



**Key  
Resources  
for ECRs**

# HOW TO DESIGN MARKETING ASSESSMENTS

A guide for ECRs

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# 1. Principles of Good Assessment

## Validity

Valid assessments are explicitly designed to measure student achievement of the intended learning outcomes in relation to the learning you believe should have taken place.

## Reliability

Reliable assessment generates results that are accurate and consistent across a cohort and over time. This is not only important administratively but also to ensure students' trust in the assessment process. To achieve the level of consistency necessary for reliable assessment, some universities provide generic qualification descriptors, level descriptors and assessment criteria for specific levels of award. Marking policies and guidance also contribute to reliable assessment as part of a quality assurance process. These processes will be supported by the University's external examiner system, with all external examiners being asked to report on the reliability of assessment.

## Equity

A variety and range of assessment methods may be appropriate for different learning styles. Provided each type of assessment is employed in a way that reliably and validly measures the intended learning outcomes, diversity of assessment methods allows all student to demonstrate their knowledge, understanding and skills.

## Accessibility

Students' needs are highly diverse, and every effort should be made to ensure that assessment is accessible to all. Ensuring accessibility is important in all aspects of the course, not only in assessment. It means working within institutional and legal guidelines on equal opportunities or disability, including providing support or alternative modes of assessment where necessary.

## Fairness and Transparency

Assessment should give all students a reasonable chance of succeeding. Prior to undertaking any assessment task, students will be clearly informed of the purpose and requirements of the task. Students should be adequately prepared for both the content and the method of assessment, and they should know what level of achievement is expected. All students should have had the opportunity to acquire the knowledge and skills being assessed. Marking processes, assessment criteria and policies related to assessment should be communicated to the students and all assessors involved in the assessment process.

## Assessment should support the student learning process

Assessment tasks can simultaneously influence students' learning and how they approach their learning. This should be considered when designing assessment. There are three main approaches to assessment:

**Assessment of learning** refers to assessment strategies that confirm what students know, whether they have met the learning outcomes or certify proficiency.

**Assessment for learning** occurs when assessment is used as an investigative tool to identify what students know, what they can do, and preconceptions, confusions, or gaps in their learning.

**Assessment as learning** refers to strategies that focus on learners' metacognition (i.e., knowledge of one's own thought processes). Students are personally monitoring what they are learning and use what they discover from the monitoring to make adjustments, adaptations and even changes in their thinking.

Students should receive timely feedback on assessed work that is aligned with the outcomes being assessed and conveys how performance on those learning outcomes measures against the criteria against which it was assessed.

## Efficiency

Assessment should be efficient for both students and staff such that learning outcomes are not overly assessed and that knowledge and skills can be sampled.

## 2. Bloom's Taxonomy and Assessment Mapping

### Bloom's Taxonomy

Bloom's Taxonomy is a classification system which helps to define and distinguish the different levels of human cognition. The taxonomy proposes six different knowledge levels classified from lower order to higher order of cognitive domains: these are described as single verbs; remember, understand, apply, analyse, evaluate, and create. As a framework, it typically enables instructors to move their students through the learning process within an organised framework. Understanding the knowledge levels can help educators to align the course or Module objectives with appropriate activities and assessments. Most educational objectives can be placed in one of the three domains: *Cognitive, Affective* and *Psychomotor*. Only the *Cognitive* and *Affective* domains were originally published by Bloom.



Basic knowledge, the first stage of learning, leads to the development of the skills and abilities that are crucial to completing the pedagogical process: Comprehension, application, analysis, synthesis, and evaluation. While there are subcategories within each, each stage lies on a continuum. The belief is that students move up through each level

of the pyramid in Bloom's taxonomy, starting from very basic learning, to acquire deeper knowledge on a subject, with each level crucial to the development of the next.

### Application of Bloom's Taxonomy

Educators can apply Bloom's taxonomy by asking questions and delivering assignments that directly correlate with specific learning objectives in each stage of the process, making the objectives clear to the student. For example, posing multiple-choice questions can help gauge a student's level of basic understanding and remembering of a subject, while asking a student to generate a comparison or analogy points towards entering the application or analysis stage.

### Bloom's Taxonomy & Assessments

When planning assessments, educators need to consider the teaching and learning on the course or Module and consider where the students are in the hierarchy of Bloom's Taxonomy. Assessments then need to be assigned which align with the level of the taxonomy. The table below gives some examples of the types of assessments which lend themselves well to each level of the taxonomy.

| Level:  | Verb  | Examples of Appropriate Assessments  |
|---|---|--|
| <b>Remembering:</b> can the student recall or remember the information? | Recall<br>Recognise<br>Identify                                     | Objective test items such as fill-in-the-blank, matching, labeling or MCQs that require students to: <ul style="list-style-type: none"> <li>Recall or recognize terms, facts and concepts</li> </ul>   |
| <b>Understanding:</b> can the student explain ideas or concepts?        | Interpret<br>Exemplify<br>Classify<br>Summarise<br>Infer<br>Compare | Activities such as papers, exams, problem sets, class discussions or concept maps that require students to: <ul style="list-style-type: none"> <li>Summarise readings, films or speeches</li> <li>Compare and contrast two or more theories, events or processes</li> <li>Classify or categorize cases, elements or events using established criteria</li> <li>Paraphrase documents or speeches</li> </ul> |
| <b>Applying:</b> can the student use the information in a new way?      | Apply<br>Execute<br>Implement                                       | Activities such as problem sets, labs, prototyping or simulations that require students to: <ul style="list-style-type: none"> <li>Use procedures to solve or complete familiar or unfamiliar tasks</li> <li>Determine which procedures are most appropriate for a given task</li> </ul>   |

### 3. Types of assessment

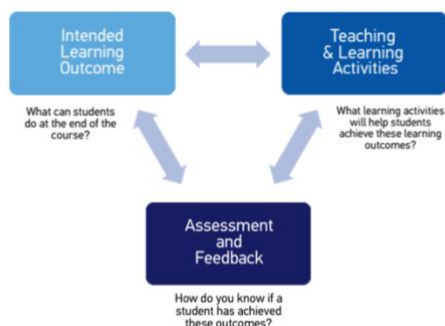
| Type of Assessment                                 | Description   |
|--|---|
| Diagnostic (pre-assessment)                        | Implemented before content learning takes place, typically at the beginning of a lesson, unit, course, or any academic program. They are useful for collecting information about the strengths, weaknesses, skills, and knowledge the learners possess. Used to determine the level of instruction and "set the bar" by measuring pre-acquired learner knowledge (what the learner already knows entering the course of learning). Instruction is designed thereafter as per the learners' requirements.  |
| Formative  | These are the in-process assessments that support learning. A teacher administers formative assessment multiple times during a module, unit, lesson, or course. They are particularly designed for practice. Formative assessment acts as a form of continuous learning, covering small content areas while also monitoring the learning process. However, such types of evaluations do not assign ranks and grades. The most important function of formative assessment is to monitor learning and provide feedback to modify instruction.   |
| Interim  | Also known as "benchmark" assessment, interim assessment is used to determine where students are in the learning process by evaluating their content knowledge incrementally throughout the learning process. The results of interim assessment might be used to gauge how student might perform on upcoming assessments and instruction might be adjusted accordingly.   |
| Summative  | Implemented after a large amount of learning takes place, typically at the end of an instructional period, with the goal of assessing cumulative knowledge. Summative assessment attempts to measure the effectiveness of learning, the student's proficiency, and their success. This method often uses tests, assignments, and projects for specific grading and ranking of students. Besides knowledge, summative assessment might also be used to measure learners' skills and attitudes. Hence, it gives an insight into the students' performance as well as the effectiveness of a teacher's instructions. Summative assessment is unique in that it is used to provide data and feedback to the instructor or institution, not for the purpose of improving the participant's knowledge or the quality of their instruction.  |
| Ipsative   | Ipsative assessment tests track the learners' progress relative to standards against their previous performance. Comparing results against one's own personal achievements can bolster knowledge and self-confidence. Ipsative assessment reveals student progress and can be used to guide further learning.   |
| Authentic (Also called Performance or Alternative) | Authentic assessment replicates real-world challenges that experts or practitioners in the field encounter. Learners are asked to "perform" a task that requires them to apply what they have learned. Used demonstrate mastery of learning gains against standards as well as critical thinking and problem-solving skills. This could be any learning activity or assessment that asks students to construct a multifaceted response, create a product, produce something or provide a demonstration to perform with their learning.  |
| Synoptic   | Combines multiple concepts, units, or topics in which a single assessment requires students to make connections between the learning. A holistic approach to assessment and the interconnectedness of learning.   |
| Patchwork  | Patchwork assessments consist various small pieces of work (called patches), which are then brought together retrospectively, when they are 'stitched' together by the student who offers some unifying commentary or an overarching reflection. Patches are typically completed at intervals throughout the learning period (e.g., a term, semester or the whole year). Each patch is a complete work (academic, reflective, creative), produced in any media (text, video, audio, etc). This means patches can be subjected to formative assessment which allows for continuous assessment and student have more freedom over how they express their ideas. However, patchwork assessment is the sum of its parts; the final product, comprising the unified patches is typically submitted for summative assessment. Patchwork assessment encourages deep and transformative learning and supports deeper understanding of the complex-interrelationships between patches through reflection to form the overall submission. |

## 4. Devising assessment

### Constructive Alignment

When designing a learning experience, course, or programme, it is important that there is a fit between the learning outcomes, assessments, and teaching and learning activities; in other words, that the three components are aligned. This helps ensure teaching and learning activities enable students to develop the knowledge and skills in the learning outcomes and prepare for formal assessments. In turn, assessments that align with the outcomes and planned learning activities help teachers and students determine whether, and to what extent, the outcomes have been achieved. As teachers know, students tend to focus on what they think will be assessed. If assessment mirrors the learning outcomes and the teaching and learning activities, students will achieve the learning outcomes, as teachers and learners will be focused on the same goal. This relationship is referred to in the literature as constructive alignment.

Effective assessment design considers the links between three components:



- the learning outcomes of the course or module (i.e., the intention of the teacher and expectation of what the students will be expected to learn)
- the teaching and learning activities the students will engage in to facilitate learning
- the assessment tasks that test the students' abilities to achieve the learning outcomes

### Stage 1: Start with learning outcomes

Consider the question: What do I want students to know how to do when they leave this course? Use skills across Bloom's taxonomy to design aims (See page 1).

### Stage 2: Choose assessment methods

Consider the question: (What kinds of tasks will reveal whether students have met the learning objectives I have identified)? Consider then the type of assessment method that will allow students to demonstrate that the aim(s) of the course have been met. For example, if the course/module outcome is for students to apply analytical skills, the assessment must measure those skills. A mismatch between aims, teaching and assessment can lead to student frustration and dissatisfaction with the module/course. When deciding on the method consider the following:

- assessment methods influence students' learning – the choice of the method has an impact on how students approach learning and to what extent they engage with the material (on a deep or surface level)
- different methods measure different skills – diversifying the assessment diet allows a wider variety of skills to be measured and is a more inclusive assessment mode (See the table on page 3.)
- different methods require different amounts and type of effort – consider how much time it will take a student to learn how to approach the method and to complete the task, consider this also from the point of view of the lecturer – how much work an assessment method requires from the assessor?
- different people are good at assessing different things – as a subject specialist you are good at assessing subject knowledge but other colleagues, or industry professionals might be more suited to assess other skills
- What type of feedback is required or warranted prior to submission? Peer assessment is a good way of providing formative feedback prior to assessment submission (See page 7.)

### Stage 3: Decide on teaching and learning activities

Consider the question: What kinds of teaching and learning activities are required to reinforce and deliver on the learning objectives and prepare students for assessments?

## 5. Marking schemes & Rubrics

It is important to put processes in place to ensure assessments are marked fairly and consistently across all markers, modes and teaching locations. Designing a marking scheme or rubric may be helpful.

### Marking Schemes

A marking scheme outlines how student responses to assessment will be evaluated, by illustrating how point values are assigned to various levels of student response, for example. Marking schemes are useful for assessments where students can earn full or partial credit, such as the constructed response portion of an exam, or writing a performance task. In the case of a constructed response to exam, the marking scheme might be applied in combination with other tools like a model answer. Ideally, marking schemes should reference the standard they seek to assess. They may also include an exemplar response with a scoring guide for the allocation of marks. For example:

| Points | Credit         | Description  |
|--------|----------------|--|
| 0/3    | No credit      | Student answered all parts of the question incorrectly, or did not answer the question |
| 1/3    | Partial credit | Student answered some parts of the question correctly                                  |
| 2/3    | Partial credit | Student answered most parts of the question correctly                                  |
| 3/3    | Full credit    | Student answered all parts of the question correctly                                   |

### Rubrics

A rubric is a tool that demarcates various levels or thresholds of performance in relation to an assessment standard. Most rubrics label these levels in the following way:

- Exceeds expectations
- Meets expectations
- Approaches expectations
- Does not meet expectations

Rubrics can come in various formats, depending largely on whether you have described holistic or analytic standards.

#### Holistic rubrics

- single criteria rubrics (one-dimensional) used to assess students' overall achievement on an activity based on predefined achievement levels.
- performance descriptions are written in paragraphs and usually in full sentences.

#### Analytic rubrics

- two-dimensional rubrics with levels of achievement as columns, and assessment criteria as rows. This multi-dimensionality allows you to assess students' achievements based on multiple criteria using a single rubric.
- you can assign different weights (value) to different criteria and include an overall achievement by totalling the criteria.
- written in a table form. Therefore, analytic rubrics may also be called marking grids or matrices.

Using a rubric also benefits the learner by making assessment expectation clearer, providing transparency in the assessment process, helping with self- and peer-assessment, and providing a structure for feedback.

### When to use a marking scheme versus a rubric

Marking schemes are optimal for low-stakes, formative assessments or those which have a single correct response or approach to a problem. Rubrics can be used with any assessment, whether formative or summative where the teacher wishes to clearly communicate how the student can progress. Rubrics work well for authentic assessment (performance tasks), constructed responses and patchwork (or portfolio) type activities where there is more room for subjectivity in judging performance against assessment criteria.

## 6. Feedback and feed forward

When designing assessments, it is also important to start thinking about when, where, and how feedback should be provided. Marking schemes and rubrics as described above are very useful but there are also many other ways in which feedback can be provided. First it is important to distinguish between feedback and feedforward and where to embed these moments within the course or module.

### Feedback

"Conventionally, feedback is conceptualised as an issue of 'correction of errors' or 'knowledge of results'. Much more important is how the provision of feedback affects student learning behaviour - how feedback results in students taking action that involves, or does not involve, further learning." Transforming the Experience of Students through Assessment (TESTA). Feedback provides information to learners about where they are in relation to their learning goals so that they can evaluate their progress, identify gaps or misconceptions in their understanding and take remedial action.

### Feedforward

While feedback focuses on a student's current performance, and may simply justify the grade awarded, feed forward looks ahead to subsequent assignments and offers constructive guidance on how to do better. A combination of both feedback and feed forward helps ensure that assessment has a developmental impact on learning.

### Feedback Characteristics

To benefit student learning, feedback needs to be:

- *constructive*. As well as highlighting the strengths and weaknesses of a given piece of work, it should set out ways in which the student can improve the work.
- *timely*. Give feedback while the assessed work is still fresh in a student's mind before the student moves on to subsequent tasks.
- *meaningful*. It should target individual needs, be linked to specific assessment criteria, and be received by a student in time to benefit subsequent work.

Feedback is valuable when it is received, understood, and acted on. How students analyse, discuss and act on feedback is as important as the quality of the feedback itself. Through the interaction students have with feedback, they come to understand how to develop their learning.

### Feedback Types

Feedback can serve several purposes and take several forms. Feedback can be provided as a single entity – i.e.: informal feedback on a student's grasp of a concept in class – or a combination of multiple entities – i.e.: formal, formative, peer feedback on stage one of an assessment task. Each has its place in enhancing and maximising student learning, thus where possible, courses should provide opportunities for a range of feedback types.

1. Informal feedback: Occurs at any time since it emerges spontaneously in the moment or during action. This may occur in the class, in an online forum or in office hours.
2. Formal feedback: Planned and systematically scheduled into the learning and assessment process. Usually associated with assessment tasks and includes marking criteria, competencies, or achievement of standards. Is recorded.
3. Formative feedback: monitors student learning to provide ongoing feedback that can be used by students to improve their learning
4. Summative feedback: evaluate student learning at the end of a module/course by comparing it to a standard
5. Student peer feedback: students can learn to give quality feedback themselves; this enriches their learning experience and develops professional skills.
6. Student self-feedback: teachers can provide students with the skills for self-assessment and goal setting, allowing students to reflect and to become independent.

## 7. Considerations related to submission

### Logistics

The learning environment, access to technologies and information systems in place, may shape or place constraints on the types and formats of assessment that students can submit. For example, you might set an assignment requesting students submit a video. While the virtual learning environment may allow for the submission of video files, there may be limitations on the file sizes students can upload, storage space and on who can be given access permissions. Some points to consider are:

- The format of submission (e.g., paper-copies, digital files)
- Whether a physical or digital acknowledgement of submission will be provided to the student

For digital assessments:

- Acceptable file formats
- Maximum file size
- Maximum number of files uploaded and/or upload attempts
- Duration of submission window ahead of deadline
- Integration of technologies if student will produce and/or provide access to a file outside of the VLE
- Required access permissions to digital files
- Assessors' and administrators' ability to open, view, play and edit digital files
- Where will the stipulations and guidance around the process of submission be communicated to students?
- Will you, or an administrator be available to respond to submission queries or issues?
- Will the physical or digital submission box accept late submissions?

### Deferrals, Referrals & Communication!

There may be time when students are unable to submit assessments by the given deadline. Referral is a further attempt ('re-assessment', 'resit', 'repeat') at the assessment without the requirement to repeat attendance. Deferred assessment typically allows the student to postpone or extend the submission date of an assessment if they believe their performance has been affected by unforeseen personal circumstances, in line with the institution's policies. This may require the provision of an alternative assessment with re-consideration of the assessment design. For example, the original assessment involved group work, but individual students could not submit with the group and will redo the assessment alone in the following assessment period. While University procedures are in place to support these students, some communication to the student is typically required from the module leader and/or administrators. You should consider:

- Whether these cases require a newly designed assessment?
- When the assessment brief must be ready for assessors to review and then release to the students?
- Will student have access to teaching materials to support their completion of the assessment?
- Will you be available to respond to questions during the period of assessment completion (particularly if this is outside of the normal teaching period)?
- The submission logistics are and how will you communicate them?
- What is the time frame and process for marking and feedback?
- Will the student have an opportunity to discuss marks and feedback once received?



## 8. Assessment evaluation for improvement

### Qualities of Good Assessment

Several attempts to define good assessment have been made. There is a general agreement that good assessment (especially summative) should be:

- Valid: measures what it is supposed to measure, at the appropriate level, in the appropriate domains
- Fair: is non-discriminatory and matches expectations.
- Transparent: processes and documentation, including assessment briefing and marking criteria, are clear.
- Reliable: assessment is accurate, consistent, and repeatable.
- Feasible: assessment is practicable in terms of time, resources, and student numbers.
- Educational impact: assessment results in learning what is important and is authentic and worthwhile.

Although all assessments should aim to meet the criteria set out above, it is not always the case that the educator gets the assessment right first time. It is therefore important to consistently evaluate assessment, this allows you to judge the success of the assessment in evaluating how well students met the intended learning outcomes and identify areas for improvement.

### Steps:

1. Articulate a question: What outcome/goal will you investigate? What would faculty be interested to know?
2. Determine evidence/indicators: What information/evidence will be gathered/used to answer the question? What is the most useful and meaningful information to inform assessment improvement?
3. Determine judgement criteria: What criteria will you use to determine program effectiveness or success?
4. Determine methods: How will you gather evidence? What methods and instruments can you use to capture evidence? Would the use of multiple methods be appropriate?

### Methods options

There are direct and indirect types of evidence-gathering methods that can be used to evaluate assessment. Direct evidence of student learning (i.e., student performance and products) provides demonstrations of what students know or can do with what they learned. Indirect evidence (i.e., student self-assessment, opinions, perceptions, attitudes) allows you to make inferences about student learning and the effectiveness of the assessment.

#### Direct evidence of assessment success:

- Assessment products
- Assessment grades
- Observation of student performance
- Pre-post assessment comparison

#### Indirect evidence of assessment success:

- Surveys (e.g., in-module surveys, student evaluation comments, etc.)
- Interviews
- Focus groups
- Assessment data (e.g., time spent on task, submission numbers, etc)
- External examiner comments

Once the evidence has been collected, the educator must decide whether adjustments need to be made to the assessment mode. If adjustments are required, it is likely that these will need to go through a formal validation process so caution should be exercised before making changes at one's own free will, making sure the appropriate procedures are adhered to.

## 9. Case Studies

### Case study 1 – Poster Assessment for Second Year Marketing Module

**Module:** Marketing Strategy in Context

**Cohort:** 580 second year undergraduate students

In this module, constructive alignment was used to design the assessment. The poster is an appropriate tool to adequately assess the learning outcomes. The teaching and learning materials were also designed to ensure students could meet the learning outcomes.

#### Learning Outcomes:

1. **Select** and appropriately use a variety of strategic marketing conceptual tools to adequately assess the marketing environment for an organisation
2. **Analyse** the inter relationships amongst the components of the marketing mix and to develop tactical approaches to achieving strategic goals
3. **Evaluate** from a managerial perspective the marketing concepts applied in a range of practical settings
4. Through effective **synthesis** of theoretical knowledge and examples from business develop and **critique** a range of marketing strategies demonstrating how theory may be applied in marketing practice
5. **Evaluate** appropriate ethical and social responsibilities expected of marketers from awareness of legal, moral and other pertinent stakeholder perspectives

#### Assessment:

For the assessment on this course you are required to produce an e-poster (also known as a digital poster). This is worth 70% of your final grade. A poster is expected to be highly visual and therefore the maximum word count is 800 words (except for figures and diagrams). You are required to produce your poster using CANVA.

The poster will depict a synthesis of the marketing strategy of a brand of your choice (watch the video on choosing your brand for the assessment):

1. An analysis of the external and internal environment
2. A competitor analysis
3. The approach taken to STP
4. Strategic use of both the internal and external brand
5. The marketing mix
6. Evidence of ethical and sustainable marketing practices

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### Case study 2 – Video-recorded Presentation of a Marketing Plan for a First-Year Marketing Module

**Module:** Principles of Marketing

**Cohort:** 550 first-year undergraduate students

In this module, teaching and learning activities introduced students to a range of marketing theories, marketing plans, components of marketing strategy and explained how strategy is implemented through the marketing mix. Exercises developed students' ability to make recommendations derived from critical analysis. Students presented their work-in-progress twice and received formative feedback from peers and then their tutor prior to submission.

#### Learning Outcomes:

1. Identify core marketing theories and their relevance.
2. Understand the critical elements in marketing strategies and plans.
3. Explain how marketing strategy is implemented through the marketing mix.
4. Identify and suggest relevant marketing tools and frameworks to make better business decisions.

#### Assessment:

Company X has asked you to help it understand the market in which it competes and the target customer. The Marketing Manager would also like to recommend how it should promote its new product. You will produce a marketing plan, submitted as a 12-minute video recorded presentation. This is worth 60% of your final grade. In your presentation, you should:

1. Analyse the market, competitive landscape, and relevant consumer trends using relevant tools or frameworks.
2. Analyse the target customer(s) and present a customer persona.
3. Explain how the marketing strategy is delivered through the current marketing mix.
4. Create value proposition map. Identify which aspects of the value proposition you will leverage to communicate the new product.
5. Propose a marketing communication campaign to communicate the recently launched product.