

This project is developing a series of moderation guidelines and a feedback framework for four key topics and accompanying tests for Chemistry 141, a unit taught in the personalised self-paced instruction (PSI) mode. The primary aims are to present these guidelines to both assessors and students with each test to ensure that assessment is fair and consistent. This project will also assess the students' perspectives on the adequacy of assessment and feedback in this atypical mode of study. The improvements to PSI Chemistry assessment arising from this project will be applicable to all units utilising this mode of study.

Six assessors, including the lecturer-in-charge and the sessional academic appointed to this project were involved in the assessment of PSI tests for 12 sessions, each of 2 hours in duration. Over a period of 4 weeks observations and discussions were undertaken with five of the assessors. Also, students' marked PSI test scripts were scrutinised.

In summary it was found that assessors had different perspectives in marking PSI tests based on the extent of their teaching experiences. Some questions in PSI tests were found to be ambiguous or misleading, leading to diversity in the discretion applied to their assessment. Many students with marks close to the expected benchmark were not permitted an opportunity to achieve the required score immediately. This has resulted in students tending to be self-selective in the sessions they attended based on their perceptions of the assessors.

The marking guides and moderation rubrics are currently in development for each of the tests (seven per topic) for the identified topics (four topics in introductory chemistry).