

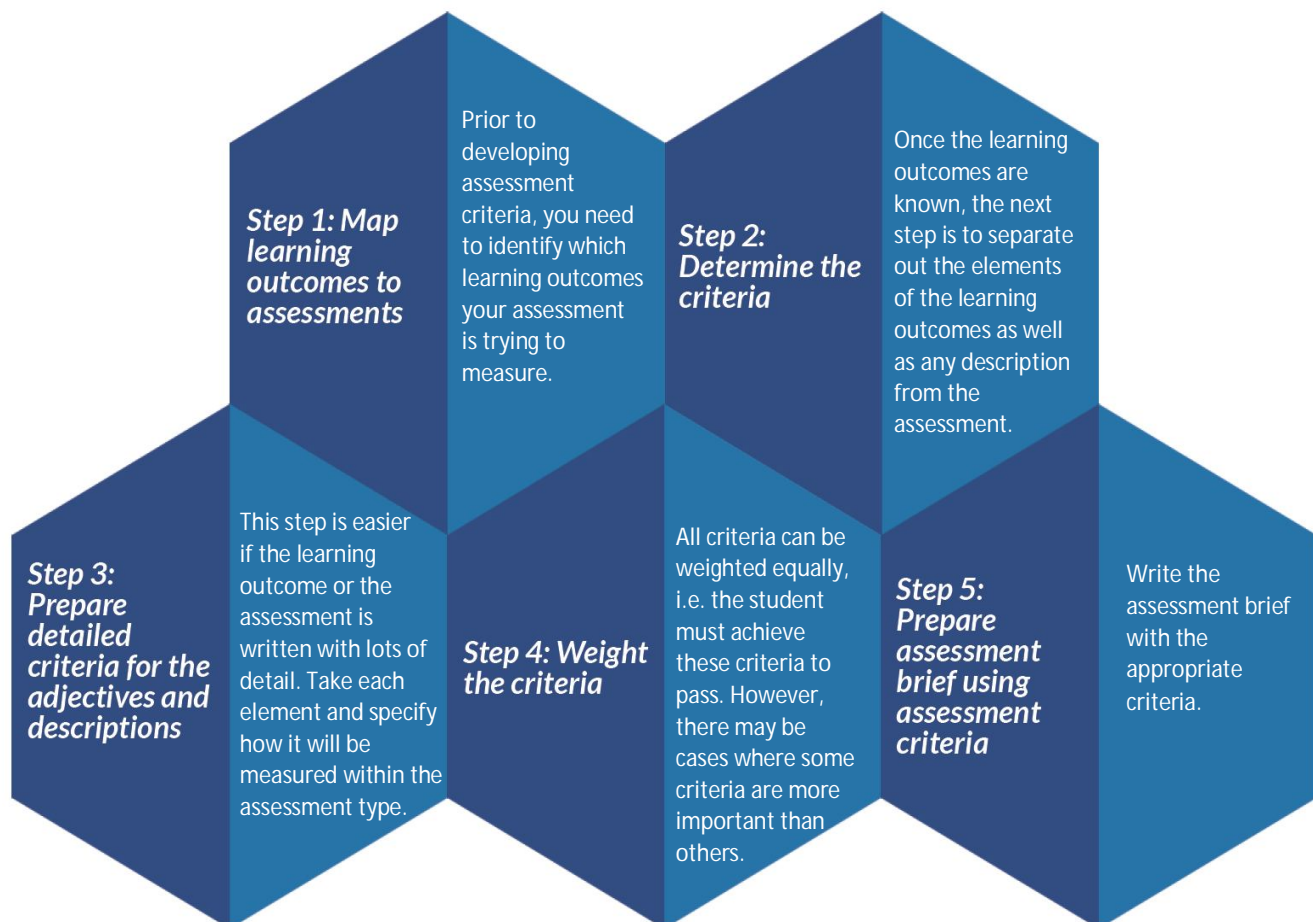


Department of Higher Education

Assessment Criteria

Research has shown that when people are set realistic and specific goals, they are more likely to work harder to achieve them. If we want our students to be motivated to work harder, we need to ensure that we set them realistic and specific goals. At the assessment level, these goals are referred to as assessment criteria.

Five basic steps for developing specific detailed assessment criteria:



Further Resources

Baloo, K., Evans, C., Hughes, A., Zhu, X., & Winstone, N. (2018). Transparency isn't spoon-feeding: How a transformative approach to the use of explicit assessment criteria can support student self-regulation. *Frontiers in Education*, 3(69). <https://doi.org/10.3389/educ.2018.00069>

Bloxham, S., Boyd, P., & Orr, S. (2011). Mark my words: the role of assessment criteria in UK higher education grading practices. *Studies in Higher Education*, 36(6), 655-670. <https://doi.org/10.1080/03075071003777716>

Sadler, D. R. (2010). Beyond feedback: Developing student capability in complex appraisal. *Assessment & Evaluation in Higher Education*, 35(5), 535-550. <https://doi.org/10.1080/02602930903541015>

Here is an example of these steps being followed for a mid-semester test:

Step 1: Map learning outcomes to assessments

The mid-semester test will have to assess the students' achievement, for example, on the following learning outcome:

- *Communicate ideas of the shape and form of components through drawings generated by manual and computer methods*

Step 2: Determine the criteria

We will now list the separate elements of this learning outcome:

- *Communicate ideas*
- *Shape and form of components*
- *Generated drawings from manual and computer methods*

Step 3: Prepare detailed criteria for the adjectives and descriptions

Using our learning outcome and assessment type, we develop the following specific details/criteria for the assessment.

After developing the specific details, we have determined a phrase that encompasses the descriptions: Under "*communicate ideas*", we have "academic style writing with accurate grammar and spelling"; we can say this assessment criterion is related to "*document presentation*".

ELEMENTS	SPECIFIC DETAILS	ASSESSMENT CRITERIA
Mid-semester test	● 2 hour computer design laboratory test	
Communicate ideas	● Write out the steps taken in designing an engineering component and include explanations for choices made	● Design choices
	● Academic style writing with accurate grammar and spelling	● Document presentation
Shape and form of components	● Prepare component drawing with projections in 2D and 3D with appropriate labels	● Drawing accuracy and representations
Manual and computer methods	● Use initial manual sketches for demonstrating choices made and computer-generated sketches for final product	● Part of "Design Choices" and "Drawing Accuracy"

Step 4: Weight the criteria

"*Design choices*" can be more important than "*document presentation*". Hence if students fail the document presentation criteria they may still pass the assessment if design choices had a higher weighting.

Step 5: Prepare assessment brief using assessment criteria

You will have a mid-semester test which will be for 2 hours in a computer laboratory. We are looking for you to design and draw an engineering component and to write a narrative of the steps you've used to design the engineering component. In this test, we will measure your design choices, drawing accuracy & representations and your presentation of the narrative. By design choices, we want you to write out the steps you took in designing the engineering component, referencing initial manual sketches and computer generated sketches of the final product (this is a requirement to pass). By drawing accuracy & representations, we are looking to see how well you can translate manual sketches to computer generated sketches of the component in both 2D and 3D and ensure the drawings are properly labelled. Finally, we expect the document presentation of the written narrative to be clearly structured and written in an academic style with minimal grammar, punctuation and spelling errors.