Course assessment information form - Board of Examiners IDE (v151223)

Within IDE it is expected course coordinators have an examination matrix available for their course. This matrix has a key role in the procedure the Board of Examiners applies for assessing the quality of examinations. Please complete this assessment information form, of which the matrix format is based on Bloom's revised taxonomy ¹, and replace the sample text (in blue) by information that applies to your course. (Additional guidelines are to be found on the next pages)

Α.	Course name	(in full), code,	and number of E	Cs:									
в.	Name of (co-)	examiner: [nai	me course coordir	nator]	l (is UTQ qu	ualified)							
C.	Description o	f all formative	and summative a	issess	ment part	s (please, mark	formative parts	with *):					
	Exam 1: Writt	en test (individ	ual, at the end of	the c	ourse)								
	Exam 2: Assig	nment; group d	of 3 students (rep	ort)									
	Exam 3: Assignment 2; group of 5 students (report + final presentation)												
D.	Exam ² is devised by:				Exam is a	assessed by:							
	Exam 1: Teacher A, B and C				Exam 1: Teacher A, B and C								
	Exam 2: Teach	her B and C			Exam 2: Teacher B and C								
	Exam 3: Teach	her A, B and C		Exam 3: Teacher A, B and C									
F.	Brief outline of determining the final mark (including the weighing of components and the fail/pass regulation												
	The final test and assignment 1 (exam 1 and 2) each account for 30% in the final mark, and assignment 2 (exam 3) accounts for												
6	40%. When an assignment is handed in too late, the final grade will be deducted by one point.												
G.	matrix	Remember	Understand		Apply	Analyse	Evaluate	Create	Weight				
	1. Learning		Final test (exam			Assignment 1							
	objective 1 ³		1, eg Q 1 and 3)			(exam 2)							
			15%			15%			30 %				
	2. Learning			Fina	l test	Assignment 1 (exam 2)							
	objective 2			(exa	m 1, eg Q								
				2 0%	u 4)	1070			30 %				
	3. learning						Assignment 2		0070				
	objective 3						(exam 3)						
							40%		40 %				
	Total		15%	20%		25%	40%	100%					
н.	Brief outline	of actions to pr	event students f	r <mark>om c</mark>	ommitting	g fraud (like free	e-riding), includir	ng the use of					
	generative Al	:											
	- Different group composition for assignment 1 and 2 Benetic of Assignments 1 and 2 are checked with the plaginging over a finance in Printmenes												
	- For Assianment 2 the Scorion tool is used for peer evaluation												
	- Final test acco	ording to IDE rule	s and regulations fo	or writ	ten test (un	der surveillance)							
١.	Brief outline	of actions to er	nsure consistent a	assess	ment with	nin or between	teachers/coache	es/studios:					
	- Reports of ass	ignment 1 and 2	are assessed by te	acher	duos								
	- The final prese	entations are ass	essed by a teacher	duo fr	om another	studio							
<u> </u>	- A meeting wit	A meeting with all teachers is organised to tune given grades between studios											
J.	Brief outline of the grade distribution:												
	- 210 students took the course this year, and the pass rate was 85%. Of the students who did not pass, 5% was entitled for a an additional assignment (they are still working on it). The average grade was 7,8. The highest mark given was a 9,5 (4 students), the lowest a 4 (4 students).												
I. J.	 For Assignment Final test according Brief outline Reports of assignment The final pression A meeting with Brief outline 210 students to an additional astudents), the last 	of the scorion t ording to IDE rule of actions to er ignment 1 and 2 entations are ass thall teachers is of of the grade dis took the course t ssignment (they owest a 4 (4 stud	ool is used for peer s and regulations for are assessed by te essed by a teacher organised to tune g stribution: his year, and the pa are still working on lents).	evalue or writ assess acher duo fr iven gi iss rate it). Th	ation ten test (un sment with duos om another rades betwe e was 85%. e average g	der surveillance) nin or between studio een studios Of the students w rade was 7,8. The	teachers/coache ho did not pass, 59 c highest mark give	es/studios: % was entitled en was a 9,5 (4	for a				

¹ Bloom's taxonomy is frequently used in a variety of institutes of Higher Education, and is part of the UTQ courses for teaching staff of Delft University of Technology. Bloom's original taxonomy dates from 1956 and since then, various attempts have been made to revise the work. Within TU Delft, Bloom's *revised* taxonomy now is being used as framework to enable assessing the way in which examination in a course is related to its learning objectives. For partly pragmatic reasons, IDE's Board of Examiners continues on this, and also uses Bloom's revised taxonomy within their evaluation procedure. Mutual communication on the matter between lecturers and the Board of Examiners is expected to be enabled by this.

² 'Exam' here, is supposed to cover anything that contributes to assessment (of students) in the course, such as tests, instructions, assignments, etc....

³ Please replace this LO number by the LO description, or attach a list of described LOs as reference to these numbers.

Guidelines for filling out the course assessment information form

Below is a *point-by-point* explanation of the various aspects, indicated with capitals in the form.

- A. Here, factual information is asked for: the *name and code of the course* should be filled in.
- **B.** From September 2018, newly appointed course coordinators are also appointed as course examiners under the condition that *examiners have obtained a University Teaching Qualification* (UTQ) or an equivalent teaching degree. In the situation a course coordinator has not obtained this qualification yet, another staff member who has will be closely involved in, and will take co-responsibility for the construction and grading of the examination. Please fill in the name of the *(co-)examiner* (which thus can be the name of the course coordinator).
- **C.** Include a *list of assessment parts* that are applied in the course, which can be either formative or summative exams. Mark formative exams with *. For each (summative) exam you are asked to provide 2 examples of student work with associated grade and assessment (e.g. filled in assessment form). *See also the email from the Board of Examiners*.
- D. and
- E. The *names of the teachers* who were involved in *devising* the examinations, and of those who were involved in *assessing* these should be filled in.
- **F.** State how the *final mark* for the course is *determined*. Include the weighing factors for the different components as well as any bonus-malus arrangements. Indicate the pass/fail rules and whether students are allowed to improve a grade, and if so, when and how.
- **G.** You are asked to submit a *list of learning objectives* (LOs) for the course (i.e., a description of what a student should be able to after successfully completing the course). *See also the email from the Board of Examiners*. You can either include full LO descriptions in the matrix, or attach a separate list to which the numbers in the matrix refer.

Notes on filling out the examination matrix:

- On the horizontal axis, the various levels of the cognitive processes are shown to an increasing degree of complexity. In other words, the levels of cognitive complexity are ranked; a continuum from *concrete* to *abstract*. For example; a student is only able to analyse, if the required subject material is understood and the student is able to apply it. In principle, the way in which a learning objective is formulated prescribes the proficiency level on which it should be examined, bearing in mind that a *higher level of proficiency implies that the lower levels are already covered* (see Blooms taxonomy).
- Given the content of the IDE programmes, competence of the learning objectives is often demonstrated by students in a report or oral presentation. In the case that 'communication' is the focus of the learning objective, it is important to determine whether the focus is on communicating the content (applying), or the content itself. If the latter is the case, often a higher cognitive process is at stake.
- Remark about the evaluate level: This cognitive process is *not* about (self) reflection. Self-reflection is a
 form of meta-cognitive knowledge, and can be applicable to any level of the cognitive process. For
 example, after performing a calculation (applying), a student can conclude to use another method the next
 time. To be able to evaluate as meant in Bloom's taxonomy, is to be able to make judgements based on
 criteria and standards.

Following this list of course LOs, for each LO should be stated in which exam it is being assessed (refer to the number from the list under B) and/or what method is being used. Indicate the level of cognitive process the LO is being assessed on, by putting the information in the corresponding column from Blooms revised taxonomy.

In case of a written exam, different questions may test LOs on different levels; in such case, indicate only the highest level to which the exam appeals to, as it is assumed the lower levels then are already covered.

Please list one or two exam question numbers so that the Board of Examiners can recognise these are indeed on the indicated Blooms level.

Last, also indicate the weight of the exam (part), and the LO assessment within the total course.

In the appendix you will find a copy of Bloom's revised taxonomy and its key words or active verbs (appendices 1a and 1b)

- H. Please state briefly what measures are taken to prevent students from committing fraud, including the use of generative AI. Fraud is e.g. cheating during an examination, free-riding on the work of others during group assignments, improper use of someone else's ideas, or committing plagiarism when writing reports. Not allowed use of generative AI for e.g. writing (parts) of reports, completing programming tasks or take home assignments are also considered fraud.
- I. Please state what activities are organised during the course to ensure consistency in assessment within a teacher and/or between different teachers/coaches and studio's (e.g. answer key for written exam, rubric for project, coach meetings about grading, bench marking sessions, etc.).
- J. Please give a brief outline of the grade distribution.

ANALYZE EVALUATE CREATE	Solve Examine and break information into To justify. Presenting and defending To change or create into something by parts by identifying motives or opinions by making judgements new. Compiling information togethe ge, facts, causes. Make inferences and find about information, validity of ideas or in a different way by combining evidence to support generalizations quality of work based on a set of elements in a new pattern or criteria.	Key words Key words Key words	Practise Analyse Examine Question Agree Dispute Opinion Adapt Experiment Produce Relate Appraise Find Rank Appraise Effective Perceive Add to Extend Propose Represent Arrange Focus Reason Argue Estimate Perceive Add to Extend Propose Select Assumption Function Relation. Assess Evaluate Prioritise Change Happen Reframe Solve Eatendown Group Rayins Argue Estimate Prioritise Change Happen Revite Solve Categorise Highlight Recording Explain Prove Choose Hypothesise Revite Solve Categorise Highlight Recording Group Solve Rayins Recommend Categorise Infection Residen. Choose Hypothesise Revite Solve Categorise Infection Resons Recommend Compile Informate Solve Categorise Infection Resons Recommend Compile Information Solve Categorise Infection Resons Recommend Compile Information Solve Categorise Infection Resons Recommend Compile Information Solve Categorise Inference Select Consuler How do we Support Convert Invent Suppose Transfer Classify Inspect Separate Consider How do we Support Convert Invent Suppose Transfer Classify Inspect Separate Consider How do we Support Convert Invent Suppose Transfer Differences Isolate Similario Connice Inference Valuate Develop Differences Isolate Similario Criticise Inference Valuate Develop Differences Isolate The Deduct Judge Develop Model Infinkt Discriminate Originate Develop Discrimate Predict Distinguish Organize Theme Detectio Judge Discrimate Predict Distinguish Organize Proving Mark Discrimate Point Convert Invent Estimate Predict	itcomes Action Outcomes Action Outcomes Action Outcomes	nstration Attributing Abstract Attributing Advise Constructing Advertisement Deconstructing Chart Checking Constructing Advertisement The Constructing Chart Checking Constructing Advertisement Designing Chart Checking Constructing Advertisement Constructing Checking Constructing Exam questions ew Organising Database Integrating Judgement Inventing Exam questions an Outlining Graph Organizing Opinion Making Media product Amance Structuring Report Structuring Recommendation Plan Integration Structuring Plan tation Structuring Structuring Story Verdict Structure Structuring Verdict Checking Checking Construction Computer Structure Construction Computer Compu	Question Question Question	What are the parts of features of? Do you agree with the actions/ What streampes would you make g what you Wink streampes would you recomes? Do you agree with the actions/ What streampes would you make g what you Wink streampes would you prove/disprove? Do you agree with the actions/ What streampes would you make g what you Wink streampes would you prove/disprove? Do you agree with the actions? Do you agree with the actions/ What streampes would you make can you list the theme? Now would you prove/disprove? Can you elaborate on the reason? Can you elaborate on the reason? can you list the parts? Now would you recommend? How would you recommend? How would you date the? ulearned How would you drassly? Not and you recommend? How would you dassly? ulearned How would you drassly? Not and you recommend? Not and you date? ulearned How would you drassly? How would you design? Suppose you could? ulearned How would you design? Not and you design? Not and you design? ulearned How would you design? Not and you design? Not and you design? at
EVALU	to To justify. Presenting i opinions by making ju, about information, vali ns quality of work based i criteria.	Key wor	tion Agree Dispute Appraise Effective on- Assess Extimate on- Assess Exaluate anise Bad Cive arch Choose reasons conclude How do w trito Convince Mow do w trito Convince Mov do w trito Convince Mov do w trito Convince Movide art Debate Internat or Deduct Judge e Defend Mark Disprove Measure Disprove Measure	les Action	Attributing Ac Checking C Deconstructing C Deconstructing Ju Organizing O Outlining Re Structuring Re Structuring Ve	Questi	Do you agree with the a outcomes? O that is your ophion of thow would you prove/d can you assess the valimportance of? Would they choose? Would they choose? What would you recomm What would you recomm What would you resterting ? What choice would you select? How would you select? What would you prioritise What information would What inf
ANALYZE	Examine and break information ir parts by identifying motives or causes. Make inferences and finc evidence to support generalizatic	Key words	Analyse Examine Quest Appraise Find Rank Appraise Find Rank Astumption Function Relativ Assumption Function Relativ Breakdown Group Rang Case and In-depth Reorg Case and In-depth Reorg Selection Case and In-depth R	Action Outcom	Attributing Abstract Deconstructing Chart Integrating Chart Organising Chartbase Outlining Graph Structuring Mobile Report Spreadshet Svreadshet	Question	What are the parts of features of? How is related to?? Why do you think?? What is the theme?? What notivels is the end?? What notivels is the early on make?? What notivels the parts?? What notivels you classify?? How would you classify?? How would you classify?? How would you classify?? What site relationschip between?? What site relationschip between?? What is the function of?? What is the function of??
АРРЦҮ	Using acquired knowledge. Solve problems in new situations by applying acquired knowledge, facts, techniques and rules.	Key words	Act Employ Act Administer Employ Practise Administer Experiment Relate Apply with Represent Associate Identify Represent Associate Identify Show Categorize Interpret Smulate Categorize Interpret Solve Closse Interpret Solve Closs	Action Outcomes	Carrying out Demonstration Implementing Illustration Using Untrerview Performance Performance Resentation Simulation	Question	How would you use? How would you use sing what you how would you solve using what you have learned? you organize to show? How would you use to? understanding of? Undat approach would you use to? What would you apply what you learned to develop? What other way would you plan to?? What other would you choose to change?? to show??
UNDERSTAND	Demonstrate understanding of facts and ideas by organizing, comparing, transisting, interpreting, giving descriptions, and stating the main ideas.	Key words	Ask Extend Predict Citie Gaeneralize Purpose Compare avamples Report Contrast Inlustrate Report Demon-Indicate Report Demon-Indicate Report Strate Match Residue Strate Match Show Estimate Observe Translate Express Outline	Action Outcomes	Classifying Collection Comparing Examples Exemplifying Explanation Explaining Label Internet Label Internet Unite Paraphrasing Outine Paraphrasing Outine Show and tell Summary	Question	Can you explain what is happening? How would you classify the type of? How would you compare? How would you rephrase? What can you say about? What can you say about? What facts or ideas show? What is the bast answer? Which is the best answer? Which statement support? Will you state or interpret your own words?
REMEMBER	Xhibit memory of learned materials y recalling facts, terms, basic concepts, and answers.	Key words	Choose Observe Show Define Ouote Spell Dopfice Aud Dupficate Recall Trace How Recall Trace How Recall When Recite Recognize When Label Recognize When Listen Remember Who Listen Remember Who Mamorize Retail Mamorize Select	Action Outcomes	Describing Definition Finding Eat Identifying Label Lasting Label Locating Reproduction Recognizing Test Marming Reproduction Recognizing Workbook	Question	Can you list three? Can you select? Can you select? How idi happen? How would you describe? How would you describe? How would you actow? When did happen? When is? When est? Who was? Who was? Who was? Who was?

Appendix 1a: Blooms revised taxonomy – key words

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Appendix 1b: Blooms revised taxonomy - verbs