ESLG College

GUDELINES FOR STUDENT ASSESSMENT

Prishtina, 01.08.2019

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1. INTRODUCTION

The objectives of Assessment Policy of College ESLG are designed to promote student learning, measure achievement of learning outcomes, and assessment policy must be fair, transparent, and equitable.

The Assessment Guidelines of College ESLG should ensure that assessment assignment are linked with course and program learning outcomes and students should be informed about them.

The assessment assignments aim at ensuring that students achieve progress towards course and program learning outcomes.

The Assessment assignment should be designed in the manner that avoid any type of plagiarism.

Students should be provided with the opportunity to demonstrate their achievement of learning outcomes by using a range of assessment methods, which may or may not be an examination

Assessment at every level must be made in accordance with clearly specified criteria. The assessors should make decisions about grades based on performance of students with regards to achievement of those clearly specified criteria.

The requirements to pass these assessment assignments must be made available to students. Assessment across all programs, departments, and faculties must be equitable, fair, and transparent. The assessment load of the assignment takes into account the weight of the assignment within the course as well as the student workload too.

Without putting at risk the academic integrity of College ESLG, reasonable adjustment to methods of assessment can be made for students with disabilities and special needs.

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2. GUIDELINES FOR STUDENT ASSESSMENT

Student assessment based on well-guided criteria lay down the clear foundation for inclusive learning processes at College ESLG. If implemented properly, the student assessment with well guided criteria can provide a shared language between students and professors, who serve as assessors at the same time.

Well guided assessment criteria identify the assessment methods that are mostly valued in the curriculum and ensure that measurement by assessment is equitable to knowledge and skills attained through course learning outcomes.

Well guided assessment criteria outline how well students have achieved course and program learning outcomes and can identify which teaching and assessment practices must be subject to further review.

Well guided assessment criteria serve as a great tool to develop self-evaluation capacity among students enabling them to be self-critical in improving their own student work.
Well guided assessment criteria enable academic staff of College ESLG a clear guide on how to report student achievement and progress against the clearly formulated set of standards instead of just reporting a single percentage or grade on a course assessment assignment.

3. ASSESSMENT ASSIGNMENTS

In addition to promotion of student learning, assessment assignments based on clearly defined criteria provide the opportunity to students to see how well they have achieved the course learning outcomes.

The use of specific types of assessment assignments are interlinked with the criteria that are used by assessors to measure the student achievement of learning outcomes.

The guidelines for effective student assessment of College ESLG focus on defining criteria with which the achievement of learning outcomes is measured and the design of assignment per se comes second.

The criteria that serve as effective guide to student assessment are presented below:

1. The assignment is authentic and realistic;
2. The assignment is inherently a learning activity;
3. The assignment is holistic and not a fragmented approach to measure the achievement of learning outcomes;
4. The assignment must not be repetitive for both students and professors;
5. The assessment assignments must promote student self-assessment;
6. The assignments are not judgmental towards a particular group of people;
7. Assessment assignments should be designed in the manner that minimizes plagiarism and maintains the high level of academic integrity of College ESLG;
8. A range of assessment methods/assignments should be ensured by academic staff to demonstrate student achievement against all course learning outcomes and not only a few of them;
9. Academic staff must use moderate judgment during assessment;
10. Students must be informed in advance about the requirements of assessment assignments;

4. TYPES OF ASSESSMENT ASSIGNMENTS

PROJECT REPORT/ASSIGNMENT

Context: This assignment can be done with multiple tutors and lecturer and teaching assistant in the class. This assessment method is used to ensure the development of writing skills among students and responding to feedback.

Assignment Description: As part of a group project report, students write a report on project activities in the first weeks of the semester. The tutor then provides feedback. Students then have a week to respond to the feedback and redraft their project report. In a project progress activity session each student has a 10 minute discussion with their tutor during which additional feedback is added to the feedback of project report. Students then have an additional week to respond to the feedback and redraft their report before finally submitting the final draft. Submission of various drafts has the weight of 5 %, and submission of the draft final report and feedback addressed has a weight of 5 %. The final report is weighted at up to 30 % 15%, for a total weighting of 40%.

Instructions to students: Students are informed about the description of process of submission of project report/assignment and access to feedback provided by tutors in various phases until the submission of final draft.

Criteria and Assignment Length: Information about the assessment criteria must be provided to students as in the form of feedback such as style of writing, methods and results, and discussion of research completed through project activity.

RESEARCH ESSAY

Context: The research essay assignment can be used in either second or third year courses at bachelor level and throughout all courses in the master level. The present assignment aims to develop capacity among students in applying information to various real estate contexts, and provides opportunity for students to develop secondary research skills especially in critical review of literature.

Assignment Description: In the first weeks of the semester, students are required to read and review various journal articles on separate topics of the course and use these journal articles to prepare a critical review of literature. The learning activity from this assignment is to teach students how to select relevant articles and use relevant journal databases in using critical review of literature. Students select their topics within the course and must seek the approval of the course bearer. Then students have at least one month to prepare the research essay as a critical review of literature.

Instructions to students: Write a research essay on a *real estate and energy problem of your choosing*. The research essay uses information extracted from journal articles and critically evaluates the literature review elaborated on a particular matter of real estate sector.

Criteria and Assignment Length: Information about the assessment criteria are provided to students. The research essay would be approximately 2000 words.

RESEARCH PAPER

Context: The present assignment is used in the third year of studies at bachelor level and throughout the master studies. The assessment seeks to build primary empirical research skills.

Assignment Description: In the first weeks of the semester, students are asked to read journal articles on topics relevant to the course, which are also in line with the Research Plan of the program/department and fall within the scope of research thematic areas of the College, and use these articles to prepare a literature review, upon which they will build upon a further research with the appropriate research design, research question, and hypotheses. The research design, research question, and research hypotheses derived from the literature

review must be approved by the course bearer. The course bearer must provide feedback in writing for both literature review, research design, research question, and research hypotheses. Based on this feedback, the students continue with the selection of appropriate research method, research instrument, research variables, and research results. The draft of research assignment contains also the discussion part, and the final draft is commented by the course bearer/and course assistant serving as a tutor. Then students have another week to address the final comments of the course bearer/additional tutor serving as reviewers and submit the final research assignment. If the research assignment is of high quality, the course bearer may choose to pursue the research completed as a manuscript presented in the form of joint work between professor and student in any SCOPUS indexed journals. The research topic must fall within the scope of research plan and research interest of the course bearer and correspond to the research projects in which the course bearer participates.

Instructions to students: Write a research paper on a *real estate problem of your choosing*. The research paper must contain proper literature review, research question, research design and hypotheses, research method (instrument, sample, variables) and the data collected must be processed with an acceptable scientific method. The research topic must gain the approval of the course bearer. The research assignment must be at least 3500 words long

INTERDISCIPLINARY ACTIVITY PROJECT REPORT

Context: The present assignment is used in the several interdisciplinary courses of bachelor and master level. The assessment seeks to build research and analytical skills of tackling a real estate phenomenon from the different disciplines (legal, economic, financial, energy, building materials, and appraisal).

Assignment Description: In the first weeks of the semester, different professors of various courses collaborate to develop a large case study, which must be analyzed from different disciplines. The interdisciplinary activity has several phases and each project activity must be reported in phases to a panel of professors (including industry experts). The draft of interdisciplinary project activity is submitted in phases and is completed as a group project report. The group may choose to submit discipline activities in phases for each discipline to the panel, who provides them with the feedback, especially from the industry experts. Then students have another week to address the final comments of the panel and submit the discipline activity report step by step until the final draft is approved by the panel and contains all discipline activities. The final feedback must be addressed by the project group in

the final stage before the final report is submitted and presented before the interdisciplinary panel of professors, including industry representatives.

Instructions to students: Complete an interdisciplinary activity project report on a *large interdisciplinary real estate case study prepared by the panel, including the assistance of industry experts*. The interdisciplinary activity is composed of several discipline activities which must contain the approval of discipline professor as part of the panel, before the final interdisciplinary report is approved by the panel. The interdisciplinary activity project report must be at least 3000 words long.

MONTE CARLO SIMULATION

Context: The present assignment is used in the two courses Real Estate Appraisal and Theory of Probability in Real Estate investments at master level. The assessment seeks to build scenario analysis skills of tackling a real estate phenomenon from millions of scenarios before taking an investment decision. The present assignment seeks to build decision-making skills of students in large and complex real estate investment and infrastructure projects.

Assignment Description: In the first weeks of the semester, students are provided with the large and complex real estate investment and development case study, and they must analyze and run Monte Carlo simulation with various probability distribution techniques. The students must use the Risk Solver software, which is then used in the form a brief report for the decision-maker. A group of students plays the role of financial advisors whereas the other group assumes the role of decision-makers (corporate board), which must make the decision based on the report containing Monte Carlo simulations containing different applicable probabilistic distributions.

Instructions to students: Run Monte Carlo simulations with VBA Excel or Risk Solver and prepare a report for the decision-makers in a brief format in the form of a brief. The simulation brief must not contain more than 500 words.

MOVIE DEBATE

Context: The present assignment is used in various courses of management. The assessment seeks to build analytical skills of tackling a different decision-making style and debating skills, where students are taught how to argue and debate on a position, from the perspective of project's spokesperson, although they sometimes know that all the facts are not in their favor.

Assignment Description: In the first weeks of the semester, students are provided with the movie, which they must watch together with the course bearer and together in groups prepare for a debate. The questions of debate are distributed by the course professor, in which students in groups prepare for a real debate between groups, which has an award for the best debating group. To refine the debating skills, students are provided with the opportunity of Best Debating Prize in the form of symbolic scholarship. Students submit the movie review and attend the well organized movie debate from which they tackle the phenomenon occurring in the movie and debate based on the various debating questions given to them beforehand.

Instructions to students: Students must learn how to debate on different conflicting opinions, although oftentimes they cannot personally agree with them. They must know how to argue fiercely and defend the positions given to them although their personal views may distort their argumentative skills. The debate is oral and does not last more than two hours in total.

5. MINIMIZATION OF PLAGIARISM THROUGH ASSESMENT ASSIGNMENTS

The assessment assignments according to these guidelines must serve to measure the students' achievement of learning outcomes of the course and the program and the work performed by students in these assignments must be authentic and original. There is a tendency even among most renowned universities that some students have the propensity to plagiarise or cheat when it comes to completing assignments or give to people who are willing to complete these assessments for money. Thus, course professors of College ESLG must be smart to design assessment assignments in the way in which plagiarism and cheating efforts are minimized.

The effective approach to this is to include links of academic integrity of College ESLG in assessment assignments and design assessment assignments in the way that minimizes any plagiarism or cheating probability.

5.1. ASSESSMENT ASSIGNMENT DESIGN STRATEGY

Several guidelines that assist professors in preventing plagiarism when designing assessment assignments are presented below:

- Revise the content and type of assessment assignment every academic year;
- Use assignments that ask from students to critically reflect, analyze and evaluate a phenomenon instead of just reflecting on theoretical definitions;
- Use assignments in which students are asked to apply theory to their own personal contexts;
- Require from students to submit evidence regarding their data collection and require from students to submit partially completed work before final draft submission;
- Require from students to submit working draft in phases and incorporate the re-drafting process in the assignment itself by providing points to the re-drafting process and submission of various drafts in different phases;
- Require from students to formally report on their assignment activities in class

5.2. ONLINE QUIZZES AND TAKE HOME EXAMINATIONS

For the purpose of preserving the assessment and academic integrity of College ESLG, the following guidelines should be used for online quizzes and take home examinations:

For online quizzes:

- Questions in online quizzes should directly be linked with course learning outcomes;
- A large data bank of questions for each course should be developed by the course bearer so they are used on rotation for summative assessment.
- Questions in online quizzes should be complex enough to deter any easy recall from students during online quiz;
- The time of completion of test should be shorter than in In Class Examinations.
- The students should be required to sign a declaration that they have not spoken to any other student during the online quiz, which in the event of breach is punishable and the case is referred to Ethics and Disciplinary Commission of the respective faculty, in which the study program of ESLG falls;
- Questions should not be compiled from the text book supplier companies or other databases where students can access answers easily through data internet search;
- The use Safe Exam Browser and Lockdown during online quiz should apply, which prevents students from opening any other application in their browser;
- Student should not access correct answers before the quiz is completed for all students;

Take Home Exam

- The take home exam should be formatted the same as face to face exam; but should allow use of open book type questions that require more analysis and clear connection between theory and practice;
- The complexity of questions should be such as would allow the course bearer to collect sufficient evidence of the student's achievement of course learning outcomes;
- Take Home Exam should contain a declaration that any cheating and using other work and consulting other person or professional is punishable by academic integrity standards of College ESLG and the case is immediately referred to the Ethics and Disciplnary Commission and dealt with according to Preventative Plagiarism Policy of College ESLG;

5.3. USING RUBRICS FOR ASSESSMENT

Each course professor can be allowed to use rubrics to evaluate the student work and provide the feedback to them. The rubric is in the tabular format and contains the columns in the table with levels and scores and the other field that describes the performance of the student achievement against the prior outlined standard or criterion. Rubrics are used for providing feedback for assignment, research essay, research paper, interdisciplinary activity, and other project activity report.

5.4. MULTIPLE ASSESSORS

Multiple assessors can be used to increase the validity and reliability of the course professor assessment. Second assessor can be the teaching assistant or other course professor or a panel such as in the case of interdisciplinary activity.

5.5. PAIR ASSIGNMENT COMPARISON

The course professor may let go the outlined assessment criteria in the course and just compare the submission pf students in pairs and create a ranking based on the best quality of work of students.

6. MODERATION IN ASSESSMENT JUDGMENT

Course professors must use moderation in making consistent judgments about the student achievement of learning outcomes against the pre-determined standards. The pre-determined standards should be based on a shared understanding and create judgment expectations that would award the students with the same moderated responses irrespective of the fact who assesses their work.

6.1. BEST ASSESSMENT PRACTICES

The design of assessment should follow the following best practices of College ESLG outlined by the present Guidelines:

- Assessment must be aligned with learning outcomes on a course and program level;
- Assessment must contain a range of assessment assignments;
- Assessment must neither contain too many nor too few assignments;
- Assessment must clearly define the assessment criteria;
- Assessment must outline benchmarking between different courses;

6.2. MAKING JUDGMENTS DURING ASSESSMENT

When making judgments during assessment academic staff of College ESLG should follow the guidelines presented below:

- Use triggers during assessment which may contain:
    - Discrepancies during grade allocation;
    - High number of failures or high distinctions;
    - Clustering of assessment with the narrow standard deviation;
    - Discrepancies between assessment allocated to students in successive assessment assignments
- Use triggers in the post-assessment phase as follows:
    - Disproportionate assessment compared to historical data of the same course;
    - Large proportion of failing students;
    - Large proportion of students with same assessment;
    - Late submission of results;

7. ASSESSMENT CRITERIA

Examples of criteria to assess the student achievement of intended learning outcomes are presented below as a form of guidelines for professors of various courses:

As an example how to link the assessment criteria to learning outcomes by using particular assessment assignments, these Guidelines use one of learning outcomes of the course Sustainable Facility Management of the master study program in Management of Real Estate and Infrastructure (MA), for which a team project report is used as an assessment assignment to measure the student achievement of the learning outcome 1: Apply life cycle costing in design, material selection, construction and operation and maintenance

Table 1: Example of assessment criteria for intended learning outcomes in the courses Sustainable Facility Management

Intended learning outcomes	Assessment criterion	Fail descriptor
Apply life cycle costing in design, material selection, construction and operation and maintenance	Demonstrate and apply theoretical and practical knowledge of life cycle costing principles to material selection, operation and maintenance of the building	Demonstrate partially-developed knowledge of life cycle costing related to the design, material selection, construction and operation and maintenance of the building Make insufficient or wrong assumptions and partially calculate some of the expected life cycle parameters in materials and building operations, occasionally justifying the use and outcomes of selected materials. Partially link to some life cycle costing practices.

The achievement of learning outcome: Apply life cycle costing in design, material selection, construction and operation and maintenance is measured by the assessment assignment Team Project Technical Report as described in the section Types of Assessment Assignments, which is assessed by the following assessment criteria:

1. Demonstrate and apply theoretical and practical knowledge of life cycle costing principles to material selection, operation and maintenance of the building (35 %);
2. Solve energy consumption problems during construction and operations phase of the building (35 %);
3. Communicate in a team in writing in the form of a technical project report (30 %);

The standard descriptors used to assess the student achievement of the learning outcome: Apply life cycle costing in design, material selection, construction and operation and maintenance through the assessment assignment (Team Project Technical Report) are:

- Fail – Grade 5;
- Pass – Grade 6;
- Average credit – Grade 7 and 8;
- Distinction – Grade 9;
- High distinction – Grade 10

The descriptors are explained for each assessment criterion in Table 2.

Intended learning outcomes	Assessment criterion	High Distinction – Grade 10	Distinction – Grade 9	Average credit- Grades 7 and 8	Pass – Grade 6	Fail – Grade 5
Apply life cycle costing in design, material selection, construction and operation and maintenance	Demonstrate and apply theoretical and practical knowledge of life cycle costing principles to material selection, operation and maintenance of the building (35 %)	Demonstrate and apply comprehensive knowledge of life cycle costing when thoroughly discussing and describing the main concepts and features related to the design, materials selection, and buildings operations and maintenance. Make meaningful assumptions and correctly calculate all of the expected parameters in building	Demonstrate and apply broad knowledge of life cycle costing when discussing and describing the main concepts and features related to the design, materials selection, and buildings operations and maintenance. Make relevant assumptions and correctly calculate the expected parameters in building operations and maintenance, justifying the	Demonstrate and apply knowledge of life cycle costing when discussing and describing most of the concepts and features related to the design, materials selection, and buildings operations and maintenance. Make assumptions and calculate most expected life cycle costing parameters in building operations and maintenance,	Demonstrate and apply basic knowledge of life cycle costing when discussing and describing some of the concepts and features related to the design, material selection, and building operations and maintenance. Make at least half the required assumptions and calculate some of the expected life cycle parameters in building operations,	Demonstrate partially-developed knowledge of life cycle costing related to the design, material selection, construction and operation and maintenance of the building Make insufficient or wrong assumptions and partially calculate some of the expected life cycle parameters in materials and building operations,

		operations and maintenance, thoroughly justifying the use and outcomes of selected materials. Support all your work with extensive, relevant and current literature, link all of your design and development work to relevant LCC theory in industry practices.	use and outcomes of selected materials. Support your work with relevant and current literature, link most of your design and development work to relevant LCC theory in industry practices	justifying the use and outcomes of selected materials. Support most of your work with relevant literature, link some of your design and development work to relevant LCC theory in construction industry practices.	partially justifying their use and outcomes of selected materials. Support at least half of your work with literature, link some of your design and development work to life cycle costing theory in construction industry practices.	occasionally justifying the use and outcomes of selected materials. Partially link to some life cycle costing practices.
Apply life cycle costing in design, material selection, construction and operation and maintenance	Solve energy consumption problems during construction and operations phase of the building (35 %);	Communicate and work effectively in a team and as a leader to efficiently plan and conduct the project to achieve all	Communicate and work effectively in a team and as a leader to plan and conduct the project to achieve all stipulated goals	Communicate and work in a team and occasionally as a leader to plan and conduct the project to achieve most of the stipulated	Communicate and work regularly in a team to plan and conduct the project to achieve some of the stipulated goals of	Work mainly as an individual. Partially solve building energy consumption problems in the construction & operations phases to:

		stipulated goals of calculating energy consumption of the building. Solve energy consumption problems in the construction & operations phases of the building to: provide accurate, innovative and practical building materials solutions,	of calculating energy consumption of the building. Solve energy consumption problems problems in the construction & operations phases to: provide accurate and practical building materials solutions most of which are innovative,	goals of calculating energy consumption of the building Solve energy consumption problems in the construction & operations phases of the building to: provide accurate and practical building materials solutions,	calculating energy consumption of the building. Solve energy consumption problems in the construction & operations phases of the building to: provide some accurate and practical building materials solutions,	provide inaccurate and/or incomplete building materials solutions,
Apply life cycle costing in design, material selection, construction and operation and maintenance	Communicate in a team in writing in the form of a technical project report (30%)	Communicate concisely and coherently in a structured and readable report that adheres to the given format with comprehensive and fully	Communicate concisely and coherently in a structured and readable report that adheres to the given format.	Communicate coherently in a structured and readable report that adheres to the given format.	Communicate in a structured and readable report that largely adheres to the given format.	Present information.

		detailed, diagrams and photos				

8. TRAINING FOR ACADEMIC STAFF IN DESIGNING STANDARD DESCRIPTORS FOR THEIR COURSES USING THESE GUIDELINES

The Faculties of College ESLG are responsible to ensure that both full time and part-time academic staff are sufficiently trained in Guidelines for Effective Assessment and especially in designing assessment assignments and assessment criteria, including standard descriptors as in Table 2 of the present Guidelines.

It is left to the autonomy of course bearers whether they will use rubrics, multiple assessors or pair comparison as types of moderation in making assessment judgments;