Policy for the Assessment of Academic Referencing – Exemplars

The following exemplars (fragments of student writing) are provided to demonstrate how the policy for the assessment of academic referencing might be applied during summative assessment. Specimen feedback for Levels 4 and 5 is provided in Comments boxes and is aligned with the relevant level descriptors (reproduced below):

Level 4

The emphasis at Level 4 is on principles and is aligned with the NICATS requirement for 'taking personal responsibility' and 'analysis of well-defined information and concepts' and providing information to locate references. Learning outcomes and marking criteria should require students to be able to:

1. Demonstrate knowledge and understanding of the purpose of referencing and its ethical basis in order to prevent plagiarism and malpractice.
2. Include a limited range of appropriate references and citations in their work.
3. Cite sources correctly and include appropriate information in references in a consistent way, with some adherence to disciplinary standard formatting conventions. Students will not be penalised for any syntactic formatting inaccuracies and will receive appropriate developmental feedback to improve their use of the designated referencing system.

Example fragment (1): meeting threshold, but with weaknesses and example partial feedback.

"One of the principal objectives of relational databases is to ensure that each item of data is only held once within the database" (Ritchie, 2008)

"Relational database theory, and the principles of normalisation, were first constructed by people with a strong mathematical background. They wrote about databases using terminology which was not easily understood outside those mathematical circles. Below is an attempt to provide understandable explanations. Data normalisation is a set of rules and techniques concerned with:

- *Identifying relationships among attributes.*
- *Combining attributes to form relations.*
- *Combining relations to form a database." (Marston, 2004)*

…

3NF

For a database to conform to the 3rd Normal Form (3NF) it must have no non-key attributes that are dependent on other non-key attributes. (Wikipedia, 2012). If we for instance included a clientInfo attribute in the transaction then that information would be dependent on the clientID (A NON-KEY attribute in this table), this then would not conform to 3rd form.

1

Commented [c1]: Good, you've provided a citation to acknowledge the source, and included quotations to show a direct quote. When you have a direct quote you should also include the page number, eg: (Ritchie, 2008:111) would show the quote was from p111.

Commented [c2]: Again, you've correctly quoted material and acknowledged the author – though you need the page number. You need also to think about the amount of text you quote – this is more than I'd expect here. It is best to paraphrase in your own words as it shows you understand it.

Commented [c3]: You shouldn't use Wikipedia as a reference, since it is not guaranteed to be reliable. Think carefully about the quality of your sources. For this subject books are appropriate.

Commented [c4]: Good example of application of knowledge

References

Ritchie, C. (2008) *Database principles and design.* London: Cengage.

Tony Marston. (2004). *The Relational Data Model*. Available at: http://www.tonymarston.net/php-mysql/database-design.html#normalisation. [Accessed 04 November 12].

Wikipedia (2012). '3rd Normal Form': http://rdbms.opengrass.net/2_Database%20Design/2.1_TermsOfReference/2.1.2_Keys.html. [Accessed 04 November 12]

Commented [c5]: Excellent, fully Harvard standard

Commented [c6]: Almost correct, but Harvard always starts with Author Surname and Initial, eg Marston,T (2004).

Take care to put them in alphabetical order.

Always check with the Harvard guide: https://www.edgehill.ac.uk/documents/learningServices/Harvard_Referencing.pdf

Example fragment (2): meeting threshold, but with weaknesses and example partial feedback

Julie Bostock (Edge Hill Lecture 2010) explained that assessment of learning can also be described as summative assessment which could be the end of unit grade or the grade awarded at the end of the year.

Sadler (1989) explains that in assessment for learning 'the learners task is to close the gap between the present state of understanding and the learning goal'. He goes further and says that for this type of assessment, the teachers role is 'to communicate appropriate goals and promote self-assessment as pupils work towards these goals'

Commented [PHFK7]: It is good to see that you are referencing the lecturer and lecture – and It is always flattering to be quoted in this way. However, it would be better to investigate further and identify the literature that supports this view.

Commented [PHFK8]: An interesting choice of source material, which is a little dated given the development of Assessment for Learning in the last 10 years.

Commented [PHFK9]: The quotations are appropriate and it is good to see the author acknowledged. Where quotations are used then the page number needs to be included in the referencing.

Bibliography:

Black, P. and William, D. (1998) *inside the black box: raising standards through Classroom assessment* London. Nelson

Sadler, R. (1989) 'Formative assessment and the design of instructional systems,' *Instructional Science* 18, 119–144

Department for Education and Skills (2004) Pedagogy and Practice: Teaching and learning in Secondary Schools: National Curriculum Guidance Notes – see below

Department for Education and Skills (2004) *Pedagogy and Practice: Teaching and learning in Secondary Schools. Department for Education and Skills.* http://dera.ioe.ac.uk [accessed **insert date**]

Commented [PHFK10]: Paraphrasing is usually preferred to providing a quotation. This is evidence of a deeper level of understanding – and avoids the necessity of referencing the page number.

Commented [PHFK11]: This is a seminal work and it is good to see that you have included it in your reading.

Commented [PHFK12]: The reference is not complete. It needs to have the place of publication and publisher at the end, separated by a full stop.

Commented [PHFK13]: Well done –this is referenced appropriately.

Commented [PHFK14]: Department for Education and Ofsted always cause students difficulties for referencing. Please make sure you use the Harvard guide https://www.edgehill.ac.uk/documents/learningServices/Harvard_Referencing.pdf

Level 5

Learning outcomes and marking criteria should require students to demonstrate understanding of the need to attribute sources by using the designated referencing system to an **acceptable standard**. Progression takes the form of greater knowledge of disciplinary referencing standards and ability to reference correctly a wider range of sources. Students will not be penalised for minor technical errors although credit should be given for correct use of the referencing system. They will be able to:

1. Demonstrate clearly their understanding of the purpose of referencing and its ethical basis in a range of situations and distinguish the referencing system used in their discipline.
2. Include a wide range of appropriate references and citations in their work.
3. Cite all sources correctly and include all appropriate information in references in a consistent way, with adherence to disciplinary standard formatting conventions.

Example fragment (1): meeting threshold, but with weaknesses and example partial feedback

3.0 Normalisation

Normalisation is fundamental in a functional database. If the data within the database hasn't been normalised then the database will contain redundant data, which as a result may include duplicate data and virtually causing the database and all its data within the database to be useless. Stephens describes normalisation as, "…a process of rearranging the database to put it into a standard (normal) form that prevents these kinds of anomalies" (Stephens, 2009). Anomalies, he continues, is a "euphemism for "problem".

Put in simple terms, normalisation is designed to eliminate problems that would prevent a database from working properly.

According to Date (2012) there are seven levels of normalisation, these are:

- 1st Normal Form (1NF)
- 2nd Normal Form (2NF)
- 3rd Normal Form (3NF)
- Boyce-Codd Normal Form (BCNF)
- Fourth Normal Form (4NF)
- Fifth Normal Form (5NF)
- Domain Key Normal Form (DKNF).

Each level will include the level that precedes it. For example, if a database is in 3rd Normal Form (3NF) then, should have gone through the earlier stages of normalisation, therefore already be in 1st and then proceeded to 2nd Normal Form (1NF, 2NF). The data within the coursework database will be normalised to 3rd Normal Form (3NF) since Bagui and Earp (2003) state this is the most important for practical databases. An ER diagram (Astrahan, 1996) will also be provided.

Commented [C15]: Correctly cited, but the quote could be more meaningful – eg the 3 types of anomaly. Stylistically its also better to include the date after the author if you've introduced them in the text. E.g. Stephens (2009 describes normalisation…

Commented [C16]: Correctly cited, but there are better quality references in this subject, which is well-established and so books are appropriate.

References

Astrahan, M. (1996). 'Entity Relationship modelling for Information Systems': http://skat.ihmc.us/DatabaseManagement.pdf [Accessed 2nd November 2012]

Bagui, S & Earp, R (2003). *Database Design Using Entity Relationship Diagrams*. Boca Raton: Auerbach.

Date, C.J. (2012) *Database Design and Relational Theory: Normal Forms and All That Jazz* . O'Reilly

Stephens, R.(2009). *Database Management Systems*. 3rd ed. London: McGraw-Hill.

Ritchie, C. (2008) Database principles and design. London: Cengage.

Commented [C17]: An excellent high-quality reference, but be careful with formatting and inclusion of the publisher location

Example fragment (2): meeting threshold, but with weaknesses and example partial feedback

There is a key difference between Assessment of Learning and Assessment for Learning. Julie Bostock (2010) explained that assessment of learning can also be described as summative assessment which could be the end of unit grade or the grade awarded at the end of the year. The information is used mainly for reporting reasons, i.e. to identify what level a student has achieved and is historical (Fautley, 2008).

Commented [PHFK18]: The referencing is accurate. The use of Fautley (2008) shows that you have read more widely to develop your understanding.

In contrast, Assessment for learning is commonly known as formative assessment (Black, 1998, Bennett, 2011)…. The work of Black and Wiliam (1998) had a profound impact on the place of Assessment within education, leading to the development of the Assessment Reform Group and subsequent impact on strategy and guidance from the Department for Children, Schools and Families and Department for Education and Skills (DCSF 2004, DfES 2008).

Commented [PHFK19]: Good to see you accessing recent literature.

Commented [PHFK20]: Good breadth of resources being evidenced.

References/Bibliography:

Black, P. and Wiliam, D. (1998) *inside the black box: raising standards through Classroom assessment.* London. Nelson

Bennett, Randy Elliot(2011) *Formative assessment: a critical review*, Assessment in Education:
Principles, Policy & Practice, 18: 1, 5 — 25
http://dx.doi.org/10.1080/0969594X.2010.513678 (accessed 28 November 2012)

Bostock, J. (2010) SPD 3010/SPD 4010 Assessment *for learning Part 1*. Ormskirk. Edge Hill University

Fautley, M. (2008, *Assessment For Learning And Teaching In Secondary Schools*. Learning Matters. http://lib.myilibrary.com?ID=266399 [accessed 28 November 2012]

Commented [PHFK21]: The initials would be used, rather than full names

Commented [PHFK22]: This is correctly referenced.

Commented [PHFK23]: Location needs to be added here.

Level 6

Learning outcomes and marking criteria should require students to demonstrate understanding of the need to attribute sources by using the designated referencing system to a **high standard**. Credit should be given for correct use of the referencing system although marks may be deducted for technical errors. Students will be able to:

1. Demonstrate thoroughly their understanding of the purpose of referencing, the concept of intellectual property and its ethical basis in a wide range of situations and the referencing system used in their discipline.
2. Include a wide range of appropriate and high quality[1] references and citations in their work from a variety of reference types.
3. Cite all sources correctly and include all appropriate information in references in a consistent way, with full adherence to disciplinary standard formatting conventions at a high standard.

Example fragment (1): using high quality sources, citing and referencing appropriately

Feedback

It is generally accepted that constructive feedback is essential for improving performance (Shute, 2008). Indeed Laurillard (2002: 55) claims that '*action without feedback is completely unproductive for a learner*' and the extensive meta-analyses conducted by Hattie & Timperley (2007) shows an average effect size of 0.79 on student achievement. In the higher education setting Hounsell (2007) states that feedback can enhance learning in three significant ways: by accelerating learning; by optimising the quality of what is learned; and by raising individual and collective attainment.

However, these positive headlines mask a much more complex situation whwich is primarily related to the variation in the forms of feedback and the environments in which it is provided. Indeed, there are many different types of feedback, for example Shute (2008) identifies twelve categories from 'No feedback' through 'Elaboration-explanation' to 'Informative tutoring' and the latter category presents composite information including verification, error flagging and strategic hints. Hattie and Timperley's (2007) analysis uses a very different classification which includes cues, reinforcement, praise, reward, punishment and method of delivery. The situation is further complicated by attributes of the task that is being performed, current competency of the learner, the timing (immediate or delayed) of provision of the feedback and whether the focus is on performance of the immediate task, or longer term transferable learning. Furthermore the term feedback is also used in various contexts to mean the communication of information to either the student or the teacher (Hattie, 2009).

[1] These criteria deliberately use phrases that require professional judgement to take account of the variation in disciplinary practice, for example 'high quality' = context-dependent.

Given this level of variation in the use of the term feedback, it is unsurprising that research studies have not demonstrated consistent results, indeed some forms of 'feedback' (for example providing only grades) have been found to impede learning and a review of effects of feedback in schools, colleges and workplaces by Kluger and DeNisi (1996) found that in 38% of the studies, feedback lowered average performance.

References

Hattie, J.A.C., & Timperley, H. (2007) The power of feedback. *Review of Educational Research*. 77(1) pp. 81-112.

Hattie, J.A.C. (2009) The black box of tertiary assessment: an impending revolution. In: Meyer, L.H. *et al.* (Eds.) *TERTIARY ASSESSMENT & HIGHER EDUCATION STUDENT OUTCOMES: POLICY, PRACTICE & RESEARCH*. Wellington, New Zealand: Ako Aotearoa. pp.259-275.

Hounsell, D. (2007) Towards more sustainable feedback to students. In: Boud, D. & Falchikov, N. (Eds.) *Rethinking Assessment in Higher Education: learning for the longer term.* London: Routledge. pp.101-113.

Kluger, A. N. & DeNisi, A. (1996) The effects of feedback interventions on performance: a historical review, a meta-analysis, and a preliminary feedback intervention theory. *Psychological Bulletin*. 119(2) pp. 254-284.

Laurillard, D. (2002) *Rethinking University Teaching: a conversational framework for the effective use of learning technologies*. 2nd ed. London: Routledge.

Shute, V. (2008) Focus on Formative Feedback, *Review of Educational Research.* 78 (1) pp. 153–189.

Example fragment (2): using high quality sources, citing and referencing appropriately

There is a key difference between Assessment OF Learning and Assessment FOR Learning. Assessment of Learning is also known as summative assessment and would occur at the end of a unit or year. A clear example of this would be GCSE results. The information is used mainly for reporting reasons, i.e. to identify what level a student has achieved and is historical (Fautley, 2008). In contrast, Assessment for learning is commonly known as formative assessment (Black, 1998, Bennett, 2011). However, an exact definition of what formative assessment is remains elusive with some practitioners perceiving it to be a form of diagnostic testing and others identifying it as a process (Bennett, 2011). The common ground in both approaches is the intention to improve the learning of the student by adapting teaching strategies so that this can happen.

The work of Black and Wiliam (1998) had a profound impact on the place of Assessment within education, leading to the development of the Assessment Reform Group (ARG) and subsequent impact on strategy and guidance from the Department for Children, Schools and Families and Department for Education and Skills (DCSF 2004, DfES 2008). The result of this is that in practice, both approaches to Assessment for Learning appear to be evident within school based practice. Pupils

are regularly assessed against targets and the results of these are used to identify the need for intervention strategies and inform curriculum design. This reflects the concept of formative assessment as having a diagnostic function (Bennett, 2011). On the other hand, classroom practice is expected to evidence an approach that views Assessment for Learning as a process, whereby assessment is integral to the role of teaching and learning.

In order to integrate assessment into the role of teaching and learning, a key requirement is to enable students to participate in the process themselves (Black and Wiliam, 1998., ARG, 2002., Gardner, 2006) Consequently, the teacher needs to ensure that their own skills are such that they engage students in assessment. This will require the teacher to take account of student motivation and ensure that their own feedback to pupils is clear and that the students will be able to act on it. Schools are constantly developing the range of strategies that can be used within lessons in order to encourage student engagement and to be able to assess their own learning as well as enable the member of staff to do this.

Reference List

Gardner, J (Ed) (2006) *Assessment and Learning* (2nd Ed) London: Sage

Assessment Reform Group (2002) *Assessment for Learning: 10 Principles.* Nuffield Foundation http://assessment-reform-group.org/publications/. [accessed 28 November 2012]

Bennett, R. E. (2011) *Formative assessment: a critical review*, Assessment in Education: Principles, Policy & Practice, 18: 1, 5 — 25 http://dx.doi.org/10.1080/0969594X.2010.513678 [accessed 28 November 2012]

Black, P. and Wiliam, D. (1998) *Inside the black box: raising standards through Classroom assessment.* London. nferNelson

Department for Children, Schools and Families (2008) *The Assessment for Learning Strategy*. http://dera.ioe.ac.uk/8161/ [accessed 28 November 2012]

Department for Education and Skills (2004) *Pedagogy and Practice - Unit 12: Assessment for learning*. Available at http://dera.ioe.ac.uk/5676/ [accessed 28 November 2012]

Fautley, M. (2008) *Assessment For Learning And Teaching In Secondary Schools.* Exeter. Learning Matters. http://lib.myilibrary.com?ID=266399 [accessed 28 November 2012]