

Fairness in Assessment questionnaire

Student feedback – course level

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This document is subject to regular review. To make suggestions for improvement or to share feedback, please contact the University's Education Quality Office at ego@uni.lu.

Access for staff: [University Intranet](#) and [Teacher's Corner](#) in Moodle.

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About this reference guide

The present reference guide describes the questionnaire for Fairness in Assessment that the University of Luxembourg (UL) uses to collect student feedback regarding their perceptions and experiences about work and task assessments conducted by instructors in their courses. Readers will find in the document information on the management, the conceptualization and design of the questionnaire, reporting, and some of the most frequently asked questions (FAQ) about this feedback instrument.

The guide is available in the documentation repository of the Vice-Rectorate for Academic Affairs (VRA) on the [University intranet](#) and it is equally accessible on the [Teacher's Corner](#) in Moodle.

To learn more about the University's approach to student feedback, please also refer to the following documents also accessible on the intranet and the Teacher's Corner:

- *Handout Student and graduate feedback*: For an overview of the different dimensions and channels currently in place at the University of Luxembourg to solicit feedback from current and former students.
- *Feedback at course level. Framework and application*: For information on the Course feedback framework, guiding principles and instruments that the University uses to collect feedback from students at course level.

For further questions or suggestions, please contact the University's Education Quality Office at eqo@uni.lu.

Overview

The Fairness in Assessment questionnaire is an essential component of the University's Quality Assurance Framework for Education (QAFE), which contributes to the assessment of the quality of all courses at bachelor and master level offered at the University of Luxembourg.

Assessing student learning is a complex process. It involves defining learning goals; formulating and creating tasks that can show whether the goals have been achieved; administering these tasks in a certain setting or mode; and, finally, scoring student responses or performance on the task(s). Transparent rules and their consistent and neutral application are building blocks for guaranteeing fairness throughout this process.

The Fairness in Assessment questionnaire is grounded in Classroom Justice Theory and captures aspects of informational, as well as procedural fairness. By studying student responses to these aspects, the applied assessment process can continually be improved.

- **Informational fairness** is fulfilled when all relevant information is available to everybody who is concerned.
- **Procedural fairness** is given if the assessment process is equally applied to everybody, all measures are taken to avoid bias or prejudice of the assessor, every decision is based on adequate and sufficient information, and if wrong decisions can be revised.

The information provided through the questionnaire should serve as an opportunity to rethink assessment habits. The primary purposes of the questionnaire are:

- To improve the fairness of (graded) assessment tasks in courses. This is achieved by evaluating specific aspects of the assessment process within a course. By receiving feedback from students and reflecting on these aspects, each instructor can learn about their assessment practices.
- To gather input from students about their perceptions and experiences with the assessment of graded tasks in their individual course(s).
- To provide teaching staff with an overview of what their students think about the way tasks are assessed in their course.

Management and organisational issues

The organisation and management of the Fairness in Assessment questionnaire (framework and implementation) is a competence of the Steering group and the Advisory board for Course feedback. Both groups are responsible for jointly deciding on measures to monitor the quality of teaching and learning at the University.

- The **Steering group** is constituted by the University's Education Quality Office (EQO) and supported by the Luxembourg Centre for Educational Testing (LUCET) team.
- The **Advisory board** is constituted by the Vice-Rectorate for Academic Affairs (VRA) and representatives of the Dean's Office of the three faculties.
- **Students** are regularly informed and updated about the status of the questionnaire through the [Student Delegation](#).

All Fairness in Assessment questionnaires are delivered and collected through the online assessment system OASYS (version 2.0), which is developed and supported by the Luxembourg Centre for Educational Testing (LUCET).

The platform has been primarily designed as an online assessment system and has been continuously enhanced and improved following a Human-Computer-Interaction (HCI) approach. It is browser neutral, mobile device friendly and designed to maximize voluntary participation.

Feedback data collected through OASYS are pseudo-anonymised and stored securely on dedicated in-house LUCET servers. The OASYS platform exists and operates separately from other University platforms and databases. Consequently, no automatic link can be made between individual participants or instructors. This separation is central to our approach to confidentiality.

Conceptualisation and design

The conceptualisation and design of the questionnaire on Fairness in Assessment is the responsibility of the Steering group. The Steering group reports to the Advisory board and is in charge of the following:

- The approach and design of the questionnaire;
- The further development of the questionnaire, translation of items (EN, FR, GE), usability tests, etc.

The questionnaire on Fairness in Assessment consists of fourteen questions, plus two control questions about demographic information. Questions included in the questionnaire were chosen based on the following criteria:

1. Instructors should be able to draw concrete and immediate conclusions from the results.
2. They only tap aspects that can be changed and directly influenced by the instructor.
3. Students are only asked to evaluate aspects of the assessment process that are experienced by them and therefore can be judged.

The list of items of the questionnaire are described below in Table 1. The questions are formulated in simple and easy to comprehend language. The questionnaire is offered in English, French and German (see Annex 1).

The questionnaire is prefaced by the following statement to help students understand what is meant by assessment task(s):

- *Please read each question carefully and choose the response that best represents your experience in this course. The concept of assessment task(s) in this context refers to any graded activity in this course; for example, homework or in-class assignments, oral presentations, oral or written exams, and any task that was graded.*

Each item in the questionnaire corresponds to one of the following dimensions or aspects of assessment fairness:

- Informational fairness
- Procedural fairness
- General ratings

The response options offered in the questionnaire are as follows:

- 7-point Likert scale
 - o 1 (completely disagree) 2 3 4 (neutral) 5 6 7 (completely agree)
- N/A: not applicable option
- Open-text answer

Table 1. Items for the Fairness in Assessment questionnaire (English)*

*Please note that the concept of assessment task(s) in this context refers to any graded activity in this course. For example, homework or in-class assignments, oral presentations, oral or written exams, and any task that was graded.

Dimensions	N°	Question	Response option
Control	Demographic	Please, enter your age.	Please, enter your age in numbers (open-text)
Control	Demographic	Please, identify your gender.	Male, Female, Prefer not to say, Other (open-text)
Informational fairness	Q1	The content of the assessment task(s) is announced on time.	7-point scale
Informational fairness	Q2	I know what criteria are used to evaluate the assessment task(s).	7-point scale

Informational fairness	Q3	I understand my own grade(s) on the assessment task(s).	7-point scale + N/A
Informational fairness	Q4	If I ask, my teacher explains my grade to me.	7-point scale
Procedural fairness	Q5	My teacher is open to comments about his/ her grading system.	7-point scale + N/A
Procedural fairness	Q6	Grading criteria are applied equally to everyone in the class (unless there is a justified exception).	7-point scale + N/A
Procedural fairness	Q7	This course includes enough assessment tasks for me to show what I know and what I can do.	7-point scale
Procedural fairness	Q8	I am given enough time to complete the assessment task(s).	7-point scale
Procedural fairness	Q9	The assessment task(s) only test material that the course has covered.	7-point scale
Procedural fairness	Q10	The assessment task(s) are a balanced reflection of the material that has been addressed.	7-point scale
Procedural fairness	Q11	The difficulty of the assessment task(s) is appropriate.	7-point scale
General ratings	Q12	My language competency hampered my performance in the assessment task(s).	7-point scale
General ratings	Q13	Overall, the assessment task(s) were used to guide my learning.	7-point scale
General ratings	Q14	Any other comments about the assessment task(s) in this course?	Open-text

Reporting

All the information collected through the Fairness in Assessment questionnaire is governed by high standards of data protection, anonymity, and confidentiality.

The legal basis for processing all personal data collected from participation is stated in article 6.1 e) of the [EU Regulation 2016/679](#) (General Data Protection Regulation): “processing is necessary for the performance of a task carried out in the public interest or in the exercise of official authority vested in the controller”. The public interest is represented by one of the missions of the University as stated in the modified [Law of the University of Luxembourg 27 June 2018](#) article 3(2) item 3: “*veiller à la qualité de l’enseignement supérieur et de la recherche et à mettre en place un système d’assurance de la qualité*”.

The analysis and production of reports is the responsibility of the Steering group for Fairness in Assessment.

The reports are available on the [reporting platform \(https://feedback.uni.lu/cfReports/\)](https://feedback.uni.lu/cfReports/) and are accessible to the staff involved in the feedback process and the quality management staff. Concerned instructors can directly access their report(s) using their personal login credentials.

Feedback collected should be used as a source of information for the development of courses and the curriculum.

Frequently asked questions

This section describes some of the most recurrent questions about the Fairness in Assessment questionnaire. Some questions are more relevant for instructors, others for students, but all address important aspects about this feedback collection instrument.

Q1. When is the Fairness in Assessment questionnaire administered?

The questionnaire is administered at the end of every semester during a period of one week after the *jury d'examen* has confirmed the grades. The application of the questionnaire will be implemented for the first time in the winter semester 2022/2023.

Q2. How is the Fairness in Assessment questionnaire disseminated?

Information on when and how to participate is primarily circulated among students and teaching staff using email and Moodle.

Q3. Which courses participate in the Fairness in Assessment questionnaire?

By default, within a respective semester, all courses at bachelor and master level offered at the University of Luxembourg are invited to participate, excepting doctoral study courses. All students enrolled in any bachelor or master programme can provide feedback on the assessment of their courses.

In a first, pilot phase in the winter semester 2022/2023, the questionnaire is open to all bachelor and master level courses. In a later phase, and depending on the participation rates and input from professors, these criteria may be reconsidered.

Q4. Is student participation mandatory?

No. The University endorses the principle of voluntary feedback. Students' participation in the Fairness in Assessment questionnaire is voluntary.

Q5. May students leave a question unanswered?

Yes. Just as participation is voluntary, responding to each and every question is also optional. Nevertheless, we appreciate and welcome all feedback.

Q6. Do external teaching staff (*vacataires*) have access to the results?

Yes. External teaching staff (*vacataires*) have access to the reports just like other course instructors. The [reporting platform](#) is accessible from outside the university using university credentials.

Q7. When are Fairness in Assessment reports made available?

The Fairness in Assessment reports will be available at the earliest possible date once all student data has been collected. All instructors participating in the questionnaire will be informed by email of the exact date on which the reports will be made available along with detailed instructions on how to access them.

Annex 1

Fairness in Assessment questionnaire – list of items in English*, French** and German***.

*Please note that the concept of assessment task(s) in this context refers to any graded activity in this course. For example, homework or in-class assignments, oral presentations, oral or written exams, and any task that was graded.

**Veuillez noter que, dans ce contexte, le concept de tâches d'évaluation fait référence à toute activité évaluée durant ce cours. Par exemple, des tâches à effectuer à la maison ou en classe, des présentations orales, des examens écrits ou oraux ou toute autre tâche notée.

***Bitte beachten Sie, dass in diesem Kontext mit „zur Bewertung verwendete Aufgaben“ alle benoteten Aktivitäten gemeint sind. Zum Beispiel Hausaufgaben oder Aufgaben im Kurs, mündliche Präsentationen, mündliche oder schriftliche Prüfungen, und alle anderen bewerteten Aufgaben.

N°	EN version (questions)	FR version (questions)	GE version (Fragen)
	Please, enter your age.	Veuillez saisir votre âge.	Bitte, geben Sie Ihr Alter an.
	Please, identify your gender.	Vous êtes ?	Sind Sie?
Q1	The content of the assessment task(s) is announced on time.	Le contenu de tâches utilisés pour l'évaluation a été communiqué en temps utile.	Der Inhalt, der zur Bewertung verwendeten Aufgabe(n), wird rechtzeitig bekannt gegeben.
Q2	I know what criteria are used to evaluate the assessment task(s).	Je sais quels critères sont utilisés pour évaluer les tâches d'évaluation.	Ich weiß, welche Kriterien zur Bewertung herangezogen werden.
Q3	I understand my own grade(s) on the assessment task(s).	Je comprends les notes que j'ai obtenues dans les différentes tâches d'évaluation.	Ich verstehe meine eigene(n) Note(n) für die zur Bewertung verwendete(n) Aufgabe(n).
Q4	If I ask, my teacher explains my grade to me.	Si je le demande, mon enseignant(e) m'explique la note que j'ai obtenue.	Wenn ich frage, erklärt mir meine Dozentin/ mein Dozent meine Bewertung(en).
Q5	My teacher is open to comments about his/ her grading system.	Mon enseignant(e) est ouvert(e) à la discussion, concernant sa méthode de correction.	Meine Dozentin/ Mein Dozent ist offen für Kommentare zu ihrem/seinem Bewertungssystem.
Q6	Grading criteria are applied equally to everyone in the class (unless there is a justified exception).	Les critères de correction sont appliqués de la même manière à tous les élèves de la classe (sauf exception justifiée).	Die Bewertungskriterien werden für alle in der Klasse gleichermaßen angewandt (außer es gibt eine begründete Ausnahme).
Q7	This course includes enough assessment tasks for me to show what I know and what I can do.	Ce cours comprend suffisamment de tâches d'évaluation pour que je puisse montrer ce que je sais et ce que je peux faire.	Der Kurs enthält genügend zur Bewertung verwendete Aufgaben, damit ich zeigen kann, was ich weiß und was ich kann.
Q8	I am given enough time to complete the assessment task(s).	Je dispose de suffisamment de temps pour effectuer les tâches d'évaluation.	Ich erhalte genügend Zeit, um die zur Bewertung verwendete(n) Aufgabe(n) zu bearbeiten.
Q9	The assessment task(s) only test material that the course has covered.	Les tâches d'évaluation ne testent que la matière couverte durant le cours.	Die zur Bewertung verwendete(n) Aufgabe(n) prüft/prüfen nur den Inhalt, der im Kurs behandelt wird.
Q10	The assessment task(s) are a balanced reflection of the material that has been addressed.	Les tâches d'évaluation reflètent, de manière équilibrée, la matière qui a été abordée durant le cours.	Die zur Bewertung verwendete(n) Aufgabe(n) spiegelt/spiegeln den behandelten Inhalt in ausgewogener Weise wider.
Q11	The difficulty of the assessment task(s) is appropriate.	La difficulté des tâches d'évaluation est appropriée.	Der Schwierigkeitsgrad, der zur Bewertung verwendete(n) Aufgabe(n), ist angemessen.

Q12	My language competency hampered my performance in the assessment task(s).	Mes compétences linguistiques ont influencé ma performance dans les tâches utilisées pour l'évaluation.	Meine Sprachkenntnisse haben meine Leistung, bei der/den zur Bewertung verwendeten Aufgabe(n), beeinflusst.
Q13	Overall, the assessment task(s) were used to guide my learning.	Dans l'ensemble, les tâches d'évaluation ont guidé mon apprentissage.	Insgesamt wurde(n) die zur Bewertung verwendete(n) Aufgabe(n) dazu genutzt, mein Lernen zu steuern.
Q14	Any other comments about the assessment task(s) in this course?	Avez-vous d'autres commentaires concernant les tâches d'évaluation de ce cours ?	Haben Sie weitere Anmerkungen zu der/den zur Bewertung verwendeten Aufgabe(n) in diesem Kurs?

References

The Fairness in Assessment questionnaire is partially based on previous research and publications conducted by Dr. Philipp Sonnleitner, Senior research scientist at the Luxembourg Centre for Educational Testing (LUCET) of the University of Luxembourg. For additional information on this topic, please refer to the following publications:

Chory-Assad, R. M. (2002). Classroom justice: Perceptions of fairness as a predictor of student motivation, learning, and aggression. *Communication Quarterly*, 50(1), 58-77.

Rasooli, A., Zandi, H., & DeLuca, C. (2019). Conceptualising fairness in classroom assessment: Exploring the value of organisational justice theory. *Assessment in Education: Principles, Policy & Practice*, 26(5), 584-611.

Sonnleitner, P., & Kovacs, C. (2020, February). Differences Between Students' and Teachers' Fairness Perceptions: Exploring the Potential of a Self-Administered Questionnaire to Improve Teachers' Assessment Practices. *Frontiers in Education* (Vol. 5, No. 17). Frontiers Media SA.

Sonnleitner, P., & Kovacs, C. (2019, September). Improving Fairness of Classroom Assessment through a self-administered questionnaire: the Fairness barometer. Paper presented at the *NCME 2019 Special Conference on Classroom Assessment*, University of Colorado, Boulder, CO.

Sonnleitner, P., & Kovacs, C. (2018, July). How fairly am I assessing my students? Equipping teachers with a tool to learn about their own assessment practices: Theory and development of the Fairness Barometer. Paper presented at the *11th Conference of the International Test Commission*, Montreal, Canada.

Tata, J. (1999). Grade distributions, grading procedures, and students' evaluations of instructors: A justice perspective. *The Journal of Psychology*, 133(3), 263-271.