



Let's talk about assessment 2023: Rethinking Assessment in Higher Education  
30<sup>th</sup> January 2023

## **RETHINKING ASSESSMENT: CAN WE BALANCE CAUTION AND TRANSFORMATION?**

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Should we balance caution and transformation?

NUMBER OF FIRST-CLASS DEGREES AWARDED AT TOP BRITISH UNIVERSITIES



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# Lecturer detects bot use in one-fifth of assessments as concerns mount over AI in exams

Deakin University's Sally Brandon says technology 'not going away' as educators strive to adapt to use of software such as ChatGPT

We fulfil education that enriches their lives and careers.

The Telegraph

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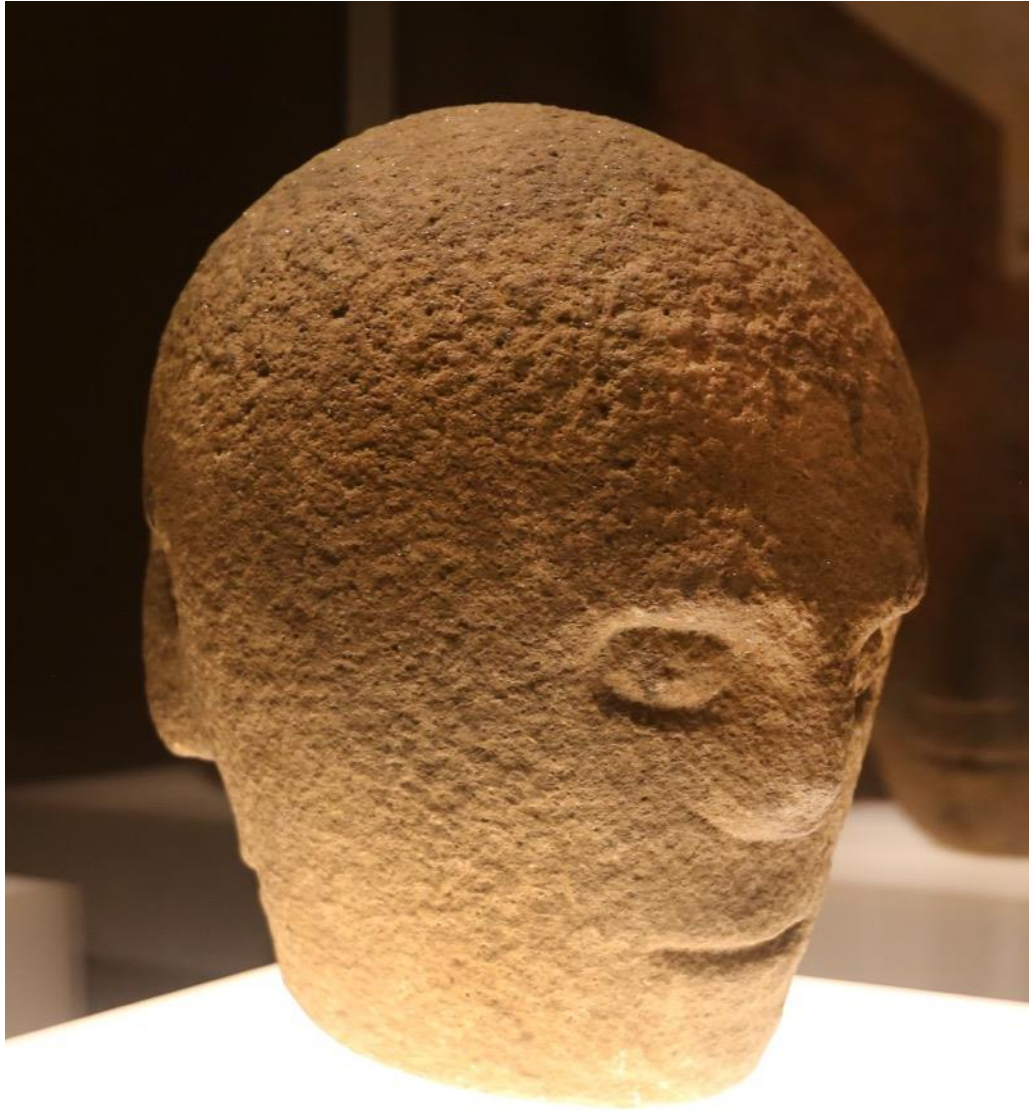
Visit

# Entire student houses caught cheating in online university exams

Student housemates are sharing pictures of exam questions and completing papers as a team, experts say

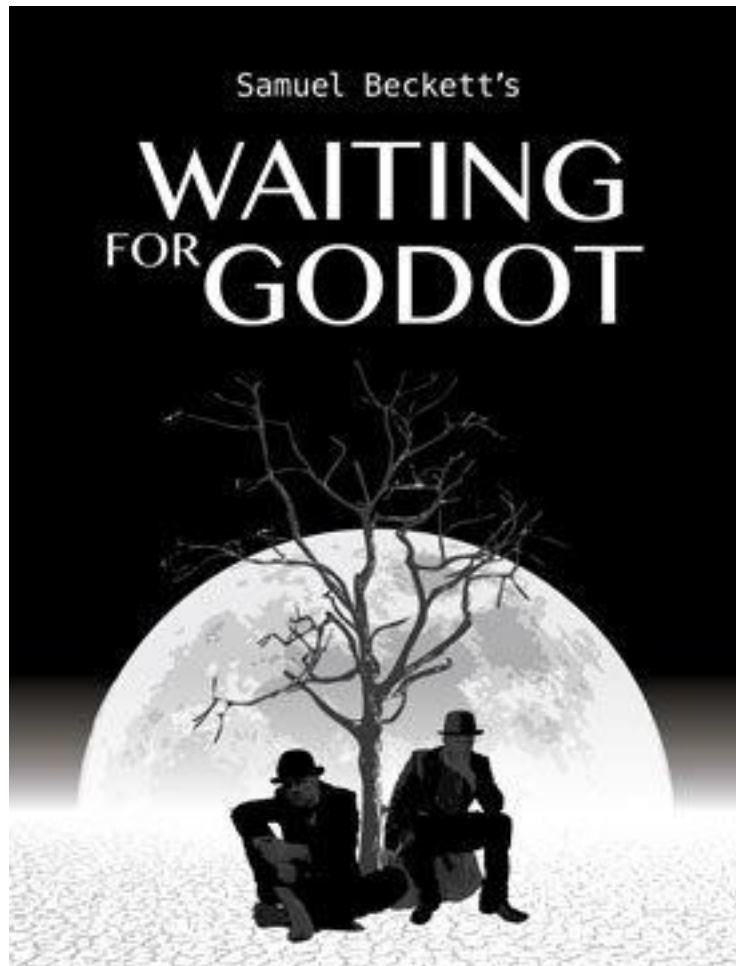
By Ewan Somerville  
28 June 2021 • 6:00am





Should we balance caution and transformation?

Should we balance caution and transformation?



What do we mean by transformation?

What sort of assessment changes do we want?



# Affirmative v. Transformative Change



Fraser 2003

# Authentic Assessment



“Real world”

External

Static – accept as it is

Conflate world of work

McArthur, J. (2022). Rethinking authentic assessment: work, wellbeing and society. *Higher Education*



# Authentic Assessment

## Affirmative Approaches

Accept the real world as it is

Accept the world of work as it is

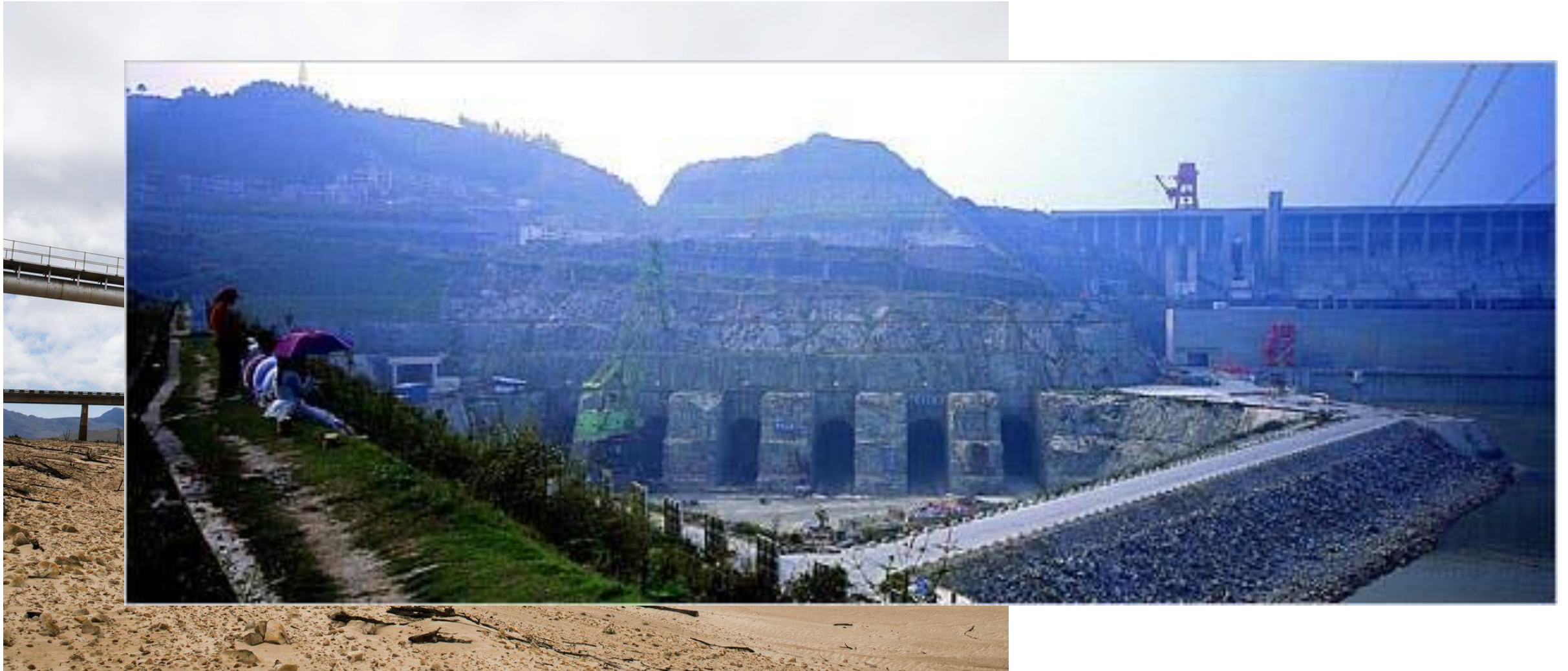
Seek to sustain (albeit often improve)  
the current organization of society

## Transformative Approaches

From real world/world of work to  
SOCIETY

From task performance to why we  
VALUE THE TASK

From the status-quo of the 'real  
world'/world of work to transforming  
society



See: McArthur, J., Blackie, M., Pitterson, N., & Rosewell, K. (2021). Student assessment: assessment: connections between self and society. *Assessment & Evaluation in Higher Education*





# Colour Code Grade Sheet

2022 New

It's color change according to grade

Subject	Math						
Student Name	Test1	Test 2	Test 3	Test4	Average	Grade	Grading scale:
Awara	100	95	75	100	93	Excellent	% value
Chya	95	99	50	98	86	Good	Grade
Karox	80	85	30	30	56	Fail	90 - 100%
Sarhang	25	64	90	85	66	Pass	5 (excellent)
ReKaf	90	30	80	0	50	Fail	80 - 89%
Kurda	80	85	80	35	70	Satisfactory	4 (good)
Zryan	85	86	99	100	93	Excellent	70 - 79%
Kany	75	85	99	98	89	Good	3 (satisfactory)
Karwan	65	90	60	100	79	Satisfactory	60 - 69%
							2 (pass)
							0 - 59%
							1 (failed)

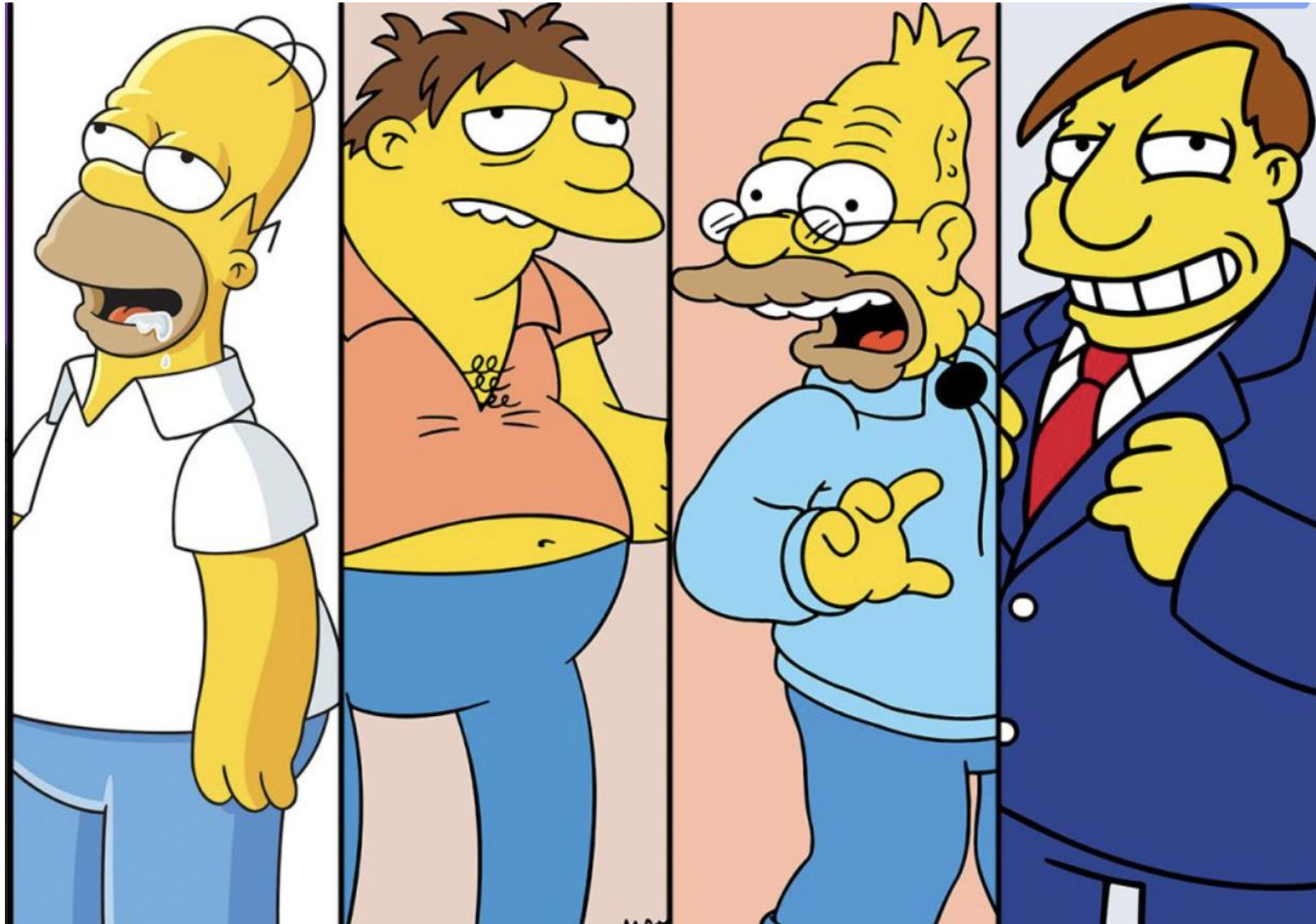
If we are genuine about transformation, and if we are genuine about authenticity....

We must connect grading with the PURPOSE of assessment

Most formal education has an utterly self-defeating, not fit for purpose grading system.









# Norm-based hegemony

**AFL TOYOTA**  
2017 TOYOTA AFL PREMIERSHIP SEASON LADDER

POS	TEAM	W	D	L	PTS	GF	GA	DIFF	WINS	LOSS	PTS
1	MILWAUKEE CRONS	18	0	0	54	200	100	100	100%	0	0
2	WINDSWIFT	17	0	1	51	180	120	60	100%	0	0
3	WEST COAST SAGLES	16	0	2	48	160	110	50	100%	0	0
4	POPT MIELAGE	15	0	3	45	150	100	50	100%	0	0
5	SEELING-CATS	14	0	4	42	140	100	40	100%	0	0
6	ST-HOLDA	13	0	5	39	130	100	30	100%	0	0
7	WINDWORT	12	0	6	36	120	100	20	100%	0	0
8	NEETING-BALLOON	11	0	7	33	110	100	10	100%	0	0
9	FRENCHTLE	10	0	8	30	100	100	0	100%	0	0
10	MILBOORNE	9	0	9	27	90	100	-10	100%	0	0
11	ENAMERD	8	0	10	24	80	100	-20	100%	0	0
12	SOUTH COAST SHINE	7	0	11	21	70	100	-30	100%	0	0
13	WALTON	6	0	12	18	60	100	-40	100%	0	0
14	SUNSHINE	5	0	13	15	50	100	-50	100%	0	0
15	STRONG BEARD	4	0	14	12	40	100	-60	100%	0	0
16	NORTH MELLINGHAM	3	0	15	9	30	100	-70	100%	0	0
17	COLLINGWOOD	2	0	16	6	20	100	-80	100%	0	0
18	WINDING LANE	1	0	17	3	10	100	-90	100%	0	0

**LDTV** LEAGUE TABLE

R	TEAM SCORE	GP	W	D	L	PTS
1	Shelbourne	24	16	7	1	55
2	Galway United FC	24	13	6	5	45
3	UCD	24	11	6	7	39
4						38
5						37
6						34
7						27
8						22
9						19
10						18



# Norm-based hegemony

Education is not a race

Specifically, assessment is not a race where students are ranked 1st, 2<sup>nd</sup> etc.

Living flourishing lives is not a race

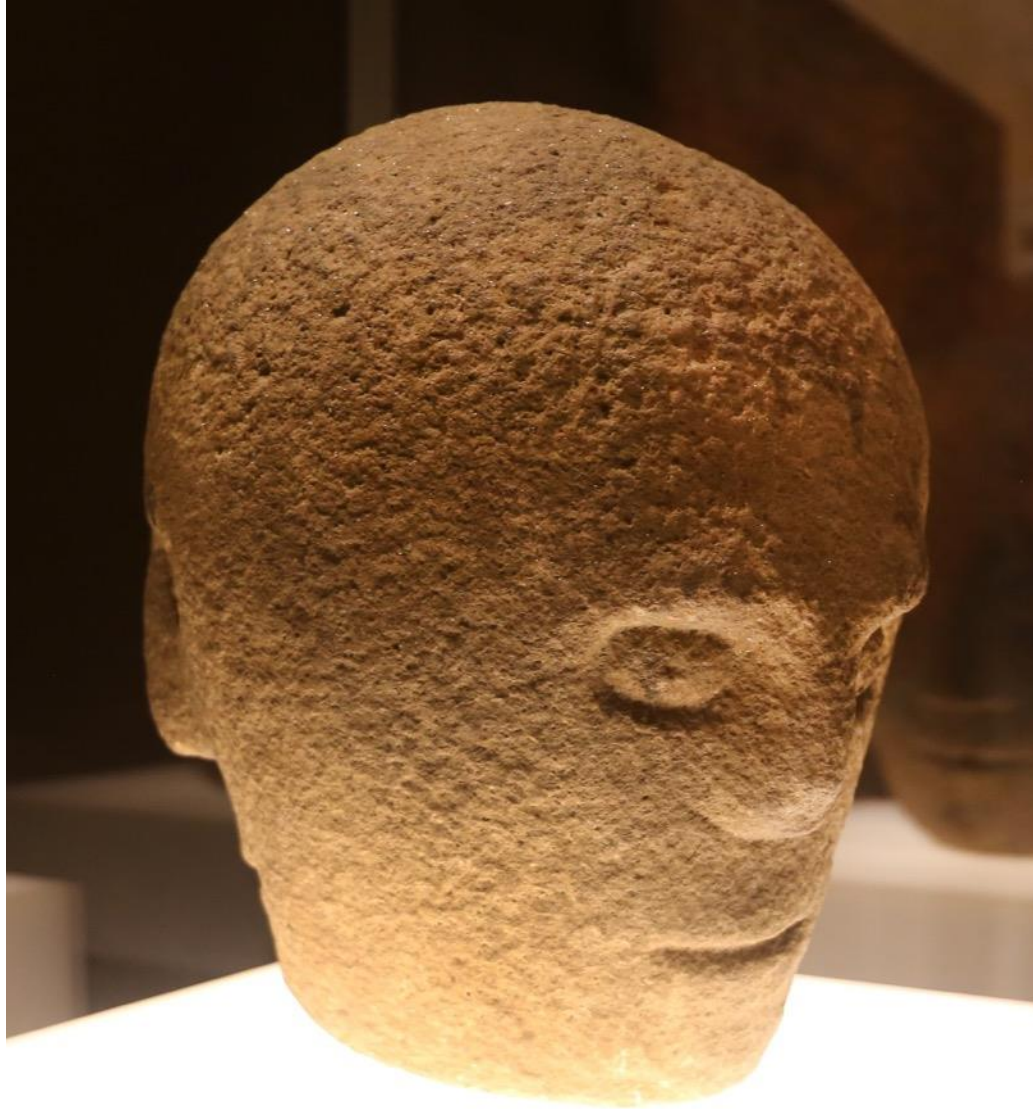




I want a nurse, surgeon, anesthetist etc who have met the criteria and demonstrated they can perform this task.

AND who have committed to ongoing professional development (learning) to ensure that remains the case.

It is far more important what sort of lifelong professional learner our assessment practices have nourished, than the mark they got on an exam 20 years ago.



## SACRED LINK

What the student does

Marking criteria

Grade/evaluation



## SACRED LINK

What the student  
does

Marking criteria

Grade/evaluation

To be cautious

Is to robustly defend  
this **sacred link**

# So what is it we really want to achieve through assessment?

Learning outcomes and highly differentiated grades

- it doesn't make sense

“The student will be able to...”

What is the relationship between LOs and marking criteria?

The best marking criteria surely enable us to know if the student has met the learning outcome, not how much?

How much doesn't even make sense much of the time...

And we know, that high stakes and anxiety are barriers to learning



Let us go forward and talk quietly – without the noise – decide what matters about assessment

Assessment – we are going to be criticized

So at least let us be criticized for something:

- we believe in
- based in years of credible educational research
- hopeful and joyous

In this quest we build alliances and complementary work

