

March 1, 2010

## *The 8<sup>th</sup> Symposium: Standards Based Assessment and Honours Classification*

### Plenary Panel Discussion II

#### **Standards Based Assessment and Honours Classification – the Path ahead for UGC-funded Institutions**

Chairperson: **Professor Michael T. Prosser**  
The University of Hong Kong

#### *Standards Based Assessment*

Discussants: **Professor Carmel McNaught**  
The Chinese University of Hong Kong

**Mr. James Rice**  
Lingnan University

**Dr. C.S. Tong**  
Hong Kong Baptist University

**Professor Wang Wen Chung**  
The Hong Kong Institute of Education

#### *Honours Classification*

Discussants: **Dr. Catherine C.H. Chiu**  
City University of Hong Kong

**Professor Esmonde F. Corbet**  
The University of Hong Kong

**Professor Suleyman Demokan**  
The Hong Kong Polytechnic University

**Dr. David Mole**  
The Hong Kong University of Science and  
Technology



Sponsored by

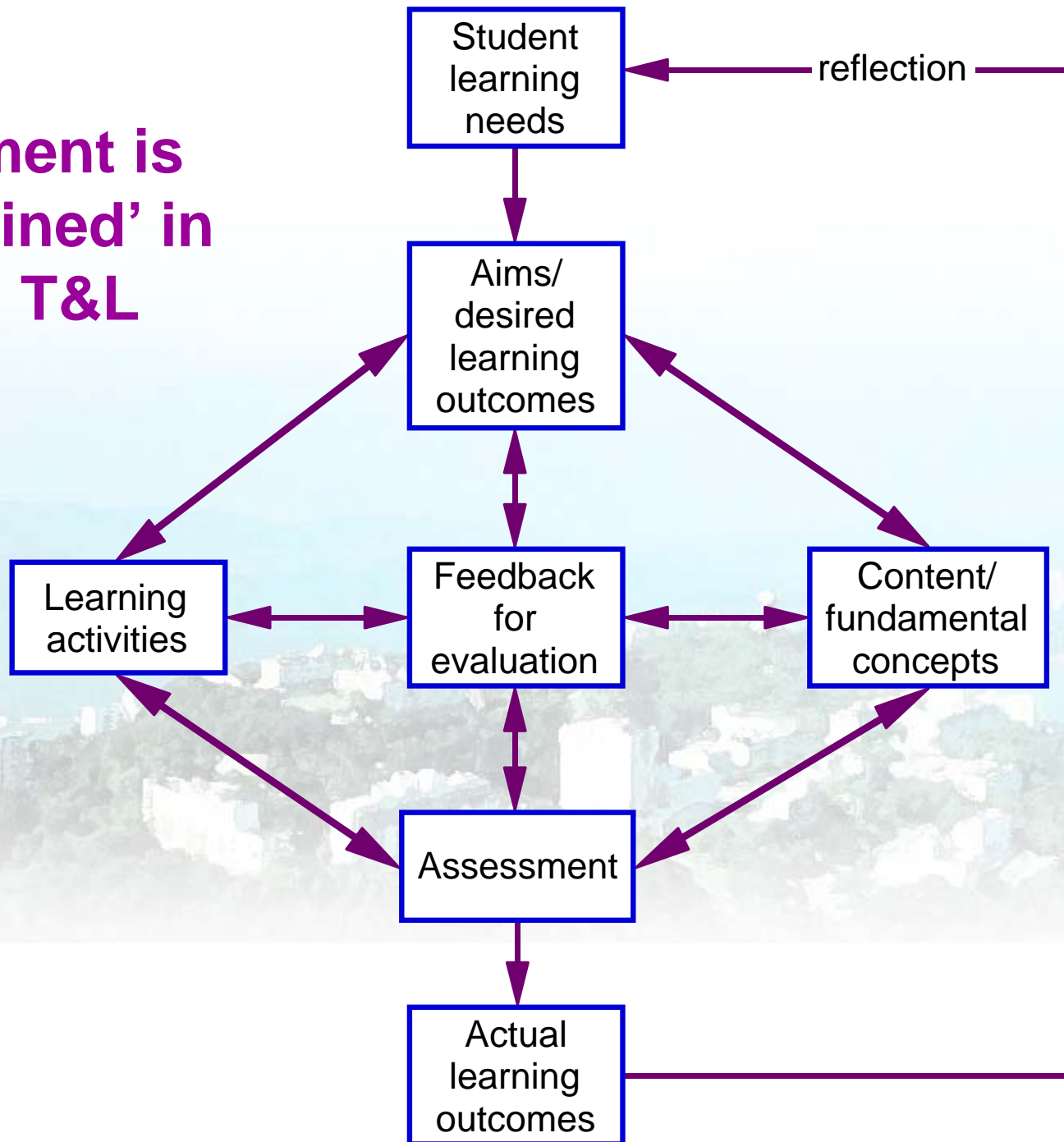
Organized by Heads of Universities Committee

# The Debate about Standards-based Assessment @ CUHK

Professor Carmel McNaught  
Director of CLEAR

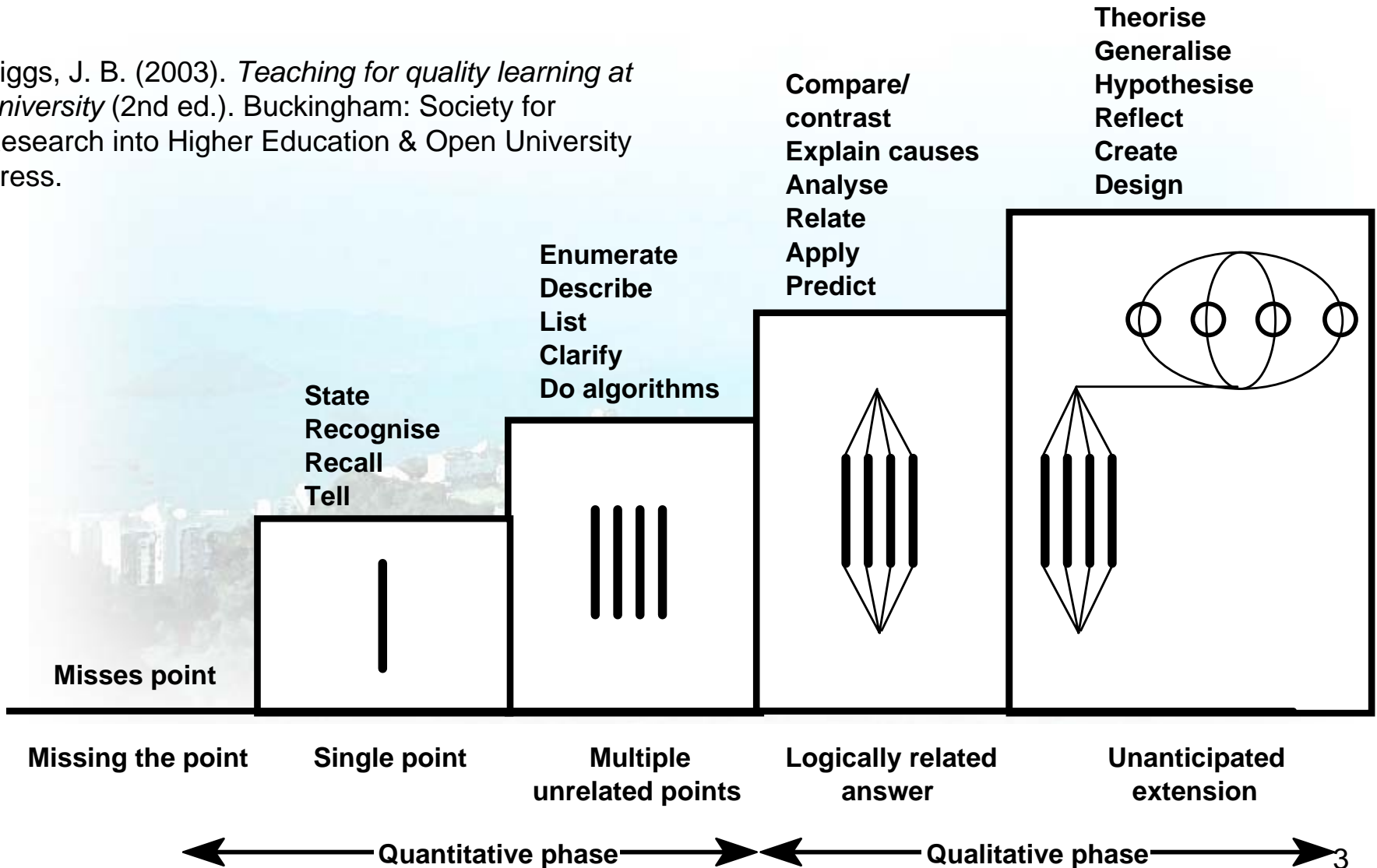


**Alignment is  
'enshrined' in  
formal T&L  
policy**



# Alignment with capabilities used in defining standards

Biggs, J. B. (2003). *Teaching for quality learning at university* (2nd ed.). Buckingham: Society for Research into Higher Education & Open University Press.





# Reconciling norm- & criterion-referencing

**"OLD"**

normative grade distribution

guides

actual assignment of grades

**"NEW"**

normative grade distribution

borne in mind  
when setting

criteria or standards  
for each grade

determine

checked  
against for  
ensuring  
standards

actual assignment of grades

The slide features a decorative arrangement of seven circles. Three circles are positioned in the top row, and four circles are in the bottom row. The circles are light purple, with some being solid and others being hollow outlines. The text is overlaid on these circles.

# Standards Based Assessment

C. S. Tong, HKBU



# The Issues at HKBU

- Outcomes-Based Teaching and Learning
  - All syllabi written in OBTL format
  - TE questionnaires to be revised with outcomes as the focus
  - Alignment of assessment methodology with ILO
  - Revisit norm referencing policy in grading



# The Issues at HKBU

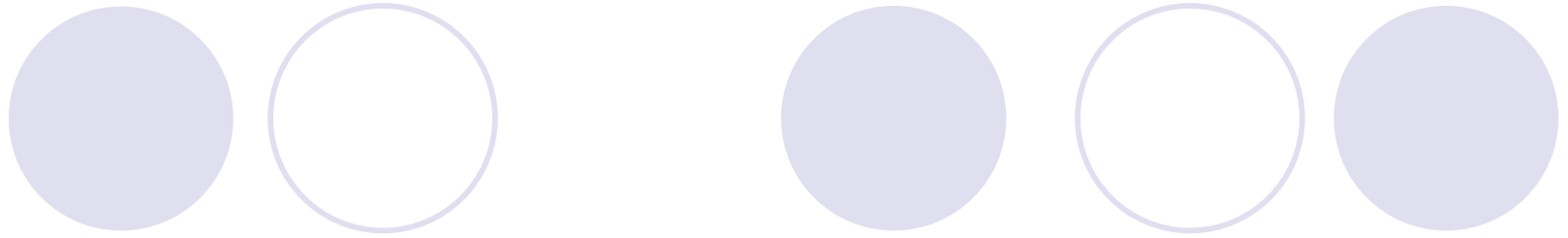
- Problem in moving from norm referencing to standards referencing
  - Well engrained grade distribution guidelines
  - Fear of grade inflation once distribution guidelines are removed
  - Knock on effects on honours classification
  - How to ensure **consistent** grading in **standards** based referencing



# The Road Ahead



- Set up a new committee to oversee all policies relating to Teaching and Learning
  - Consultations
  - Sharing of best practices
- Centre for Holistic Teaching and Learning to support the implementation of the policies



Over to YOU!

# Standard Based Assessment

WANG, Wen Chung

HKIED

# Outcomes vs. Assessment Strategies

## Outcomes

1. General cognitive abilities
2. Program-specific learning
3. Specific competencies
4. Skills
5. Growth and improvement
6. Attitude & involvement

## Strategies

1. Standardized tests
2. Local comprehensive tests
3. Course assessment
4. Performance tests
5. Portfolios
6. Surveys, observations, and interviews

# Standard Setting:

## A Control of Grade Inflation

- Minimum competent candidate
  - One who is just qualified to pass the test at a given level (e.g., A, B, C or D)
- The Angoff method
  - Subject matter experts decide whether or not a minimum competent candidate would answer the item correctly. The cut-score is set as the sum of the correct responses attributed to this hypothetical candidate.
- The Bookmark method
  - Items are ordered by difficulty from easiest to hardest. Subject matter experts place a bookmark at the item in which they believe a minimum competent candidate would not have a predetermined probability of answering it correctly (usually, 0.67).

# Generic Outcome Assessments for General Education

- Major Domains
  - Critical thinking and problem solving
    - Watson Glazer Critical Thinking Appraisal, California Critical Thinking Skills Test and Dispositions Inventory, Cornell Critical Thinking Test, ETS Tasks in Critical Thinking, the ACT Assessment, ACT College Outcomes Measures Program (ACT-COMP), ACT Collegiate Assessment of Academic Proficiency (ACT-CAAP), Assessment of Reasoning & Communicating, Problem Solving Inventory, and Reflective Judgment Inventory
  - Language and communication skills
    - ACT COMP writing skills assessment, ACT-CAAP, College Board College Level Examination Program, ETS PRAXIS I-academic Skills Assessment, ETS Academic Profile, ETS Descriptive Test of Language Skills
  - General content knowledge
    - College Board Advance Placement Tests, ACT-CAAP and ACT-COMP, The ACT Work Keys in occupational programs, College Basic Academic Subjects Exam
  - Self-reported measures
    - ACT-COMP, College Student Experiences Questionnaire, National Survey of Student Engagement, College Assessment Program Survey, Scales of Academic & Social Integration and Growth
- Computerized (adaptive) tests