but may not choose to consult them or be success-

Focus on assessment design

- Assessment policy and procedures
- **Decisions in the design and implementation of assessment**
- Judgements about student work

'assessment design'

Your designs

- Think of an assessment design
  - It might be new
  - You might be thinking of revising it
  - It does not need to be summative

- What is the impetus for change?

- Pair-share

Research design

- 31 semi-structured interviews
- Thematic analysis
- Presences and absences

Arts: Professions	**Arts: Disciplines**
Sciences: Professions	**Sciences: Disciplines**
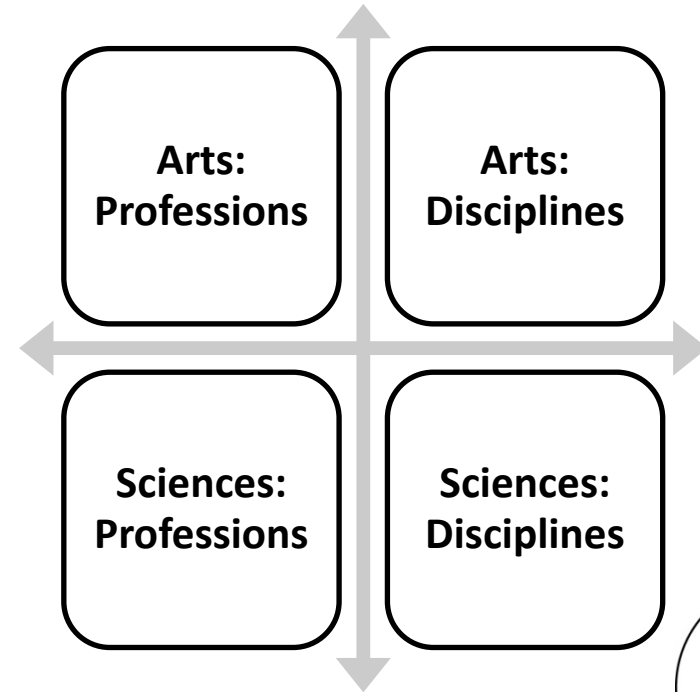
Framework design

- Joined research data with conceptual frameworks, and literature

- Drew from own experience as expert practitioners

- Oriented towards educators' agency rather than prescriptive

The Assessment Design Decisions Framework

assessmentdecisions.org

Purposes of assessment

How does your task:

- support student learning?

- generate grades?

- equip learners to make future judgements?

(It doesn't have to do all of these)

Purposes

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Context

- See framework one-pager

- Focus on one key issue that is most powerful

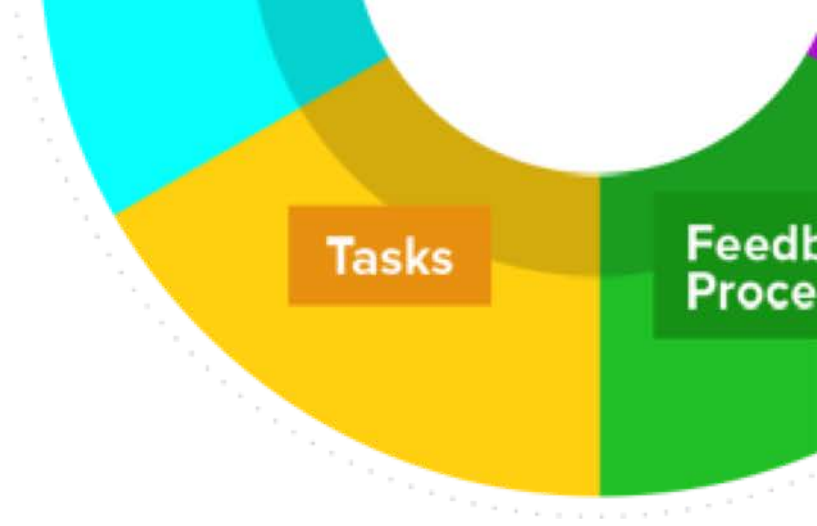- Be mindful of contextual norms dressed up as rules

Learner Outcomes

How does this task align with and promote desired outcomes?

How does this task serve the needs of the degree/programme/course?

Tasks

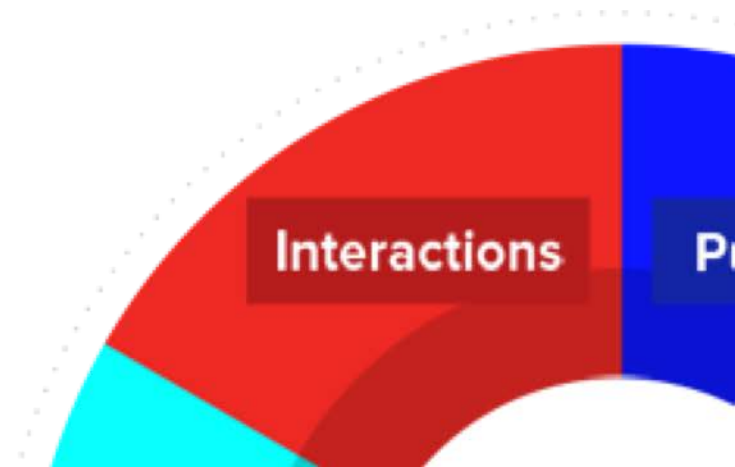- What do the tasks specifically require learners to do?

Feedback processes

- What types of feedback?
- Who gives it?
- Do you have multiple feedback opportunities?

Interactions

- Who do you have to convince?

- How will you communicate your design to learners?

- Resourcing implications

More information

FRAMEWORK

An overview of the Assessment Design Decisions Framework: supporting university educators design good assessment.

View Framework →

GUIDE

The Assessment Design Decisions Framework explained in detail. Including explanations, online resources and educator experiences.

View Guide →

5 INSIGHTS

Five propositions about supporting assessment practice for learning and teaching leadership in higher education.

View Insights →

EVENTS AND PUBLICATIONS

Workshops and research relating to the Assessment Design Decisions Framework.

View E & P →

assessmentdecisions.org

References

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