Assessment and Moderation Policy

CEDAR INTERNATIONAL ACADEMY NPC

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Purpose

1) This policy provides a framework for rigorous assessment processes essential for the maintaining academic quality and integrity throughout the operations of Cedar, providing a formative, inclusive, flexible and innovative environment for the delivery of quality teaching and learning to its students.

2) The policy acknowledges that the types and volume of assessment used throughout Cedar are diverse and vary according to the academic discipline. As such, the policy is loosely structured to allow lecturers the freedom of creativity and innovation, and to display their professionalism as they seek to find the most suitable methods of making student learning visible. To this end, the objective of assessment must always be kept in mind. The ultimate purpose of assessment is to provide students with opportunities to demonstrate their achievement of the learning outcomes.

Scope

3) This policy applies to:
   a. all programs of study undertaken by coursework offered through Cedar;
   b. students and staff of Cedar; and
   c. external consultants and moderators.

Guiding Principles

Academic staff who teach modules are responsible for designing, implementing and marking summative student assessments, for recording results and for feedback to students.

To support student learning, assessment at Cedar is based on the following principles:

Assessment practices maintain academic standards

4) This principle requires that:
   a. the design of assessment tasks is informed by a whole-of-course or whole-of-major approach;
   b. assessment practices are continuously reviewed to reflect advances in teaching and learning, reliability and appropriateness to the module, alignment to discipline standards, and learning outcomes;
   c. assessment practices are reviewed through academic peer review to inform subsequent practice;
   d. Cedar uses moderation of assessment as a quality assurance system for assessment practices; and
   e. Cedar has a process to verify that all assessment outcomes are met.

Assessment tasks advance learning

5) This principle requires that:
   a. assessment practices align with course and module learning outcomes;

b. constructive, respectful and timely feedback is given to students in order to inform their learning; and

c. assessment tasks enable students to demonstrate the achievement of expected learning outcomes and discipline standards.

Assessment tasks support every student's opportunity to learn, understand and apply module material

6) This principle requires that:

a. expectations of students in relation to assessment are clearly defined in the learning outcomes and assessment criteria associated with each assessment task;

b. assessment will normally involve a range of assessment tasks (including but not limited to formative and summative) allowing for valid and reliable judgement of student performance;

c. without compromising the academic standards of assessment, reasonable adjustments are made for disadvantages a student may experience resulting from a student's disability, special needs, or other unavoidable or unforeseen circumstances; and

d. information on the timing, weighting, method and criteria by which assessed work will be judged, is made available in the first week of a course module commencing.

Assessment must enable honest and fair judgements about student performance

7) This principle requires that:

a. all assessment is undertaken by appropriately qualified academic staff;

b. assessment practices are conducted and undertaken respectfully with honesty and integrity by staff and students;

c. allocation of marks/weighting for an assessment task is decided on pre-determined criteria, credit allocation and standards that link to the specified module learning outcomes; and

d. marks reflect the level of achievement of the student/s.

Responsibilities

8) Students are responsible for:

a. complying with assessment requirements, undertaking assessment tasks conscientiously, submitting assessment tasks by the due date, engaging with feedback provided, and ensuring their work is authentic;

b. being aware of and abiding by the provisions of the Student Behavioural Misconduct Policy, and the Academic Integrity Policy.

c. behaving respectfully in all assessment environments, whether on campus, online, or in work integrated learning settings; and

d. reading and acting upon, as appropriate, all notices and correspondence (written or electronic) from Cedar.

9) Lecturers are responsible for:

   a. ensuring assessment design, implementation, and review are undertaken in compliance with this policy and related documents such as Module Outcomes;

   b. ensuring assessment requirements for a module are discussed and understood by all members of staff involved in the teaching and assessment of that module;

   c. informing students of their responsibilities towards assessments and related procedures;

   d. ensuring constructive, respectful and timely feedback is given to students;

   e. if requesting a formal examination, providing required details (any resources permitted in the examination specified on the examination coversheet) and submitting examination papers, and marks in the relevant format to the Registrar according to agreed timelines;

   f. maintaining proper examination security at all times;

   g. capturing and amending marks in Cedar's Campus Administration System (CCAS) as required;

   h. evaluating student needs and providing support for students who require reasonable adjustments to assessment methods deriving from any declared continuing disability or health condition;

   i. referring requests for assessment extensions to Academic Management;

   j. selecting and filing student work samples as evidence of learning in appropriate folders on the server;

   k. identifying and reporting cases of academic or behavioural misconduct and plagiarism; and

   l. administering any forms of assessment as may be relevant to a module.

10) Programme Coordinators are responsible for:

   a. fostering a whole-of-course approach to assessment that enables students to demonstrate achievement of course learning outcomes;

   b. maintaining oversight of academic and discipline standards in courses;

   c. promoting and coordinating opportunities for internal and external benchmarking of assessment as appropriate; and

   d. identifying modules in which the assessment results are unsatisfactory and referring these to Academic Management.

11) The Registrar is responsible for:

   a. coordinating the results process including submission and release dates, reviewing and ratifying final marks for each module;

   b. verifying all assessment marks into the system;

   c. processing applications for fourth-year second opportunity or special examinations;

   d. overseeing the conduct of supervised examinations including the examination schedule, provision of examination venues, management of examination supervisors, and any administrative queries and correspondence regarding examinations; and

   e. controlling security measures around examination procedures and maintaining records.

12) Academic Management is responsible for:

   a. ensuring this policy is contextualised and implemented in all courses and modules offered throughout Cedar;

b. processing assessment extension requests;

c. identifying and providing professional development for staff (subject to availability) to support and develop best practice in assessment across Cedar;

d. ensuring all staff involved in the marking of assessment tasks are appropriately qualified, sufficiently resourced and supported to fulfil their roles and responsibilities under this policy;

e. maintaining up-to-date resources that can be readily accessed by all staff and that support the design, communication, implementation, marking, benchmarking, evaluation and review of assessment; and

f. managing the moderation process and ensuring accountability.

Procedures

Design of Assessment, Academic Standards and Benchmarking

13) Criteria-Based Assessment

a. Assessment criteria for each assessment task must be described in enough detail to enable students to meet the requirements of the task, demonstrate the associated learning outcomes and must be aligned to the module outcomes and MRTEQ graduate competencies.

b. Student achievement in assessment tasks must be determined by a student's standard of performance and where suitable, must be marked against predetermined criteria such as a marking rubric. A marking rubric should be supplied to students with assessment task details.

c. For examination papers that require extended or short response answers, a marking rubric / memorandum / assessment framework shall be prepared at the time of setting the examination paper.

14) Integrated Assessment

a. Integrated assessment takes place when several learning outcomes and/or assessment criteria are assessed together in one assessment task. Outcomes can also be combined across modules running concurrently to achieve integration.

b. Integrated assessment takes place during work integrated learning when collecting naturally occurring evidence such as unit plans, lesson plans, assessment instruments and work samples.

c. An integrated assessment task, in the form of a final portfolio, allows graduating students to provide evidence to demonstrate the achievement of MRTEQ Graduate Competencies.

15) Timing of Assessments

a. Timing of assessments will be reasonable and sustainable for students and staff.

b. Each module will (ideally) include a review of student progress early in the teaching period, to provide formative feedback and to identify where additional support is required.

c. The impact of assessments in other modules in a structured course in which a student may be enrolled should be considered when setting the timing of assessment tasks. A centralised calendar shall be used to provide an assessment overview.

d. Lecturers and Programme Coordinators should make all reasonable efforts to ensure that students are not disadvantaged, or that there is minimal impact on assessment tasks and their marking, as a consequence of extra Cedar-related activities such as a practicum.

16) Number of Assessment Tasks

a. Assessment in regular modules will be based on more than one assessment task and, if possible, more than one assessment method.

17) Equivalence of Assessment between Various Modes of Offering

a. When a module is offered in differing modes or locations, there may be valid reasons for varying the assessment task, but they must adequately address equivalent student learning outcomes.

18) Volume of Assessment

a. Each credit-point is estimated to require a total student workload of approximately 10 notional study hours. Credits represent a measure of all learning activities engaged in by students and include contact time, self-study, WIL, assignments, projects and examinations. The assessment load should correlate reasonably to the study load indicated by the credit value of a module.

b. Every module must have at least one assessment task that is not a supervised examination such as class tests, practical work, class work, essays, and/or major assignments.

c. Examination duration and size shall be determined in relation to the credit designation of a module. These must reflect the word count / marks proportionate to the credits assigned to the module. The assessment load guidelines provided in Table 1.1., are inclusive of examinations.

d. Unless otherwise approved by Academic Management, Table 1.1, provides guidelines for lecturers to determine a suitable amount and volume of assessment tasks. Writing-based assessment tasks such as essays and reports, are provided a word limit as a measure of assessment size, whilst assessment tasks that involve discipline-based formats such as mathematical problems involving formulas and calculations, use the marks system. For such assessment types, lecturers must use their experience and discretion to ensure that the assessment load is reasonable for each specific module.

e. In addition to the considerations in 18d, lecturers should consider how much time might be required for students to complete an assessment task. This acknowledges that assessment tasks with the same word limit or marks applied may have different levels of complexity and therefore require different amount of self-study hours to complete.

f. An online quiz or similar assessment task may have a word equivalence, or a mark value applied depending on the discipline focus of the module.

Table 1.1

Assessment Load Guidelines				
Average Hours in each Module	**8 Credit Module**	**10 Credit Module**	**12 Credit Module**	**15 Credit Module**
Lecture Time	20h	20h	30h	30h
Lectures per week	(2)	(2)	(3)	(3)
Investigations / Group / Project / Practical Tasks	20h	27h	30h	36h
Self-Study	25h	34h	38h	75h
Assessment (per module)	2500 words 160 marks	3000 words 200 marks	3400 words 240 marks	4000 words 300 marks

19) Weighting of Assessment Tasks

a. The assessment weightings of individual assessment tasks in a module should be guided by the relative importance of each to student learning and achievement of the module learning outcomes.

b. If an examination is utilised, a single examination must be weighted at no less than 30% and no more than 60% of the module mark.

c. Selected-response assessment tasks (e.g. multiple-choice and true/false questions) including those in an examination must not exceed 40% of the module mark.

d. In regular modules:

i. no single assessment task should account for more than 60% of the module mark; and

ii. constructed-response questions should comprise a minimum of 30% of the module mark.

e. Peer assessment is restricted to 10% of the module mark in a module when peers can allocate marks to each other without an academic marker and 40% of the final module mark when peers provide feedback, and the task is then submitted to an academic marker.

f. Online and/or class participation, in contrast to attendance, if assessed shall not be worth more than 15% of the module mark. When online and/or class participation is assessed, the criteria by which participation is to be judged must be made explicit.

20) Gateway Assessment

a. Where a module requires students to pass or satisfy requirements in one or more assessment tasks ('gateway' assessments) to pass a module, this information must be clearly communicated to students from the beginning of the module.

21) Assessing Students with Special Needs

a. Upon request from a student with special needs (officially declared to the Registrar), Cedar shall undertake to make reasonable adjustments to assessment methods that allow the student to be assessed against the module outcomes, providing that these adjustments are appropriate for the content, the discipline and the learning outcomes of the module.

b. Alternative assessment methods must be arranged with the advice and support of Programme Coordinators or Academic Management with due consideration for assessment validity. Approved concessions will be recorded in the student's file.

22) Work Integrated Learning (WIL) Assessment

a. When learning is being assessed in a workplace setting (such as student-teacher placements in the WIL Programme), WIL Supervisors have overall responsibility for assessment, moderation and reporting of grades (see Work Integrated Learning Policy for more details).

Information Requirements Provided to Students about Module Assessment

23) The following information must be provided to students in the first week of a module commencing.

a. Module descriptions shall include:

i. which criteria must be met to successfully complete the module; and

ii. the alignment between the module assessment tasks and the module learning outcomes.

b. The nature and details of all aspects of assessment in a module, including details of assessment tasks, must be clearly described in the information provided to students in the first week of module commencement.

c. The following shall be provided in the assessment overview or for each assessment task:

i. the type of assessment task;

ii. the topic of the task;

iii. the due date and time for submission;

iv. the number of marks for the assessment task and the weighting or percentage of the total marks achievable by completing the assessment;

v. the purpose of the task including module outcomes being assessed;

vi. details of the referencing style to be used;

vii. the length or magnitude of the assessment task (e.g. word count and tolerance +/-10% in the case of all written assignments, or an assigned word count equivalent or marks allocation where relevant);

viii. the criteria (rubric) against which a constructed response will be marked in assessment tasks other than in supervised examinations;

ix. the format of any examination; and

x. any additional special requirements.

d. Assessment requirements cannot be altered after they have been published, except in exceptional circumstances with the approval of Phase Coordinator. Students must be notified of any changes to an assessment task by email and/or through the LMS.

Managing Assessment Processes

24) Draft submissions.

a. At the lecturer's discretion, drafts may be permitted for feedback purposes.

b. Draft expectations and arrangements must be recorded clearly on the Assessment Task Brief which is distributed at the start of the semester

c. To facilitate the process:

i. Drafts should be submitted at least 7 calendar days before the assessment date;

ii. Drafts should be returned to the student within 2 working days;

iii. Lecturers should only permit one draft for any given assessment

d. Feedback should:

i. be quite general in nature;

ii. give the student a sense of whether they are on track; and/or

iii. provide comments for checking or improvement.

e. Draft submission parameters:

i. In cases where a lecturer provides opportunity for a draft submission, the student does not choose to make use of the opportunity, and the student fails the assessment, a resubmission will not be permitted.

25) Submission of Assessment Tasks.

a. Assessment items must be submitted electronically through MS TEAMS (Cedar's official assessment portal) except where the Academic Management agrees that such a submission is not practicable.

b. Students will submit each assessment task by the due date specified. For assessment tasks other than take-home examinations, the due date should be no later than the day before the beginning of the examination period of the respective teaching period. For take-home examinations, the due date shall be no later than the final day of the examination period in the respective teaching period.

c. Electronically submitted assessment tasks must be submitted at 16h00 on the due date using the current (UTC+02:00) South Africa Standard Time zone, unless otherwise stated in the assessment task information. Time zone differences must be considered by students to avoid rejection or penalties for late submission.

d. Obligations of academic staff to examine assessment items for plagiarism are set out in the Student Academic Integrity Policy.

e. Lecturers must keep at least three (3) assessment tasks as samples and evidence of learning. Lecturers have responsibility of selecting and storing such evidence in folders for each corresponding module. The assessments shall be selected to provide sample evidence of low, medium and high submission levels where such a spread is available.

26) Re-submission Guidelines.

a. resubmissions will not be permitted, except under exceptional circumstances and at the discretion of Academic Management.

27) Extensions and Late Submission of Assessments

a. The granting of any extension is at the discretion of Academic Management and is **not** automatic.

b. Students seeking an extension for submission of an assessment task must apply:
    i. to Academic Management
    ii. before the due date
    iii. using the relevant form.
c. Extensions of up to 7 calendar days may be granted without supporting documentation at the discretion of Academic Management, however, this may still be requested.
d. Extensions of more than 7 calendar days must have supporting documentation, such as medical certificates or death notices, letter from employer etc. as applicable.
e. If an extension request is submitted, the relevant lecturer will be notified through the approvals process of the outcome.
f. An extension will not be granted beyond the end of the examination period for the semester. A special extension may be accepted in the event of special circumstances, e.g. hospitalisation or death of a close relative, where these special circumstances are adequately documented.
g. Penalties for late submission of assessment tasks are as follows:
    i. If an assessment is submitted up to 24 hours late, 10% will be deducted from the mark.
    ii. If an assessment is submitted up to 48 hours late, 20% will be deducted from the given mark.
    iii. Students will receive 0% if the submission is more than 48 hours late.

28) Examinations

a. Lecturers must ensure that questions are significantly different for each examination period. Questions can be 'recycled' on a 3 to 4-year cycle.
b. Examinations will be conducted in accordance with Cedar's Examination Policy.

Moderation

29) Moderation of assessment task design

a. All module assessment tasks shall be moderated for assessment design prior to presenting assessment tasks to students (see Appendix A).
b. Exit-level assessment tasks will be moderated by external moderators.
c. Moderation is performed using the prescribed form – 'Moderation of Assessment Task Brief'. The assessment task will be evaluated to ensure that it is pitched appropriately against the corresponding NQF level and that it suitably allows students to demonstrate their achievement of the learning outcomes for the module.
d. Lecturers must submit assessment tasks for moderation with the corresponding rubric, study guide and relevant materials at least four (4) weeks before the module commences to ensure the process can be completed and any necessary adjustments made.

30) Feedback on Assessments

a. Lecturers will ensure that students are provided with formative feedback about their academic performance. Feedback will be provided:
    i. early in a module;

ii. within 14 days of the assessment due date as a standard feedback window; and/or

iii. after each assessment task and before the next assessment task (if practicable).

b. Feedback should be constructive, justify the mark, and relate to the assessment criteria.

c. If marking is delayed because of malfunctions in Cedar's processes (e.g. LMS or submission failures), students shall be informed of the delay.

31) Moderation of marked work samples

a. A sample of work from each assessment task will be moderated to ensure that marking criteria are applied consistently and fairly. If possible, the sample should consist of a range of achievement levels i.e. low, moderate and high.

b. Moderation is recommended where there is an element of subjectivity in the evaluation of an assessment task or more than one marker is involved in marking assessment tasks in the module.

c. Internal moderators are appointed by Academic Management for examinations. Exit-level examinations must be moderated by external moderators.

d. External moderators mark fully at the exit level of the programme at least 10% of the assessment tasks and perform random checks of at least 20% of marked assessments for each task.

e. External moderators are expected to comment on the validity of the assessment instruments, the quality of student performance and the standard of student attainment, the reliability of the marking process, and any concerns or irregularities with respect to the observation of institutional/professional regulations.

f. For the purposes of moderating marked work samples:

i. use the form 'Moderation of Marked Assessments';

ii. the assessment criteria (and rubric, if applicable) must be distributed to all markers prior to moderation of the marked work samples;

g. Moderators shall evaluate the validity and fairness of marking.

h. Moderators should consider the following:

i. the content of the module;

ii. the purpose of the module;

iii. the learning outcomes of the module;

iv. assessment criteria; and

v. any other criteria indicated on the 'Moderation of Marked Assessment' form.

i. As part of internal moderation processes, Academic Management shall cause random checks to be performed of at least 10% of assessments to ensure assessment outcomes are fair, valid and reliable.

j. So that lecturers can provide students with feedback on their assessment tasks within the 14-day turnaround, moderation must be completed promptly and returned to the lecturer concerned within 7 days;

k. In cases where the moderated marks differ more than 10% from the original marking, Academic Management and the Programme Coordinator shall be notified.

l. The prescribed forms are used for internal as well as external moderation of assessment tasks. Completed Moderation forms are kept with the marked work samples on the server.

32) Appointing External Moderators

a. The learning achievements of students at the exit level of a qualification are externally moderated by appropriately qualified external moderators as selected and appointed by Academic Management. External moderators:

i. are recommended by Academic Management;

ii. are independent experts in their fields;

iii. have qualifications at least on the same level as the qualification being examined;

iv. are changed regularly;

v. are not appointed as part of reciprocal arrangements (where possible); and

vi. are approved by and responsible to the Board of Directors.

Grading System

Grade	Achievement Description	Numerical
HD	High Distinction – addresses the assessment criteria to an excellent standard. Outstanding achievement of the learning outcomes. Superior level of knowledge and skills displayed.	85% or above
D	Distinction - Addresses the assessment criteria to a very high standard. Very good achievement of the learning outcomes. Very high level of knowledge and skills displayed.	75%–84%
M	Merit - Addresses the assessment criteria to a high standard. Good achievement of the learning outcomes. High level of knowledge and skills displayed.	65%-74%
P	Pass - Addresses the assessment criteria to a satisfactory standard. Satisfactory achievement of the learning outcomes. Adequate level of knowledge and skills displayed.	50%-64%
F	Fail - Fails to adequately address the assessment criteria. Does not achieve the learning outcomes. Does not display an adequate level of knowledge and skills.	Less than 50%

Irregularities

33) An assessment irregularity is any actual event, act or omission, and any alleged event, act or omission, which can compromise the integrity, credibility, security, or fairness of assessments. If learners are found guilty of an assessment irregularity (dishonesty), they could be disqualified from the assessment, have their assessment declared invalid, or have other appropriate action taken against them by the Irregularities Committee.

34) If a lecturer suspects that a learner has committed an assessment dishonesty or irregularity, please refer to the Academic Integrity Policy for more details.

Appeals

35) A student who wishes to appeal the outcome of an academic assessment task must:
   a. submit the concern to the Registrar in writing using the Student Grievance Form;
   b. appeal within seven (7) days of the release of the original marked assessment;
   c. present a case demonstrating:
      i. how the original marking was inconsistent with the relevant marking guidelines;
      ii. rubric as set out in the module guide/outline; or
      iii. whether there is evidence that the performance in the module by the entire class suggests a generic issue with the module.

36) If the student's appeal results in a re-mark of an assessment task, the re-marking is to be undertaken by an appropriately qualified marker who did not originally mark the assessment task, at a specified cost.

37) Only a single remark will be permitted, and the outcome of the remark will be recorded as the final mark for that assessment task, irrespective of the original mark.

38) Academic Management will inform the student of the outcome of his/her appeal after consultation with the lecturer concerned.

39) The decision of Academic Management is final, and no further discussion will be entered into.

Record Management

40) Lecturers are responsible for capturing assessment marks in CCAS.

41) Student examination scripts shall be retained securely for at least 8 years according to the Examinations Policy.

42) All written examination papers shall be scanned and stored on the server under the corresponding assessment folder for the relevant module by Lecturers.

43) Where applicable, non-examination assessment tasks should be returned to students after marks are verified and recorded. Each lecturer will keep assessment samples on the server in suitably labelled files corresponding to their modules together with any relevant documents such as marking criteria and moderation forms.

44) Records of appeals will be kept on a student's file together with any related correspondence, notes, meeting minutes, and reports arising from the appeal.

Glossary

Academic Integrity is the practice of acting fairly, honestly, and ethically in academic endeavour.

Assessment Criteria are the statements that express in explicit terms how student performance against the desired learning outcomes is demonstrated.

Assessment is the process whereby evaluative judgements are made in relation to a student's achievements against the learning outcomes of a module of study.

Assessment Tasks are compulsory or optional activities or exercises, which have an explicit intent to assess and guide student progress or learning achievement in a module of study. Assessment tasks can be designed for diagnostic, formative, summative, evaluative or informative purposes.

CCAS – Campus Administration System used for Cedar's administrative purposes.

Course means a syllabus, a curriculum, a training package, modules of study, or structured workplace learning, the successful completion of which leads to a qualification.

Credit Points - A credit point is an indicator of the amount of work required in a module and represents a workload of approximately 10 notional study hours according to the Higher Education Qualifications Sub-Framework 2013. This means that a 15-credit module, for example, is estimated to require a total workload of approximately 150 study hours.

Diagnostic assessment is used to identify existing student strengths, weaknesses, and prior learning.

Discipline shall mean a specialised subject area.

Formative assessment is assessment *for* learning and refers to a variety of ongoing methods teachers use to evaluate student comprehension, learning needs, and academic progress during a module or course.

Grade is the final letter conversion of the module mark attained by a student undertaking a module. The letter conversion translates the numerical module mark into a statement of level of achievement.

Learning Management System (LMS) is a software application for the administration, documentation, tracking, reporting and delivery of electronic educational technology teaching and learning programs.

Learning Outcomes is the expression of the set of knowledge, skills and the application of the knowledge and skills a person has acquired and is able to demonstrate as a result of learning.

Mark is a numerical value given as an assessment result and stated as a percentage.

Moderation is the process of ensuring that different markers of the same assessment task consistently apply assessment criteria in a marking scheme, and that marks are allocated consistently with reference to how well the stipulated criteria are met.

Module is a study topic spanning a semester study period.

MRTEQ - Policy on the Minimum Requirements for Teacher Education Qualifications

Plagiarism is a form of Academic Misconduct and is the use of another person's work without appropriate acknowledgement and includes: the use of close paraphrasing of ideas, concepts, words, data or work of others without acknowledgement of sources; presenting extracts from sources without accurate and appropriate referencing; colluding with others to produce work that is presented misleadingly as the student's own work; presenting under the student's own name, work substantially written by someone else (e.g. using a ghost writer, purchasing work from someone or an electronic site, or using work obtained freely from a person or an electronic site); and/or failing to acknowledge work primarily produced by a collaborator.

Rubric is a scoring guide used to evaluate the quality of student responses.

Selected-response Assessment Tasks constrain the student to provide a brief specific answer (a name, year, title, missing word, etc.) or require the student to choose the correct answer from two or more options.

Summative assessment is assessment *of* learning. It is used to evaluate student learning progress and achievement at the conclusion of a specific instructional period.

Unit is a section or chapter of work within a module.

Related Internal Documents

Academic Integrity Policy

Examination Manual

Examination Policy

Moderation of Assessment Task Brief

Moderation of Marked Assessment

Reference Materials

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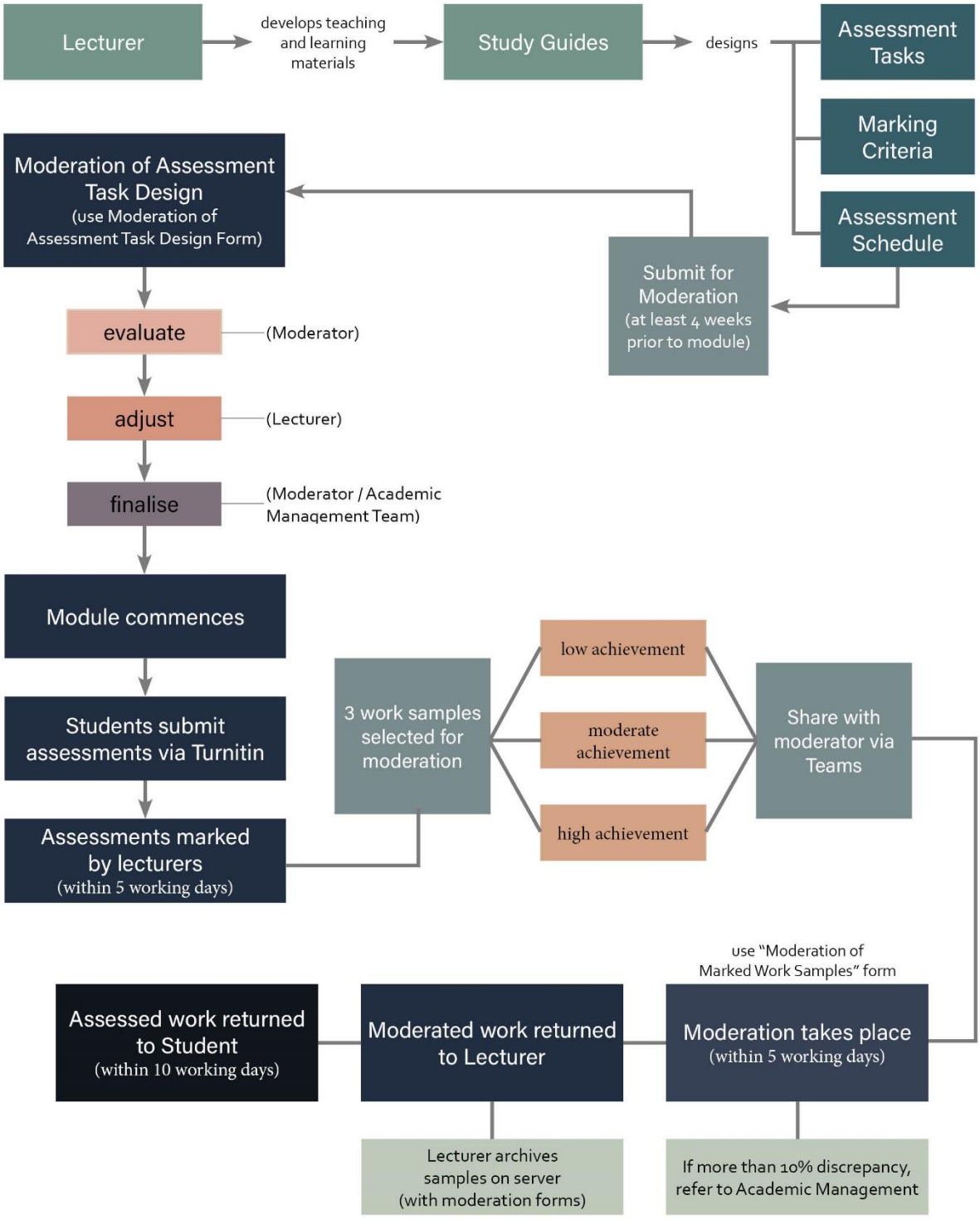
Cedar's Moderation Process



Appendix B – Bloom's Taxonomy Assessment Design Guidelines

Year	Bloom's Level			%
	1 and 2	3 and 4	5 and 6	
1st	50 – 60%	20 – 30%	20%	100%
2nd	20 – 30%	40 – 50%	30 – 40%	100%
3rd	20 – 30%	40 – 50%	30 – 40%	100%
4th	10 – 20%	30 – 40%	40 – 60%	100%

Bloom's Taxonomy Notes

Following are keywords but it is by no means an exhausted list. Do bear in mind that some key words overlap. You must use the description of the different levels as a guideline to make sure that the question is on the correct level.

Remembering: recall facts and basic concepts

Define, identify, describe, recognise, tell, **explain**, recite, memorise, illustrate, state, match, **select, examine**, locate, recite, enumerate, record, list, quote, label, define, repeat, show, collect, name, tabulate, who, when, where, recall

Understanding: explain ideas and concepts

Summarise, interpret, classify, compare, contrast, infer, relate, extract, discuss, distinguish, predict, indicate, inquire, associate, explore, convert, extend, paraphrase, outline,

Applying: use information in new situations

Solve, change, relate, complete, use, sketch, teach, articulate, discover, transfer, show, demonstrate, involve, produce, report, act, respond, prepare, manipulate, apply, calculate, dramatise, **examine**, adapt, change, classify, **combine,** arrange, connect, **formulate**,

Analysing: make connections between ideas

Contrast, connect, relate, devise, correlate, illustrate, conclude, categorise, take apart, problem-solve, deduce, divide, subdivide, calculate, order, **adapt,** analyse, **explain, select**, separate, **formulate**, debate, classify,

Evaluating: justify a decision

Criticise, reframe, judge, defend, appraise, value, prioritise, plan, reframe, revise, refine, argue, support, evolve, decide, re-design, assess, grade, recommend, justify, test, convince, support, measure**, select,** argue, generalise

Creating: produce new or original work

Design, modify, role-play, develop, rewrite, pivot, modify, collaborate, invent, write, **formulate**, imagine, combine, rearrange, create, substitute, compose, assemble, plan