

**AUTONOMOUS ORGANIZATION OF EDUCATION
«NAZARBAYEV UNIVERSITY»**

**NAZARBAYEV UNIVERSITY
ASSESSMENT STRATEGY**

Approved by the resolution of the Academic Council of
the autonomous organization of education “Nazarbayev University”
Minutes # 30 of 30.03 2016



Astana
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1. Introduction

1. Assessment is a highly significant component of students' educational experience at Nazarbayev University (hereinafter-NU). Within this strategy, assessment is taken to embrace a wide range of activities including, but not limited to, coursework, examinations, group work, presentations, dissertations, theses and projects. It includes both formative and summative assessment – in other words, assessment for learning and the assessment of learning.

2. Purposes of Assessment

2. The primary purpose of assessment at NU is to enable students to develop and demonstrate their intellectual potential. It is an opportunity for students to reflect on their achievements and to determine their success in meeting the standards required to attain the learning outcomes of their courses and their respective programs. Furthermore, NU stakeholders must be assured that assessment activities provide reliable and consistent bases for the recommendation of an appropriate grade or academic award.

3. NU expects assessment to:

- 1) Provide a fair and reliable measure of students' performance, knowledge and skills against the intended learning outcomes of the discipline;
- 2) Aid students to perform to the best of their abilities through assessment that is inclusive and supports their learning and future employment;
- 3) Encourage, motivate and involve students in their learning;
- 4) Assist students in their development, through timely and constructive feedback.

4. NU recognizes that assessment is highly varied and contextualized; consequently it expects that faculty will employ distinctive and diverse assessment practices across its range of undergraduate and graduate study programs.

3. Principles of Assessment

5. Assessment will be reliable and valid:

- 1) Assessment will be accurate and repeatable; clear and consistent processes will be used for the setting, marking/grading and, where appropriate, moderation of assignments;
- 2) Appropriate procedures will be in place to ensure the reliability of marking/grading;
- 3) Schools will ensure assessment methods will minimize and discourage opportunities for academic integrity violations;

6. Information about assessment will be explicit and accessible:

1) Students will be given timely, clear, accurate and transparent assessment briefs and marking/grading criteria for each assignment, and this information will be available to all stakeholders.

7. Assessment will align with program and course aims and learning outcomes:

1) Assessment tasks will ensure that students have the opportunity to develop a range of generic skills and capabilities (e.g. critical thinking, communication), as well as the knowledge and understanding appropriate to the discipline;

2) Assessment tasks and associated criteria will effectively measure student attainment of the intended learning outcomes and NU Graduate Attributes, and will be aligned with learning and teaching activities;

3) The volume and range of assessment tasks will be appropriate to the learning outcomes of the course and/or the program, and the scheduling of assignments will provide a reliable and valid profile of achievement without overloading students;

4) Through external review, appropriate to the School's program level assessment practices, assessment activities will be evaluated against rigorous international standards.

8. Assessment will be inclusive, equitable and authentic:

1) Inclusive and equitable assessment tasks will allow all learners equal opportunity to demonstrate achievement of the intended learning outcomes;

2) Assessment methods using authentic methods and materials (methods and materials that may be found in future work environments) will be employed when possible.

9. Formative and summative assessment will be included in each program/course:

1) Assessment tasks will provide opportunities for feedback to be provided to the learner;

2) Formative and summative assessment will be incorporated into programs/courses to ensure that the purposes of assessment are adequately addressed.

3) Faculty may give students the opportunity to submit assessment tasks electronically and to use software which checks the originality of their work.

10. Feedback will be an integral part of the assessment process:

1) Students will be given feedback on all submitted formative and summative assessment tasks; the nature, extent and timing of feedback for each assessment task will be clear to students in advance;

2) Feedback to learners will be explicit in relation to the intended learning outcomes;

3) Students will receive constructive feedback and marks/grades as soon as possible. Faculty will give students estimates of when they will receive feedback, and inform students of further delays and their reason if needed. Such feedback will normally be provided within a maximum of 15 working days.

11. Marking and grading will be fair and transparent:
- 1) Assessments will be marked fairly, using the marking/grading criteria established in the course and appropriate second marking and moderation;
 - 2) Students will have resources to an appeals process guaranteeing fairness and transparency.
12. Assessment will be regularly reviewed. Schools will conduct regular reviews of assessment practice, incorporating the views of students and external reviewers.

4. Implementation

13. As part of the Annual Program Monitoring process and the development of School Quality Enhancement Plans, assessment practices should be subject to review and continuous improvement, with good practice being identified and disseminated. School-level Teaching and Learning committees should give careful consideration to the following with a view to implementing the NU Assessment Strategy, either by providing workshops and documentation for faculty, or by requesting workshops from NU faculty/administrators with expertise in these areas:

- 1) Enhancement of the alignment between teaching, learning and assessment;
- 2) Achievement of a balance of assessment tasks, including their timing and volume, across programs and courses of study;
- 3) Enhancement of feedback being provided to learners;
- 4) Development of strategic approaches to assessment;
- 5) Dissemination across Schools of good practice assessment;
- 6) Enhancement of processes and procedures to ensure accuracy and consistency of assessment;
- 7) Increasing the authenticity and variety of assessment;
- 8) Development of templates for program leaders covering assessment-related information provided to students;
- 9) Utilization of electronic information systems to provide assessment-related information to students;
- 10) Implementation of methods of assessment that minimize opportunities for academic misconduct;
- 11) Further development of electronic methods of assessment and technology-enhanced feedback;
- 12) Incorporating questions about assessment practices into student feedback mechanisms (e.g. course evaluations).

5. Conclusion

14. NU's Assessment Strategy is based upon the principles that assessment will be valid, reliable and explicit, and that accessible, varied and

stimulating assessment tasks will be aligned with intended learning outcomes. Through the application of these principles, stakeholders will be assured that NU awards are consistent and granted in accordance with rigorous, benchmarked procedures and international standards.

6. Related Strategies and Documents

15. NU Learning and Teaching Strategy
16. NU Graduate Attributes
17. Turnitin Use Guidelines

7. Consultation Process

18. Graduate School of Education
19. School of Humanities and Social Sciences
20. Learning and Teaching Committee
21. Head of Academic Quality Enhancement
22. Head of Instructional Technology

8. Strategy Oversight

23. NU Learning and Teaching Committee

9. Strategy Lifecycle

24. Adopted: March 2016
25. 1st review: March 2017