**Jisc Draft Benchmarking Tool for FE & Skills on Technology Enhanced Assessment**

N.B. The headings are alternatives suggested in first round of feedback: which do you prefer?

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| **Good practice principle** | **First steps** | **Developing**  **(Emerging)** | **Developed**  **(Established)** | **Outstanding**  **(Enhanced)** |
| **Help all learners understand and engage with the requirements and performance criteria for each set task** | Clear, jargon-free, information accessible to all learners is provided about the assessed task, including length, format, time allowance and date of return with feedback  Learners are informed about what constitutes good and poor performance in each assessed task  Assessments are identified clearly in schemes of work that are shared with learners  Assessments occur regularly and build on skills and knowledge developed over the course  Learners are involved in discussion or other activities to establish understanding of learning outcomes and grading/performance criteria | Learners take mock exams so they can experience in a low risk environment what is required for summative assessment in a low risk environment  Learners express their understanding of the criteria before undertaking a task eg by reformulating the documented criteria in their own words  Learners understand what they need to do to improve | Learners are involved in judging and comparing 'model answers' ie examples appropriate to their level and context  Learners take multiple choice tests before class so that class teaching can focus on areas of identified weakness  Learners add their own specific criteria to the general criteria provided by the teacher | Learners have opportunities to design example assignment briefs, learning outcomes and grading/performance criteria  Learners compare 'model answers' (ie examples appropriate to their level and context) against the criteria and their own or each others’ work  Learners submit a cover sheet with each assignment where they make a judgement about how well they have met the criteria (and may also estimate the mark they expect)  Learners mark the work of their peers in order to help their understanding of the assessment criteria |

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| **Support the personalised needs of learners** | All assessment is designed with accessibility and inclusivity in mind  Learners with special needs can submit work and receive feedback in formats adapted to their needs | Diagnostic testing is used to support planning for individual learners  All learners can provide evidence of achievement in a variety of formats  Most learners receive feedback in a variety formats | Predicted grades from online tracking systems are used to set appropriate targets for individual learners eg minimum target and aspirational grade  All learners receive feedback in a variety of formats including audio, video and text  Learners are offered the opportunity to select a topic for assessed work that meets a particular learning outcome  Learners are supported and encouraged to use their own technologies, such as smart phones, to enhance their learning  Digital tools are used to motivate learners appropriately - sometimes this means making learning more fun eg games, competitions etc | All students have an e-PLP (personalised learning plan) or e-ILP (individual learning plan) enabling them to share reflections on achievements, and action plans with teachers and peers  Where possible learners are offered the opportunity to negotiate aspects of the timing, topic and format of assessed work  Adaptive testing is used to set appropriate targets for individual learners  At the end of their course all learners have digital literacy skills appropriate to the level and context of study |
| **Ensure feedback leads to improvement** | Timing of assessments supports effective learning by enabling feedback on a previous assessment to be used subsequently to good effect  Feedback is prompt, constructive and supportive, identifying achievements as well as failings  Generic feedback eg 'frequently occurring problems' is given in advance of a task | Feedback is available online so learners can easily store it and refer to it in future  Feedback contains pointers for action to improve future performance (feed forward)  Feedback is clearly linked to the stated learning outcomes  Learners have opportunities to gain feedback by means other than their teacher eg peer-to-peer activities and online tools/quizzes | Learners are offered the opportunity to identify specific aspects of their work they would like feedback on  Learners are asked to find examples of feedback they found useful and explain how they acted on it  Learners use class time to identify action points for the next assessed task based on their feedback  Acquisition of badges motivates further achievement | The grade for an assignment is not released until the learner has given a response to the feedback  Learners self-assess their own work and teachers provide feedback on the self-assessment as well as the assignment.  Teaching staff use analytical tools to reflect on the feedback they give |
| **Good practice principle** | **First steps** | **Developing**  **(Emerging)** | **Developed**  **(Established)** | **Outstanding**  **(Enhanced)** |
| **Develop autonomous learners** | Learning tasks are structured so they have a progressive level of difficulty  Learning tasks are aligned so learners have adequate opportunities to practice skills before work is graded  A wide variety of assessment methods, including using digital tools, motivates learners and encourages improvement  Learners have access to online quizzes and other self-assessment tools that give feedback on their answers | Education about formative and summative assessment and feedback is integrated into routine study skills for all learners  Learners are aware of risk factors such as falling attendance and missing deadlines and have online tools to help them track their own performance in these areas | Opportunities for self and peer assessment are offered  Learners keep a digital learning journal or e-portfolio using digital images and audio as well as / instead of text to record progress | Learners are supported to assess their performance against their own learning goals rather than the performance of others (ipsative approaches)  Learners draw up their own work plan for a complex task defining milestones and deliverables (marks can be awarded for delivering according to the plan)  Learners are able to use digital tools for academic integrity checking to support development of writing skills and avoid plagiarism |
| **Manage staff and learner workload effectively** | Staff use online schedules to help avoid 'assessment bunching'  Good use is made of generic feedback/FAQs | Learners can see all of their assignment details online to help them plan their time  Feedback to learners is sufficiently timely to inform the next task | Good use is made of self-assessment in learners’ own time eg by use of online tools and quizzes and online competitions between learners  Learner response systems are used to provide dynamic feedback in class and help staff focus their teaching  Detailed marking and feedback is supplemented by other forms of recognition such as badges | A full online overview of assessment schedules is used to help manage staff and learner workload and avoid unmanageable peaks on administrative support and IT systems  Peer review is used to give learners timely feedback  Administrative tasks are automated wherever possible (see principle on efficient business processes) |

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| **Track progress in order to offer appropriate support** | Staff use digital tools (eg spreadsheets) to keep a record of each learner's progress against all assessment criteria | Learners are able to view the digital record of their progress against learning objectives for the course  Learners are able to view the digital record of their performance as regards attendance, punctuality, meeting deadlines etc | All staff and learners have access to a single source of online data recording learner progress against all assessment criteria  All staff and learners have access to a single source of online data showing all of a learner's feedback in one place  Ongoing tracking supplies predicted grades which can be used to improve individual learner performance  Learners are involved in monitoring and reflecting on their own learning through individual learning journals or e-portfolios | Personal tutors can see all relevant information about a learner online in one place e.g. attendance and punctuality, marks and feedback, tutorial records, learning targets, assessments calendar, timetable, additional support records etc  The single source of online data recording learner progress against all assessment criteria is integrated with the tools used for marking  Learners have an online 'dashboard' to support tracking their own progress |
| **Use digital tools to support quality assurance** | An action plan exists to phase out paper-based processes to cut out hand-written forms and rekeying of information as sources of error  Learners and teachers are educated about how to avoid plagiarism in a digital world  There is a clear policy for identifying and dealing with plagiarism | There is an online record of every assignment even where digital submission is not possible eg dance performance/sporting activity  The online record of an assignment is mapped against the performance criteria for a qualification unit  Online scoring rubrics are used where appropriate  Digital text matching tools are used to support teachers identifying where work has been plagiarised | Digital tools provide a full audit trail of marking and feedback  Digital tools are used to audit staff marking and the outcomes are used in staff development  Monitoring and analysis of cases of plagiarism is used to support improved guidance for learners and improved assessment design | External verifiers have ready online access to all assignments and feedback  Digital tools are used to audit staff marking and feedback and the outcomes are used in staff development  Assessment is designed in such a way as to make plagiarism extremely difficult - the tasks require learners to think for themselves and the assessment itself surfaces the process of learning (how they thought about it) |

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| **Promote learner employability** | Learners undertake assessed tasks using digital tools relevant to appropriate vocational contexts | Learning activities and assessment are designed with wider skills development in mind. There are consistent approaches to promoting skills such as maths, english and communication and to correcting errors  Learners are assessed on digital skills and capabilities and wider employability skills as well as their ability to use specific tools  Learners can present a range of digital evidence of their achievement eg images, videos etc | Teachers are up to date and proficient in the technologies in use in their vocational context and build their use into assessments  Digital tools are used to simulate authentic work environments and situations for assessment purposes  Learners use a personal online space to present their achievements to employers | Use of digital tools makes it easy to assess group work and give grades and feedback for individual contributions  Effective use is made of peer review using digital tools  Effective use is made of professional networks on social media as a means of providing feedback to learners on work in progress |
| **Develop efficient business processes** | Text-based assignments can be submitted online  Digital tools are sometimes used for marking and feedback  Online testing takes place only when required by awarding organisations  Some learners' work is securely stored in digital format | Many types of assignment can be submitted online  Digital tools are routinely used for marking and feedback  Online testing is sometimes used to support learners' formative development  Much learners' work is securely stored in digital format  There is no duplication of process eg paper and online copies existing in parallel | Most types of assignment are submitted online  Digital tools are used for marking and feedback with very few exceptions  Online testing is regularly used to support learners' formative development  Most learners' work is securely stored in digital format  It is easy to manage access permissions for teachers and internal verifiers to view learners' digital evidence | Online submission is normal practice for all assignments (including a digital record where there is no physical artefact being assessed eg a dance performance)  Online marking and feedback is normal practice for all assignments (including those where there is no physical artefact being assessed eg a dance performance)  All learners' work is securely stored in digital format  It is easy to manage access permissions for teachers, internal and external verifiers and employers to view learners' digital evidence  Learners can opt to allow others eg potential employers or other learners to view pieces of work |
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| **Support staff in using digital tools for assessment and feedback** | Optional self-directed learning materials are available for teaching staff to use  At a glance guidance on using the available technology is available in all teaching rooms | Most teaching staff undertake staff development in using technology for assessment and feedback  Technical support is readily available during teaching sessions | There are dedicated staff providing training and technical support  All teaching staff undertake staff development in using technology for assessment and feedback | Use of technology in assessment and feedback practice is written into job descriptions and person specifications for teaching staff  Use of technology in assessment and feedback practice is embedded in the teaching staff appraisal scheme  All teaching staff are confident in designing learning experiences that make use of technology, using technology to deliver checkpoints (formative assessment) and using technology to monitor learning progress |
| **Leadership champions good assessment and feedback practice** | The strategic plan covers assessment and feedback practice | There are a clear set of principles underlying the learning providers' approach to assessment and feedback  There is management support for piloting new approaches | There are appropriate mechanisms for evaluating innovative approaches and transitioning effective practices into mainstream delivery  Governance is in place to ensure business process change and investment in technical infrastructure where this is needed to support improved assessment and feedback practice  There is a roadmap for consistent adoption of good practice across multiple sites/following mergers | The climate is one where innovative approaches to using digital technologies to enhance assessment and feedback practice are encouraged  All learners benefit from good use of technology enhanced assessment regardless of where learning and assessment takes place and who is teaching them  There are mechanisms in place for evaluating learning analytics and using this information to inform future planning |

**Technology Enhanced Assessment Benchmarking - Self-assessment**

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| **Criterion** | **Strengths** | **Areas for Improvement** |
| Help all learners understand and engage with the requirements and performance criteria for each set task |  |  |
| Support the personalised needs of learners |  |  |
| Ensure feedback leads to improvement |  |  |
| Develop autonomous learners |  |  |
| Manage staff and learner workload effectively |  |  |
| Track progress in order to offer appropriate support |  |  |
| Use digital tools to support quality assurance |  |  |
| Promote learner employability |  |  |
| Develop efficient business processes |  |  |
| Support staff in using digital tools for assessment and feedback |  |  |
| Leadership champions good assessment and feedback practice |  |  |

**Technology Enhanced Assessment Benchmarking - Scorecard**

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| Support staff in using digital tools for assessment and feedback |  |  |  |  |
| Leadership champions good assessment and feedback practice |  |  |  |  |