

**SCHEDULE B: APPROVED METHODS FOR ENSURING COMPARABILITY OF ASSESSMENT** (approved by Academic Board on 24 February 2015)

**Method A: Objective test questions**

1. Objective test questions are those with answers that are unique and unequivocal or have a limited range of possible answers. Examples are multiple-choice questions, calculations where only a correct numerical answer is required, and questions with single word or simple phrase answers. If objective test questions are used, comparability of assessment can be assumed even with multiple markers, provided that they are correctly instructed.

**Method B: Single marker assessment using marking guide or rubric**

2. In this method of ensuring comparability of assessment, all submissions for the assessment task from all students in a particular unit are marked by the same marker following the approved marking guide or rubric. The method can be applied provided all enrolled students are expected to complete the same assessment task. It can also be applied to individual components of assessment tasks provided that all students are expected to complete the same components (for example, if all students are expected to attempt all questions in an assignment or examination).
3. From time to time through the assessment process the single marker will reassess submissions previously marked to ensure that the marking standard is consistent.
4. When the single marker is not part of the assessment panel, for example a sessional marker, or is new to the assessment panel, the Unit Chair or another member of the assessment panel will independently re-mark a sample of at least six submissions marked by the single marker from across the grade ranges (for example two from the each of the pass/fail boundary, the middle range and the top of the range) in order to confirm that the marker is marking according to the agreed standard.
5. Where any marker is not marking according to the agreed standard, the Unit Chair will ensure that assessment items assigned to that marker are marked to the agreed standard, and will ensure that any work already assessed by that marker is re-marked to the agreed standard.

**Method C: Second-marking**

6. Second-marking is used to validate assessment standards across a group of markers. It involves a sample of marked assessment items being marked a second time by another member of staff with knowledge of the first marker's marks and comments. Second marking shall be carried out by a single person for each assessment item for all student cohorts. The Unit Chair or suitably qualified nominee will second-mark a sample of the assessed work from each marker across the grade ranges (for example two from each of the pass/fail boundary, the middle range and the top of the range). The sample may be marked before or after the full marking exercise.
7. If the full marking exercise has not yet been carried out, any marker not marking according to the agreed standard will be given further instruction until their marking standard is appropriate, or if that is not possible will not be allowed to mark this assessment task.
8. If the full marking exercise has been completed and a marker is found not to be marking according to the agreed standard then the work already marked by that marker will be re-marked by a marker known to mark according to the agreed standard.

**Method D: Blind double marking**

9. In this method, which may be used for example in project marking, two markers independently mark the assessment work of each student. If the marks given by the two markers for a particular student are within 10 percentage points of each other then the average is taken as the final mark. If the marks differ by over 10 percentage points, then a third marker examines the work. The final mark will be the median of the three marks except where the assessment panel determines that one of the marks was incorrect, in which case the final mark will be the average of the other two marks.
10. Where it is apparent that one marker was not marking according to the agreed standards, the assessment panel will review the marks that marker has awarded to other students and arrange any necessary re-marking or mark adjustments.

**Method E: Panel marking**

11. Panel marking involves independent assessment by two or more markers. It may be used, for example, for oral presentations, poster presentations, performances and other transient assessment work. If the composition of the panel is the same for all students doing a particular assessment task, then comparability of assessment can be assumed. If the composition of the panel is not the same for all students then where possible one member of the assessment panel should chair all panels in order to ensure comparability. Records must be kept to verify the independent assessment of each panel member.