

Assessment resources

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This is my curated list of assessment resources that I think are useful and sound.
The latest version is available at: <http://philldawson.com/assessment>

Websites

Australian universities

UQ assessment site <http://uq.edu.au/tediteach/assessment/>

UNSW assessment site <http://teaching.unsw.edu.au/assessment-toolkit-index>

UTS Assessment Futures website <http://www.uts.edu.au/research-and-teaching/teaching-and-learning/assessment-futures/overview> particularly the section Designing and Redesigning assessments

<http://www.uts.edu.au/research-and-teaching/teaching-and-learning/assessment-futures/designing-and-redesigning-assessments>

University of Sydney

<http://www.itl.usyd.edu.au/assessmentresources/default.htm>

UK universities

University of Nottingham Assessment & Feedback

<http://www.nottingham.ac.uk/pesl/resources/assessment/>

University of Reading Engage in Assessment

<http://www.reading.ac.uk/engageinassessment/>

University of Reading Engage in Feedback

<http://www.reading.ac.uk/internal/engageinfeedback/EFB-Home.aspx>

Projects

All projects funded by the OLT in the assessment category

<http://www.olt.gov.au/list-projects/1559?solsort=score%20desc>

Assessment Decisions project <http://assessmentdecisions.org>

ESCAPE project: assessment timelines

<http://jiscdesignstudio.pbworks.com/w/page/30631817/ESCAPE%20-%20Assessment%20timelines>

JISC Transforming Assessment and Feedback

<http://jiscdesignstudio.pbworks.com/w/page/61525479/Transforming%20Assessment%20and%20Feedback>

Effecting Sustainable Change in Assessment Practice and Experience (ESCAPE) Project

<http://jiscdesignstudio.pbworks.com/w/page/12458419/ESCAPE%20Project>

Re-engineering Assessment Practices in Higher Education

<http://www.reap.ac.uk/>

Assessing And Assuring Graduate Learning Outcomes project

<http://www.itl.usyd.edu.au/projects/aaglo/>

Better Judgement http://www.flinders.edu.au/medicine/sites/better-judgement/better-judgement_home.cfm
Embedding the Development & Grading of Generic Skills in the Business Curriculum <http://graduateskills.edu.au/>
CSHE/AUTC Assessing Learning in Australian Universities <http://www.cshe.unimelb.edu.au/assessinglearning/index.html>
TESTA project <http://www.testa.ac.uk/> (conducted substantial work on auditing degree program assessment)
Assessment Standards Knowledge Exchange <http://www.brookes.ac.uk/aske/>
Program Assessment Strategies (PASS) project <http://www.pass.brad.ac.uk/>
University of Edinburgh Enhancing Feedback site <http://www.enhancingfeedback.ed.ac.uk/>
Assessment Resources at HKU <http://ar.cetl.hku.hk/index.php>

Online tools for peer/self/group assessment

Discussion of specifications of software for peer assessment, as well as links to tools <http://www.reap.ac.uk/PEER/Software.aspx>
WebPA <http://webpa.ac.uk/>
CATME <https://www.catme.org/login/index>
SparkPlus <http://spark.uts.edu.au/>
PeerWise <http://peerwise.cs.auckland.ac.nz/>

Papers

Within each section papers are roughly ordered by how useful they are to a general academic audience. Key works are highlighted.

Assessment reform

- Boud, D., & Associates. (2010). *Seven propositions for assessment reform in higher education*. Sydney: Australian Learning and Teaching Council.
- Carless, D. (2009). Trust, distrust and their impact on assessment reform. *Assessment & Evaluation in Higher Education*, 34(1), 79-89. doi:10.1080/02602930801895786
- Deneen, C., & Boud, D. (2013). Patterns of resistance in managing assessment change. *Assessment & Evaluation in Higher Education*, 1-15. doi:10.1080/02602938.2013.859654
- Dawson, P., Bearman, M., Boud, D. J., Hall, M., Molloy, E. K., Bennett, S., & Gordon, J. (2013). Assessment Might Dictate the Curriculum, But What Dictates Assessment? *Teaching & Learning Inquiry: The ISSOTL Journal*, 1(1), 107-111. doi:10.2979/teachlearningqu.1.1.107

Program/degree assessment thinking

- Jessop, T., El Hakim, Y., & Gibbs, G. (2013). The whole is greater than the sum of its parts: a large-scale study of students' learning in response to different programme assessment patterns. *Assessment & Evaluation in Higher Education*, 39(1), 73-88. doi:10.1080/02602938.2013.792108
- Emil, S., & Cress, C. (2013). Faculty perspectives on programme curricular assessment: individual and institutional characteristics that influence participation engagement. *Assessment & Evaluation in Higher Education*, 1-

Feedback

- Boud, D., & Molloy, E. (2012). Rethinking models of feedback for learning: the challenge of design. *Assessment & Evaluation in Higher Education*, 38(6), 698-712. doi:10.1080/02602938.2012.691462
- Li, J., & De Luca, R. (2014). Review of assessment feedback. *Studies in Higher Education*, 39(2), 378-393. doi:10.1080/03075079.2012.709494
- Hattie, J., & Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, 77(1), 81-112. doi:10.3102/003465430298487
- Eva, K., Armson, H., Holmboe, E., Lockyer, J., Loney, E., Mann, K., & Sargeant, J. (2012). Factors influencing responsiveness to feedback: on the interplay between fear, confidence, and reasoning processes. *Advances in Health Sciences Education*, 17(1), 15-26. doi:10.1007/s10459-011-9290-7
- Nicol, D., Thomson, A., & Breslin, C. (2013). Rethinking feedback practices in higher education: a peer review perspective. *Assessment & Evaluation in Higher Education*, 39(1), 102-122. doi:10.1080/02602938.2013.795518
- Nordrum, L., Evans, K., & Gustafsson, M. (2013). Comparing student learning experiences of in-text commentary and rubric-articulated feedback: strategies for formative assessment. *Assessment & Evaluation in Higher Education*, 38(8), 919-940. doi:10.1080/02602938.2012.758229

Formative assessment; assessment for/as learning

- Boud, D. (2007). Reframing assessment as if learning were important. In D. Boud & N. Falchikov (Eds.), *Rethinking Assessment in Higher Education: Learning for the longer term* (pp. 14-28). London: Routledge.
- Nicol, D. J., & Macfarlane-Dick, D. (2006). Formative assessment and self-regulated learning: a model and seven principles of good feedback practice. *Studies in Higher Education*, 31(2), 199-218. doi:10.1080/03075070600572090
- Boud, D. (2000). Sustainable Assessment: Rethinking assessment for the learning society. *Studies in Continuing Education*, 22(2), 151-167. doi:10.1080/713695728

Grading, marking, criteria, standards and rubrics

- Sadler, D. R. (2005). Interpretations of criteria-based assessment and grading in higher education. *Assessment & Evaluation in Higher Education*, 30(2), 175-194. doi:10.1080/0260293042000264262
- Sadler, D. R. (2009). Indeterminacy in the use of preset criteria for assessment and grading. *Assessment & Evaluation in Higher Education*, 34(2), 159-179. doi:10.1080/02602930801956059
- Handley, K., den Outer, B., & Price, M. (2013). Learning to mark: exemplars, dialogue and participation in assessment communities. *Higher Education Research & Development*, 32(6), 888-900. doi:10.1080/07294360.2013.806438
- Bell, A., Mladenovic, R., & Price, M. (2012). Students' perceptions of the usefulness of marking guides, grade descriptors and annotated exemplars. *Assessment & Evaluation in Higher Education*, 38(7), 769-788. doi:10.1080/02602938.2012.714738
- Jonsson, A. (2014). Rubrics as a way of providing transparency in assessment.

Assessment & Evaluation in Higher Education, 1-13.

doi:10.1080/02602938.2013.875117

Walker, M. (2009). An investigation into written comments on assignments: do students find them usable? *Assessment & Evaluation in Higher Education*, 34(1), 67-78. doi:10.1080/02602930801895752

Assessment choice

Varsavsky, C., & Rayner, G. (2012). Strategies that challenge: exploring the use of differentiated assessment to challenge high-achieving students in large enrolment undergraduate cohorts. *Assessment & Evaluation in Higher Education*, 38(7), 789-802. doi:10.1080/02602938.2012.714739

Craddock, D., & Mathias, H. (2009). Assessment options in higher education. *Assessment & Evaluation in Higher Education*, 34(2), 127-140. doi:10.1080/02602930801956026

Francis, R. A. (2008). An investigation into the receptivity of undergraduate students to assessment empowerment. *Assessment & Evaluation in Higher Education*, 33(5), 547-557. doi:10.1080/02602930701698991

Peer- and self-assessment

Liu, N.-F., & Carless, D. (2006). Peer feedback: the learning element of peer assessment. *Teaching in Higher Education*, 11(3), 279-290. doi:10.1080/13562510600680582

Speyer, R., Pilz, W., Van Der Kruis, J., & Brunings, J. W. (2011). Reliability and validity of student peer assessment in medical education: A systematic review. *Medical Teacher*, 33(11), e572-e585. doi:10.3109/0142159X.2011.610835

Falchikov, N., & Goldfinch, J. (2000). Student Peer Assessment in Higher Education: A Meta-Analysis Comparing Peer and Teacher Marks. *Review of Educational Research*, 70(3), 287-322. doi:10.3102/00346543070003287

Jones, I., & Alcock, L. (2013). Peer assessment without assessment criteria. *Studies in Higher Education*, 1-14. doi:10.1080/03075079.2013.821974

Tucker, R. (2013). Sex does not matter: gender bias and gender differences in peer assessments of contributions to group work. *Assessment & Evaluation in Higher Education*, 39(3), 293-309. doi:10.1080/02602938.2013.830282

Snowball, J. D., & Mostert, M. (2013). Dancing with the devil: formative peer assessment and academic performance. *Higher Education Research & Development*, 32(4), 646-659. doi:10.1080/07294360.2012.705262

Wimshurst, K., & Manning, M. (2012). Feed-forward assessment, exemplars and peer marking: evidence of efficacy. *Assessment & Evaluation in Higher Education*, 38(4), 451-465. doi:10.1080/02602938.2011.646236

Dochy, F., Segers, M., & Sluijsmans, D. (1999). The use of self-, peer and co-assessment in higher education: A review. *Studies in Higher Education*, 24(3), 331-350. doi:10.1080/03075079912331379935

Yucel, R., Bird, F. L., Young, J., & Blanksby, T. (2014). The road to self-assessment: exemplar marking before peer review develops first-year students' capacity to judge the quality of a scientific report. *Assessment & Evaluation in Higher Education*, 1-16. doi:10.1080/02602938.2014.880400

Boud, D., Lawson, R., & Thompson, D. G. (2013). Does student engagement in self-

assessment calibrate their judgement over time? *Assessment & Evaluation in Higher Education*, 38(8), 941-956. doi:10.1080/02602938.2013.769198

Planas Lladó, A., Feliu Soley, L., Fraguell Sansbelló, R. M., Arbat Pujolras, G., Pujol Planella, J., Roura-Pascual, N., . . . Montoro Moreno, L. (2013). Student perceptions of peer assessment: an interdisciplinary study. *Assessment & Evaluation in Higher Education*, 1-19. doi:10.1080/02602938.2013.860077

Multiple choice questions

Schaap, L., Verkoeijen, P., & Schmidt, H. (2013). Effects of different types of true–false questions on memory awareness and long-term retention. *Assessment & Evaluation in Higher Education*, 1-16. doi:10.1080/02602938.2013.860422

Kubinger, K. D., Holocher-Ertl, S., Reif, M., Hohensinn, C., & Frebort, M. (2010). On Minimizing Guessing Effects on Multiple-Choice Items: Superiority of a two solutions and three distractors item format to a one solution and five distractors item format. *International Journal of Selection and Assessment*, 18(1), 111-115. doi:10.1111/j.1468-2389.2010.00493.x

Marsh, E., Roediger, H., Bjork, R., & Bjork, E. (2007). The memorial consequences of multiple-choice testing. *Psychonomic Bulletin & Review*, 14(2), 194-199. doi:10.3758/bf03194051