



NUR International University, Lahore

Online Assessment Policy and its Comparative Analysis with HEC Assessment Guidelines

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A. Assessment and Evaluation Policy

1. Assessment Methodology that includes mode of assessment, weight distribution, frequency and relevance of assessment tools with course objective that must be a part of every course outline. Assessments of all learning program will be managed through university LMS.
2. Outcomes of all courses offered in VLE must be measured through most appropriate assessment tool/s approved through OAC.
3. There are specific role and responsibility assigned to Deans, HoDs and Course Instructors (see **Appendix A**, page 10) for effective assessment. LMS OC must be informed about the VLE assessment process.
4. Students' assessment and evaluation mechanism is based upon multiple types of assessments at various transition points. It includes but is not limited to course assignments, quizzes, projects, presentations, online participation and examinations.
5. Weightage of Sessional Assessments will be 60%, whereas that of Final Examination will be 40%. Further division of Sessional Assessment weightage (60%) is instructor's prerogative and requires approval of HoD.
6. Instructors are asked to use such assessment tasks that will test students' higher order thinking skills. For example; case studies, review of an article, critical analysis on a scenario etc.
7. All course instructors are asked to use NIU Assessment Cover-Page (see **Appendix B**, page 11) to develop any assignment, project and/or presentation that will enable students to know the assessment purpose/s, instruction, marking criteria and deadlines. LMS will enable instructors to provide feedback.
8. Instructors are asked to read LMS Assessment Design (see **Appendix C**, page 12) to develop assessment tools.
9. A student will be ineligible to appear in the final examination if he/she fails to maintain 80% classroom attendance. Course instructors and coordinators are requested to inform students about the policy.

10. Course instructors will share assessment process, any difficulty/complain/grievance faced by student due to VLE should consult concerning HoDs.

Note: It is planed that assessment regarding Physical Performance of Labs shall be arranged (if possible) after opening of the university. In other case, alternative arrangements will be made for the purpose.

B. Conduct of Online Examination

1. Mid- and Final- Semester examinations of all program will be managed through university LMS (Moodle).
2. Weightage of mid- and Final Semester will be 20% and 40% respectively. Remaining 40% of weightage will be distributed in the continuous assessment (assignments, quizzes and presentations).
3. Examination paper will comprise of Multiple Choice Question (one best type) section and case-study/scenario based Short Answer Questions.
4. Exam papers will comprise of questions of various cognition levels, however a fair portion of exam will test students' higher order thinking skills (problem solving, analysis, synthesis and evaluation).
5. All necessary instructions will be provided and required material will be of high visual quality.
6. Exam paper will be uploaded well before the exam schedule by the course instructors, however it will be accessible to examinees for specific time bracket and all students will simultaneously attempt the paper for a given course.
7. Exams will be conducted according to the schedule announced by the office of examination. Access to examination portal will be granted to examinees for 60 minutes and 120 minutes for mid- and final-semester exam respectively according to the exam schedule. Attempt to exam will be one time activity-only single attempt is allowed and slot will expire after the prescribed duration.
8. Course instructor will be available during the exam to entertain queries of students (if required).

9. A week before mid-semester examination for Spring 2020 semester students will be involved in mock examination. This will make students as well as faculty familiar with the online examination environment.
10. University values and promotes academic integrity. Exam integrity will be ensured by the use of LMS options (shuffling of questions and their options, one question display at a time, restrict on the review). Uses of plagiarism detection software will enable to identify students indulge in cheating, this may lead to cancellation of the exams or other serious consequences.

Any student having grievance regarding examination may appeal to university 'Assessment and Grade Review Committee' through relevant HoD within a week after declaration of results.

C. Marking of Assessment Items and Final Grades

1. LMS enable course instructors with automated marking of MCQ types of items. "Feedback" feature also facilitate instructors to support students.
2. All subjective types testing items must be marked against the standards and criteria set for each assessment task. Moodle enables instructors to provide feedback to students' loaded work.
3. All instructors are bound to mark students' work and provide construction feedback through LMS within 7 days.
4. Marks and grades awarded must align with the university grade descriptors.
5. Final results will be expressed as a letter grade, with a corresponding numerical mark, as outlined in NIU Grading System.
6. Announcement of final results is subject to the approval of Grade Review Committee.

D. Grievance, Moderation and Validation of Assessment

Grievance, Moderation and Validation is an integral to assessment design, grading and improvement. University will follow its Standard Operating Procedures (SOPs) (see **Appendix D**, page 15) for the purpose of review, moderation and validation.

E. Sanctity, Secrecy and Security of Assessment

All course instructors are asked to maintain the sanctity, secrecy and security of assessment and evaluation. Following recommendations are advisable to all instructors in this regard;

1. Protect LMS portal with an alphanumeric password. Keep the password secret. Don't share the password with colleagues, even family members for any purpose.
2. It is advisable to all course instructors to use access LMS through personal computers. Avoid accessing Moodle through various computers. In this case always logout after using the Moodle.
3. Same level of consciousness is expected from all students. Instructors must guide students in this regard.
4. Always set timeline before developing quiz in Moodle. In other case, the quiz will be visible to all registered students.
5. Plan a quiz with minimum possible time margin and allocate appropriate time allocation for each item of a quiz.
6. Use of 'Shuffling' feature of Moodle to conduct quizzes.
7. Use such assessment tools and items that require students' higher order thinking skills, for example use of case studies.
8. Use of online proctored testing activities.

F. Academic Integrity

1. Online students are held to the same academic integrity policies as face-to-face students. Scholastic dishonesty includes cheating, plagiarism, and collusion.
2. Faculty should take measures to deter cheating as much as possible (unique assignments, random test or quiz questions, plagiarism checks, etc.).
3. NIU's disciplinary process will be followed when academic dishonesty is suspected. In this case, instructor/sis/are to collect evidence and submit it to the Office of Student Affairs to take necessary actions.

4. Any instructor alone may not assign penalties (in the form of reduced points or grades) for inappropriate online behavior.
5. Disciplinary Committee will investigate the charge, determine appropriate course of action and notify the student and faculty.

G. Students Attendance

Attendance of students will be recorded through their proactive involvement in the lessons offered through VLE. For this purpose,

1. Each course instructor will plan for a 5 minutes quiz comprising of 10 factual/recall based Multiple Choice Questions (one best type) based upon the taught contents of the lesson.
2. Instructors will mark attendance of the students who able to respond to at least 5 MCQs out of 10 correctly. In other case, the student/s will not have right to claim attendance.
3. Instructors are asked to maintain students' attendance record. In this regard Moodle will provide required assistance.
4. Course instructors will share the record with the Course Coordinators for the purpose of mentoring and counseling.

H. NIU Assessment Policy and HEC Covid19 Guidance no 6. on Assessment & Evaluation: A Comparative Analysis

NUR International University	Higher Education Commission
<p>Principles of Assessment Policies</p> <p>A. Students' promotion is dependent upon various types of assessments including continuous assessment (assignments, presentations and quizzes), and mid- and final-examinations. Weightage of continuous assessments, mid- and final-examinations are 40%, 20% and 40% respectively.</p> <p>Students' participation in online lessons will be ensured through daily quizzes for attendance.</p> <p>B. Spring 2020 semester is only 6 weeks delay. Semester was halted from 14th March till 1st May 2020 due to COVID19 and the time was used for LMS deployment and preparation. The Spring 2020 will end on 10th July and result will be declared on 17th August 2020.</p> <p>C. No such option is used against any course offered by university.</p> <p>D. Assessment sanctity, secrecy and security is maintained through;</p> <ol style="list-style-type: none"> 1. Protect LMS portal with an alphanumeric password 2. Set timeline on LMS to access 	<p>Principles of Assessment Policies</p> <p>A. No Promotion without Assessment</p> <p>B. Semesters Not to Be Wasted</p> <p>C. Consideration of Pass/Fail Option</p> <p>D. Prevention of Cheating, Unpermitted Collaboration, and Plagiarism</p>

<p>assessment activities</p> <ol style="list-style-type: none"> 3. Plan quizzes/exams with minimum possible time margin and allocate appropriate time allocation for each item of a quiz. 4. Use of 'Shuffling' feature of Moodle to conduct quizzes. 5. Use such assessment tools and items that require students' higher order thinking skills, for example use of case studies. 6. Use of online proctored testing activities (one to one viva voce exams). <p>E. Course objectives/outcomes of the online education will be the same as face to face teaching. Similar assessment tools will be used for each course.</p> <p>F. University has developed "Assessment and Grade Review Policy" to address grievances of students.</p>	<p>E. To the Extent Possible, Use the Same Method of Assessment for Students in a Course</p> <p>F. Grievance Mechanism</p>
<p>Approaches to Assessment</p> <p>University Assessment is based upon continuous assessment in the form of assignments, quizzes and presentations/viva voce, and mid- and final-examinations administered through university LMS. Students will be provided limited access to exam items, use of</p>	<p>Approaches to Assessment</p> <ol style="list-style-type: none"> A. Open Book Exams B. End of semester written work C. Oral Exams and Presentation <p>Discouraged Methods</p> <ol style="list-style-type: none"> A. Close Book Exams B. MCQs administered in traditional manner without sophisticated LMS

<p>shuffling items and options, display one item at a time, case-study/ scenario based exam items, use of adequate number of questions testing students' higher order and critical thinking skills will make it robust process of assessment.</p>	<p>Platform</p>
<p>Through connectivity survey, mock exam activities, and frequent quizzes it was identified that students are not facing connectivity issues. However, any student face connectivity difficulty during the examination may appeal to Assessment and Grade Review Committee.</p>	<p>The policy should accommodate such students, with some degree of diligence to make sure that the case is genuine.</p>
<p>This policy already exists and students are aware of it as it is published in students' handbook.</p>	<p>Students Facing Medical Difficulties: This policy should also accommodate such students who face medical difficulties or other problems. Any exemptions granted here should be limited, and approval must be obtained by senior university management.</p>

Appendix A: LMS Assessment: Roles and Responsibilities

1. Online Academic Council Committee will certify that the university has enacted transparent policies and SOPs on evaluation of online courses and has all the structures in place to support such evaluations.
2. A Dean of faculty must ensure that all academic teaching units in the faculty consistently meet the standards required for assessment of student learning
3. A Head of Department (HoD), under the leadership of Dean, must ensure that the academic unit meets the quality standards required by the University for the assessment of student learning
4. A Course Facilitator (teacher) must oversee design of assessment processes to ensure that assessments are relevant and aligned with learning outcomes; that the assessment complies with all aspects of policy; and that the structure of assessment is available to all students at the start of semester. A Course facilitator is responsible for ensuring appropriate support and supervision. Normally a course facilitator will also act as an Examiner for undergraduate and postgraduate taught courses, is responsible for setting and marking course examinations. She /he is also responsible for maintaining appropriate and adequate academic standards for all aspects of the assessment process, and provides an independent quality review of assessments and results.
It shall be the responsibility of the concerned Instructor to keep the students informed regarding their Sessional Assignments status through NIU Moodle.
5. A Course Coordinator is responsible for the administration and organization of the course assessment. It is responsibility of course coordinator to develop and disseminate Assessment Gantt Chart.

Appendix B: Continuous Assessment Cover Page

NUR International University

Program:	Mode of Assessment:
Course Name & Code:	Weightage:
Session & Semester:	Total Marks:
Name of Facilitator:	Submission Date:
Assessment Title:	

Objectives:

By doing this assessment the students will be able to demonstrate:

-

Prologue/Introduction

Assessment Instructions

Marking Criteria

Appendix C: LMS Assessment Design

1. Assessment in NIU is criterion-referenced, i.e. judgments about the quality of students' performance must be made by reference to explicit or predetermined criteria and standards.
2. Assessment design must be considered in the context of the course and its learning outcomes. Assessment in all courses must demonstrate coherence and a consideration of learning progression.
3. Assessment tasks will reflect innovation and increasing levels of complexity.
4. Except where it is necessary to test basic conceptual knowledge, assessment tasks will be authentic, appropriate to disciplinary and/or professional contexts, and measure higher order thinking skills.
5. Allowing for disciplinary and or professional contexts, the range and weighting of assessment tasks must give students an opportunity to develop competence through formative tasks, and demonstrate mastery through summative tasks.
6. Assessment tasks must be designed to develop students' awareness of and a capacity for academic integrity.
7. The timing of assessment components, where possible, must consider student workloads, coherent learning progression, and provide sufficient opportunities to utilize feedback/feed-forward.
8. A variety of assessment tasks including, where appropriate, peer-, self- and group-assessment, will be used to provide students with a range of appropriate learning opportunities.
9. Group assessment tasks must be demonstrably fair and clear. To ensure an appropriate component of group work assessment is individually assessed.
10. To ensure diversity of assessment following assessment methods and weights will be used;
 - Assignments: 15 to 20%
 - Quiz/Classroom Test: 10-15%
 - Performance Based Assessment: 5 to 25%
 - Mid-Semester Examination: 20%

- Final Examination: 40%
11. It is recommended to all course facilitators to use at least two assignments, two quizzes/classroom tests, two performance based assessment, one mid-semester examination and a final examination.
 12. Course facilitator is bound to follow Assessment Gantt Chart. In exceptional case a course facilitator is required to discuss the matter with HoD and make alternatives arrangements after approval of HoD.
 13. It is recommended to all course facilitator to spread assessments evenly throughout the semester so that assessment load can be managed.
 14. Course facilitators are asked to return students' assessed work along with Continuous Assessment Cover Page, filled in all aspects within 7 working days to students and provide them constructive feedback.
 15. Final Examinations will normally be two hour whereas Mid-semester Examinations will normally be one hour in duration. Mid- and Final Semester Examinations will comprise of mainly two types of assessment items i.e. Multiple Choice Questions (one best type) and Short Answer Questions.

Examination Paper Composition

Final Examination	Option I (2 Hours)	Option II (2 Hours)
MCQs* (Average time: 1 min/Item)	60	40
SAQ **(Case Based Items)	3 Questions (60 min)	4 Questions (80 min)

Mid Semester Examination	Option I (1 Hour)	Option II (1 Hour)
MCQs* (Average time: 1 min/Item)	30	20
SAQ **(Case Based Items)	2 Question (30 min)	2 Questions (40 min)

Note:

* Consult the document "Guidelines for writing Multiple Choice Questions" to develop MCQs

** Consult the document "Guidelines for Developing SAQ" to develop SAQ testing items

16. Where different levels of courses are taught concurrently the courses must be assessed separately, with different methodology.
17. Assessment is conducted in English except where the use of another language is a required part of the course.
18. Feedback to students must specifically address performance against the learning outcomes and criteria of the assessment task.
19. Feedback must be provided in a timely manner and no later than one week after the day the assessment was submitted, or sooner when the feedback is required to prepare for subsequent assessments
20. In peer, self or group- assessment exercises course facilitator must provide detailed guidance to support students' understanding of their responsibilities when evaluating their own and others' work

Appendix D: Grievance, Moderation and Validation of Assessment SOPs

Assessment Moderation and Validation

Students' assessment enrolled in taught courses of any program is based upon two types, sessional assessment and examinations. Moderation and validation is integral to assessment design, grading and improvement. Moderation processes are used to establish comparability of standards, reached through consensus, between assessors to ensure the validity, reliability and practicality of assessment and consistency of grading.

Scope of Moderation and Validation Process

1. Assessment procedures will encourage, reinforce and be integral to learning
2. Assessment will provide quality and timely feedback to enhance learning
3. Assessment practices will be valid, reliable and consistent
4. Information about assessment is readily accessible in the course outline
5. Assessments should not overload the timetable and should be conveniently placed both for faculty and students

Moderation and Validation Process

i. Individual Moderation and Validation

First step toward assessment moderation and validation is at individual level. Course facilitator are encouraged to keep reflect upon the developed assessment tools used for the continuous assessment, especially for examination papers they are asked to use Examination Paper Review Performa (see **appendix F** on page 21) for the purpose.

ii. Departmental Moderation

Departmental head in consultation with the course facilitator review the assessment plan and procedure to with the focus of moderation, validity and reliability.

To moderate and validate examination papers HoDs, are asked to develop a report about examination validity and reliability using Departmental Papers Review Performa (see **appendix G** on page 22).

iii. Examination Paper Analysis

The controller of examination and head of quality enhancement cell will arrange sittings to analyze the quality of examination papers. The main domains of analyses are; quality of instructions, appearance, construct, formatting and Item difficulty (LoTs, Application based and HoTs).

iv. Assessment and Grade Review Committee

Grade Review Committee will hold biannual meetings for the purpose of assessment review, moderation and validation. The committee will discuss quality of assessments based upon the evidences produced through all three initial tiers of moderation and validation processes, check randomly a few answer papers of the final examination for checking uniformity of scoring, review the standard of grading process (marking according to laid down criteria in the form of checklist/key, grading, and course and semester grade distribution), and address the appeals of the students related to their grades. Announcement of final results is subject to the approval of Grade Review Committee. Details are provided in the Assessment and Grade Review Policy (**Appendix E** on page 17).

v. External Moderation

In case of need, assistance of external resource will be sought to review the assessment plan in order to ensure the assessment regime and tasks are appropriate to the learning outcomes of the course. External reviewer/s will be renowned expert of the matter, serving/served in HEC recognized degree awarding institution.

Appendix E: Assessment and Grade Review Policy and SOPs

A. AGRC Occupancy

The AGR Panel shall comprise the following personnel;

- a) Controller of Examinations (Convener)
- b) QEC(Secretary)
- c) Registrar
- d) Relevant Dean
- e) Relevant HoD
- f) 2 Senior Faculty (Co-opted Members)

B. Purpose

The process of Assessment and Grade Review is one of the core functions of a dynamical educational organization. To value this belief management of university has developed and implemented this policy through standard operating procedure for quality assurance of its assessment and evaluation.

This cyclical review process is executed and concluded by the university Assessment and Grade Review Committee that will meet at the end of each semester to moderate and validate the assessments and evaluations, as well as address grievances of the students related to the grades and/or instructors as and when required. All offered courses at the university must undergo through the process except those for Post-Graduate courses assessed by thesis and oral which is the responsibility of the Board of Advanced Studies (BASR). Declaration of semester results is subject to the approval of the committee.

C. Scope of AGRC

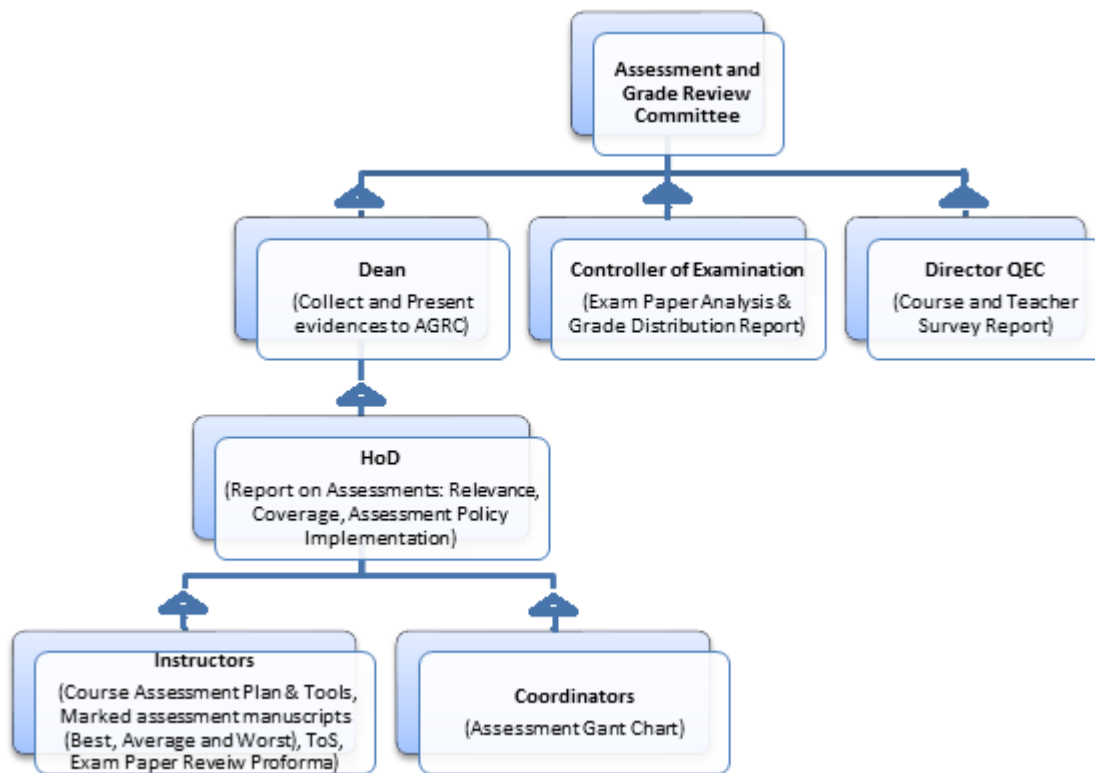
The Assessment and Grade Review Committee on the basis of evidence collected through its members will;

- a. review assessment methodology (frequency, tools and execution)

- b. review the standard of grading process (marking according to laid down criteria in the form of checklist/key , grading, and course and semester grade distribution)
- c. address the appeals of the students related to their grades

D. Procedure

The process of Assessment and Grade Review will be managed faculty-wise according to the following hierarchy;



1. AGRC meeting will be scheduled two weeks subsequent to examinations, depending on the availability of the committee convener.
2. Every Dean of faculty will make arrangements to collect following required evidence and ensure its availability to the AGRC meeting.
 - a. Assessment Gantt Chart (demonstrating assessment frequency distribution)

- b. Assessment methodology of courses, ensuring that assessment tools cover all areas of the course competencies or learning outcomes, and relevance of assessment plan with the courses
 - c. Feedback on assessments gained through individual debriefs of faculty and students
 - d. Quality marking and consistence of judgment
 - e. Students grade/instructor grievance cases (if any)-read Section F for the Grade/Instructor Appeal Process
 - f. Suggests changes (if any) to improve the assessment process
3. Controller of examinations will ensure the availability of exam paper analysis and grade distribution report prior to the AGRC meeting
 4. Director of Quality Enhancement Cell will ensure the availability of course and teacher evaluation survey report (to compare assessments with feedback)

E. AGRC Meeting

During the meeting AGRC will; review, compare and evaluate the assessment processes, tools and evidence contributing to judgments made by faculty against the competency standards; and document action/s taken for consistency and/or improvement of assessment. Specifically following points will be discussed during the meeting;

1. assessment tools and tasks are consistent and gather sufficient evidence
2. assessment tools have clear instructions for students
3. assessment tools support high standards of assessing teaching and learning
4. assessment tools meet the course competencies or learning outcome requirements

5. assessment standards are followed as per policy
6. grades granted reflect transparency of the assessment process

F. Grade/Instructor Appeal Process

Any student who has grievance about; the facilitation by the course instructor; or course final grade may appeal for the review of grade/course instructor allotment as describe in the following process.

Step I: A student shall meet with the instructor in an attempt to resolve his/her concern. Failed to resolve the concern, the student will be eligible for the Step II.

Step II: The student will write Instructor/Grade Grievance application and submit it to the relevant HoD. A meeting will be arranged to resolve the concern. HoD will write his/her decision on application. Failed to resolve the concern, the student will be eligible for the Step III.

Step III: The student will present his/her application with HoD decision along with supporting evidences to relevant Dean for the AGRC.

Note: In respect of grade, a student must submit the grievance application within seven working days after declaration of the result.

Every Dean will finalize the report and share with the committee members, and keep it for the record within a week after the deliberation of the committee.

Appendix F: Examination Paper Review Proforma



NUR International University
Examination Paper Review Proforma for Examination-Paper Developer

Name of Department:.....Name of the Paper Developer:.....

Course Name:.....Program Name:.....Semester:.....

Performa to review and evaluate examination Paper

Sr.	Indicators	Yes/No
1	Objective and subjective parts of exam paper are separate and self-supportive	
2	The instruction of exam paper is clear, concise and self-explanatory	
3	The questions and exam items are stated in simple and clear language	
4	The time limit is specified and sufficient	
5	The layout of exam paper is formal, well-structured and uniform	
6	The layout of exam paper reduced paper wastage	
7	In case of MCQs, stem and options are placed subsequently	
8	In case of MCQs, options of each item are placed in alphabetical order	
9	In case of MCQs, all options of each item are plausible	
10	In case of MCQs, options 'all of the above' or 'none of the above' were not used	
11	The spacing on the page contributes to ease of reading and responding	
12	The items measuring the same outcome are grouped together	
13	Marks against each section are provided	
14	The allocation of marks to each subjective question reflects the item difficulty	
15	The items/questions present relevant tasks which reflect the current syllabus	
16	The items/questions measure a representative sample of the learning outcomes	
17	The difficulty level of the paper matches the learning outcomes	
18	The item/s the options do not contain cues or hints about answers	
19	The exam paper is free of typographical errors	

20. To what extent the syllabus was tested through the exam?

Less than 25%	25 to 50%	51% to 75%	More than 75%

21. Write number of questions in subjective Part

	Number of Questions and Marks	Question related to lower order thinking	Questions related to higher order thinking
Objective Part			
Subjective Part			

22. Reflect and write about the validity and reliability of this exam paper .What will you differently if asked to construct an exam paper for the same course again?

.....

.....

.....

Date:...../...../.....

Signature:.....

Appendix G: Departmental Paper Review Performa



NUR International University
Pre/Post Examination Departmental Paper Review

Name of Department:.....Name of the HoD:.....
Program Name:..... Semester:..... Duration of Meeting:.....

Based upon the Performa's 'Exam Paper Review' responded by the paper developers/teachers and discussion reflect upon the following questions

1. What do you think about the design, language, structure and organization of exam papers?
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.....
.....
.....
2. What do you think about the quality of examination testing items/questions?
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.....
.....
.....
3. How well the examination paper cover the course objectives? How it emphasizes the important contents?
.....
.....
.....
.....
4. How well students' performance on the examination can be interpreted as a meaningful measure of course objective?
.....
.....
.....
.....
5. How valid and reliable were the examination paper? What actions will you suggest for further improvement?
.....
.....
.....
.....

Date:..../.../.....

Signature:.....