

# Assessment feedback questionnaire

(formerly Fairness in Assessment questionnaire)

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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](mailto:ego@uni.lu).

Available on [University Intranet- Student feedback](#) (internal access) and on [ULwebpage – Student and graduate feedback](#).

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# About this reference guide

The present reference guide describes the Assessment feedback questionnaire that the University of Luxembourg uses to collect student feedback on their perceptions and experiences regarding assessments conducted by instructors in their courses. This document provides information on the management, conceptualisation and design of the questionnaire, and on the reporting of results. It also includes answers to some frequently asked questions (FAQ) about this feedback instrument.

The guide is available in the documentary repository of the Vice-Rectorate for Academic Affairs (VRA) on the [University intranet – Student feedback](#) (internal access) and can alternatively be accessed on the [ULwebpage – Assessment feedback questionnaire](#).

To learn more about the University's approach to student feedback, please refer to the following documents also accessible on the intranet and on the [ULwebpage – Student and graduate feedback](#):

*Student and graduate feedback. Framework and application.* For an overview of the different dimensions, channels and formats used by the University of Luxembourg to gather feedback from current and former students.

*Feedback at course level. Framework and application.* For information on the framework, guiding principles, and instruments used by the University to collect feedback from students at the course level.

For further questions or suggestions, please contact the University's Education Quality Office at [ego@uni.lu](mailto:ego@uni.lu).

# Overview

The Assessment feedback 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 to demonstrate goal achievement, administering these tasks in a certain setting or modes 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 questionnaire, grounded in Classroom justice theory, captures aspects of both informational and procedural fairness. By analysing student responses to these aspects, the 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 reconsider assessment practices. The primary purposes of the questionnaire are:

- **To improve the fairness of graded assessment tasks:** By evaluating specific aspects of the assessment process within a course, instructors can receive feedback from students and reflect on their assessment practices.
- **To gather student input:** To understand their perceptions and experiences with the assessment of graded tasks in their course(s).
- **To provide teaching staff with an overview:** To understand what their students think about how tasks are assessed in their course(s).

# Management and organisational issues

The organisation and management of the Assessment feedback questionnaire, including its framework and implementation, fall under the 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.

Composition:

- The **Steering group** is constituted by the University's Education Quality Office (EQO) and supported by the Luxembourg Centre for Educational Testing (LUCET) team and the faculty quality officers.
- The **Advisory board** includes representatives from the Vice-Rectorate for Academic Affairs (VRA) and the Dean's office of the three faculties.

**Students** are regularly informed and updated about the status of the questionnaire through the [Student Delegation and the Study programme representatives](#).

All Assessment feedback questionnaires are delivered and collected through the online assessment system OASYS (version 2.0), developed and supported by 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-friendly, and designed to maximize voluntary participation.

The Steering group also oversees the implementation and maintenance of the OASYS platform, which includes:

- Designing, developing, and maintaining the OASYS application and its database;
- Managing data quality, preparation, reporting and data analysis;
- Ensuring secure data storage, handling, and protection of user anonymity;
- Providing user support.

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

# Conceptualisation and design

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

- Developing the approach and design of the questionnaire.
- Further development of the questionnaire, including translation of items into the University's official languages (English, French, German)).
- Conducting usability testing of the items through the University's [UserLab](#).

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

- Instructors should be able to draw specific and immediate conclusions from the results.
- They only concern aspects that can be changed and directly influenced by the instructor.
- Students should only evaluate aspects of the assessment process that they have experienced and can therefore judge.

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) on the [feedback platform](#).

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 questionnaire provides the following response options:

- 7-point Likert scale: Ranging from 1 (completely disagree) to 7 (completely agree), with 4 as the neutral option.
- N/A: Not applicable.
- Open-text answers: For additional comments or feedback.

Table 1. Items for the Assessment feedback 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 + I cannot answer this, as I have not yet received any grade

Informational fairness	Q4	If I ask, my teacher explains my grade to me.	7-point scale + I did not ask, or do not yet have any grade
Procedural fairness	Q6	Grading criteria are applied equally to everyone in the class (unless there is a justified exception).	7-point scale + I cannot answer this, as I have not yet received any grade
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 Assessment feedback 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 production of reports is the responsibility of the Steering group for Assessment feedback. These reports are intended as a source of information for the development of courses and the curriculum and are not to be used for performance assessment that could impact on staff remuneration and promotion.

Reports are available on the [reporting platform](#) and accessible to the teaching staff involved in the feedback process and the quality management staff. Concerned individuals can directly access their report(s) using their personal login credentials. Instructors who have received at least one feedback response for their course will receive a report via the reporting platform.

Teaching staff are encouraged to share the main outcomes of Assessment feedback in their preferred manner. Where appropriate, they should explain to students how assessment methods have been updated based on the feedback received. In addition, students are encouraged to openly ask instructors about the results and discuss any changes or modifications. Open discussion promotes transparency and encourages students to take an active role in the feedback process.



# Frequently asked questions

This section describes some of the most recurrent questions about the Assessment feedback questionnaire. While some questions are more relevant for instructors and others for students, all of them cover important aspects about this feedback collection instrument.

## Q1. When does the Assessment feedback questionnaire take place?

The Assessment feedback questionnaire is offered in both the winter and summer semesters on the [feedback platform](#). The questionnaire is accessible during the entire semester and remains open until one week after the end of the examination period.

## Q2. How is information about the Assessment feedback questionnaire disseminated?

Information about participation is mainly disseminated to students and teaching staff via email and Moodle. A communication campaign is launched each semester to guide participants on how to access the questionnaire. Updates and reminders are shared through multiple channels on a recurring basis throughout the semester.

## Q3. Who can participate?

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.

Guest students (*auditeurs libres*) are allowed to participate in the Assessment feedback questionnaire as long as they have a university email account ([@student.uni.lu](mailto:@student.uni.lu)).

## Q4. Is student participation mandatory?

No. The University endorses the principle of voluntary feedback. Students' participation in the Assessment feedback 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. When are the Assessment feedback reports made available?

Instructors who have received at least one feedback response for their course will get a report via the [reporting platform](#).

Reports are accessible to the teaching staff involved in the feedback process and the quality management staff the day after the last Examination board meeting of each study programme, based on the jury date(s) entered in ACME. No results are shared until all exam grades have been submitted and approved by each programme's Examination board. Concerned individuals can access their report(s) directly using their personal login credentials.

If instructors log into the platform before the jury date, it will display a list of upcoming reports with their expected release dates. If no jury date has been entered in ACME, the release date is set for the day after the Examination Board deadline, as per the academic calendar.

## Q7. 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](#) can be accessed using university credentials.

Q8. Is it possible to leave the Assessment feedback questionnaire open for a longer period of time?

No. Unfortunately, for practical reasons, an extension of the Assessment feedback period is not possible. This would delay the publication of the results for the rest of the courses within the same programme.

Q9. Who to contact for questions or issues?

If you have any questions or encounter any problems, please refer to the appropriate contact:

- For any technical issues or support related to the online questionnaire/ platform, please send an email to [course.feedback@uni.lu](mailto:course.feedback@uni.lu).
- For general questions or comments, please contact [ego@uni.lu](mailto:ego@uni.lu).

## List of links

- Documentary repository of the Vice-Rectorate for Academic Affairs (VRA). University intranet (ULI): <https://uniluxembourg.sharepoint.com/sites/tr/SitePages/VRA-Documents.aspx>
- EU Regulation: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32016R0679>
- Feedback platform: <https://feedback.uni.lu/login/>
- Law of 27 June 2018. ULwebpage: <https://www.uni.lu/wp-content/uploads/sites/9/2023/11/Loi-du-27-juin-2018-modifiee-ayant-pour-objet-lorganisation-de-lUniversite-du-Luxembourg.pdf>
- Reporting platform: <https://feedback.uni.lu/cfReports/>
- Student Delegation and Study programme representatives: <https://www.uni.lu/en/education/student-representation/>
- The UserLab: <https://hci.uni.lu/lab-2/>

# Annex 1. Assessment feedback 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).
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 Assessment feedback questionnaire draws on previous research and publications conducted by Dr. Philipp Sonnleitner, Senior research scientist at the Luxembourg Centre for Educational Testing (LUCET) at the University of Luxembourg. For more detailed 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.