

Newbridge Learning Community

Policy/procedure on designing appropriate assessment materials

All assessment materials used at Newbridge Learning community must meet three key principles:

1. Fairness and Accessibility
2. Validity
3. Reliability

Fairness and Accessibility

All assessments should be free from bias and not favour any particular group or sub-group. It should also provide an adequate representation of what a learner knows, understands and can do to be fair to employers and other interested organisations.

Validity

All assessments must measure the intended learning outcomes of a topic.

Reliability

A reliable assessment is one that will produce the same outcome each time it is used. A marking scheme should accompany each assessment.

Assessment preparation

Staff will decide on the knowledge and/or skills being assessed and the type of tasks they want to set. They will then develop an appropriate marking scheme. Information provided in the tasks will be appropriate to the level of the qualification and will allow for a variety of grades to be attained.

Consideration will be given about how the assessment will be delivered e.g., setting, access arrangements, ensuring authenticity etc.

Adapting existing exam papers

Use the framework of an existing question customising only the parts of the content to be assessed

Use established question stems to ensure that assessment objectives are being met

Keep the balance of questions right- some short responses, other more extended answers

Ensure marking guidance is aligned to past mark schemes

Developing marking criteria

Marking guidelines must fit the grade descriptors and ensure the markers award marks in a fair and consistent manner, based on the evidence produced by the learner. For questions that do not have a right/wrong answer, the marking criteria can only be finalised after looking at learner responses and a judgement made about possible alternative responses that could be given credit.

The language of assessment

Questions should be kept as simple as possible to avoid confusion. Clarity is key.

Avoiding unconscious bias in task setting

An accessible and fair assessment will not include any irrelevant features that could prevent certain groups of learners from fully demonstrating what they know, understand and can do.

In developing assessments choose examples that are counter-stereotypical. Assessment materials need to illustrate diversity with regards to race, age, class, gender etc.