

Semester Two Examinations 2020 Crisis Response Assessment



DCU Key Principles to inform development and approval of alternative assessments

1. **VALIDITY:** The proposed alternative assessment should align as much as possible with the principal learning outcomes associated with the assessment it is intended to replace.
2. **EQUIVALENCE:** The alternative assessment should require a similar degree of challenge and an equivalent effort on the part of the student, e.g. estimated student effort hours preparing for a test or an assessment task (as reflected in scope, scale, word count etc.). The alternative assessment should be of equal weighting to that which it is replacing. The weighting of assessment components already completed should not be adjusted except in exceptional circumstances.
3. **PROPORTIONALITY:** In the design of alternative assessments, coordinators should take into account the stage of study (eg. years 1 & 2 might be treated differently to award years) and have regard to the unfamiliar teaching and learning context that students may have experienced over the last few weeks of semester.

In implementing the assessment design:

4. **ACADEMIC INTEGRITY:** Strategies and tools should be adopted to minimise concerns regarding academic integrity (Customising, framing, time limiting, allowing/requiring students to incorporate some of their own personal experience and reflections, etc.).

Key Guidance on Implementing approved alternative assessments:

RELIABILITY: In designing alternative assessments and associated criteria/rubrics, regard should be given to the fact that some staff may become ill and the assessment may be marked by multiple or substitute markers.

TRANSPARENCY: Students should be informed of all changes to assessment methods and criteria/rubrics via Loop, and given clear and comprehensive instructions on all aspects of their completion and submission.

CLARITY: Information such as the required word count and file formats/maximum size should be provided.

INCLUSION: Where students, registered with the relevant service, are eligible for extra exam time or other arrangements due to the impact of their disability, they should be accommodated in an equivalent manner in relation to the alternative assessment. Guidance on this will be given by the relevant service.

SECURITY & RECORDS: To ensure secure recording and storage of online assessments, Loop should be used, with appropriate security and access control.

CONNECTIVITY: In designing alternative assessments, module coordinators should be cognisant that some students, for a variety of reasons, may have challenges uploading large files.