



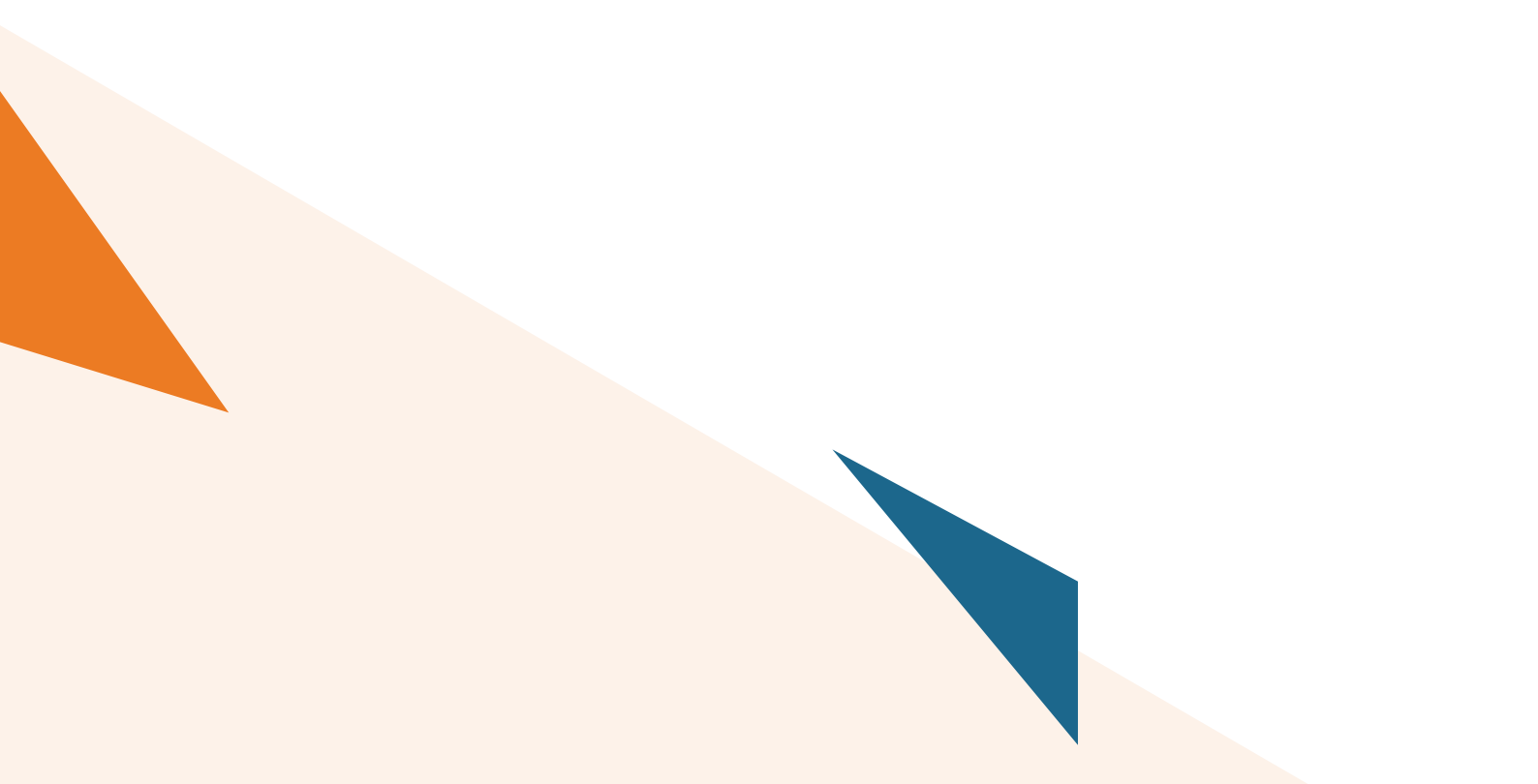
Environment

EyalCOMIX
F L O A S S

**USER MANUAL
USE AND INFORMATION
Students**

Table of contents

Introduction	1
1. Assessment as learning	2
2. What is the EvalCOMIX-FLOASS environment and what is it used for?	3
3. Performing the assessment	4
4. Monitoring reports	10
5. Frequently asked questions	12
6. References	14
ANNEX	
I. Ethical principles in assessment processes	15



Introduction

This manual intends to guide students on how to use the EvalCOMIX-FLOASS environment.

This document comprises five chapters which provide information on the environment and how to use it, plus a reference section and an ANNEX.

Firstly, it presents the assessment as learning approach as this is the basis for the EvalCOMIX-FLOASS environment. Then, it explains what this environment is and its purpose.

Subsequently, it describes how you can perform the assessment and how to access the monitoring and assessment reports.

An FAQ section then helps you resolve any possible queries.

Finally, the ANNEX compiles the ethical principles in the assessment processes.

1

Assessment as learning

The assessment process and outcomes are influenced by the perspective from which they are approached. In our case, within the 'assessment as learning' approach, we take a real, challenging, shared and sustainable assessment, conceived as learning, which develops student capability for self-regulation and empowerment (Ibarra-Sáiz and Rodríguez-Gómez, 2019). Approaching an assessment as learning means dealing with three challenges. Firstly, transparent student participation in their learning assessment process, encouraging dialogue. Secondly, feedforward, focussed on encouraging strategies which offer proactive information on the assessment's progress and outcomes. Room should be made for both participation and feedforward when planning and completing assessment tasks. Regarding the third challenge, these assessment tasks are challenging and significant, promoting thoughtful, analytical and critical thinking, in other words, realistic and high-quality assessment tasks (Rodríguez-Gómez and Ibarra-Sáiz, 2015).

Yan and Boud (2022) consider that assessment as learning necessarily generates learning opportunities for the students as they search for, inter-relate and use evidence. In addition, they highlight that focussing the assessment from this perspective involves considering three key aspects: 1) the purpose of the assessment is to promote learning and judge the student's performance; 2) it requires students to learn from the commitment to the assessment task in itself, and the activities associated with it; and 3) it requires students to be active and prudent, thereby fostering metacognition and self-regulation.

Assessment tasks are the essential part of the assessment as learning approach, as they must constitute a learning activity as such. For this to happen, it is initially important to clearly identify what the students are expected to learn, in other words, the expected learning outcomes. Furthermore, there must be a clear explanation of how students' performance will be judged, specifying the assessment methods and instruments plus the participative assessment methods that will be used and the feedback process which boosts improvement.

2

What is the EvalCOMIX-FLOASS environment and what is it used for?

The EvalCOMIX-FLOASS environment is technology, which is based on the assessment as learning approach, facilitating the process to monitor and assess the learning outcomes and skills.

The EvalCOMIX-FLOASS environment is intuitive and user-friendly allowing you to:

- 1.** Explore the learning outcomes and skills that are assessed in each product or action that you perform as a student and that are explained in each assessment instrument.
- 2.** Make it easier for you to regulate your own learning process as you are able to compare your progress and outcomes against the assessment criteria and instruments that are used in each task, so that it helps you make decisions to improve.
- 3.** Take part in the assessment and grading process both for your own products and actions and for your peers through participative assessment modalities such as self-assessment and peer assessment.
- 4.** Follow and analyse your process regarding your learning outcome achievement levels by means of individual and group reports provided by the environment.
- 5.** Analyse your final achievements in each learning outcome using the final report generated by the environment.

3

Performing the assessment

As a student, the EvalCOMIX-FLOASS environment will allow you to take part in assessing tasks in the subject, according to the assessment modality determined by the teachers:

- **Self-assessment:** participative assessment modality that involves a process by which you analyse and assess your own actions and productions.
- **Peer assessment:** participative assessment modality that involves a process by which you analyse and assess the learning actions and productions by one of your classmates, or by a group of classmates.

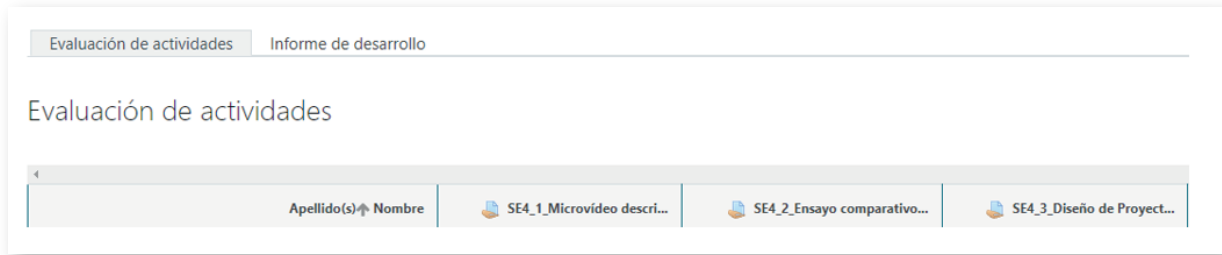
The first step to be able to run the assessment in the EvalCOMIX-FLOASS environment, once you are in the subject's course, is to locate the block with its name (Figure 1).

Figure 1 Appearance of the EvalCOMIX-FLOASS block in the course



To start the assessment, you must click on the **Assessment and reports** section and then, as shown in Figure 2, you can access two tabs: **Activity assessment** and **Development report**.

Figure 2 Activity assessment sub-section



In the **Activity assessment** section, the first column shows the name and surname of everyone on the course. The following columns are used to assess the products and actions in the subject (Figure 2). They might all be available from the start or appear progressively as they are completed.

Depending on the assessment modality determined by the teacher, you must enter your profile (self-assessment) or the profile for another classmate on the course that you have been assigned (peer assessment). The assessment could also be on a group product/action. In this case, your team's self-assessment will be done by the team coordinator in their profile, and in the case of a peer assessment, you must perform the assessment on the profile for this team's coordinator. It is very important to carry out the assessment on the correct profile because otherwise, the assessment that you perform will not be counted.

Once you have accessed the specific activity, in the correct profile, the following icons will appear (Figure 3):

Figure 3 Icons available to assess each activity






-  **Document:** represents the delivered task, if you click on it, it will take you to a new window (Figure 4), where you can access the file which was sent.
-  **Magnifying glass:** if you click on it, it will take you to a new window, where you can see all the assessments regarding this activity.
-  **Orange frame:** if you click on it, it will take you to a new window where the instrument to assess the activity will appear. You can print the assessment instrument to use it for self-regulation and feedback. Figure 5 represents an example of an assessment instrument.

Figure 4 Window to consult the delivered task

Estado de la entrega	Enviado para calificar
Estado de la calificación	Sin calificar
Tiempo restante	La tarea fue enviada 3 minutos 10
Última modificación	jueves, 27 de octubre de 2022, 11:
Archivos enviados	 Copia de Documento RA.docx + 

You will carry out assessments in the EvalCOMIX-FLOASS environment using various assessment instruments such as the checklist, assessment scale, rubric, mixed instrument and evaluative argument.

To understand these concepts properly, please refer to the glossary by Ibarra-Sáiz and Rodríguez-Gómez (2015), using this link:

<https://dx.doi.org/10.13140/RG.2.1.5070.5686>

Figure 5 is an example of a rubric. This instrument makes it possible to assess the degree of compliance in a series of attributes offering the description of the requirements to attain each level. In addition, it is possible to award a numerical value within an assigned range at each level. In this case, it receives a score between a minimum of 0 and a maximum of 100.

The assessment instruments provide the weighting for each of its sections: dimension, sub-dimension and attribute. As shown in Figure 5, the dimensions would be structure and formal aspects, quotes and references, introduction and development, and conclusions. The dimensions specify the learning outcomes and/or the skills that are assessed in each product or action. Within the dimensions, optionally, there might be sub-dimensions, although this example refers directly to a series of attributes, e.g. the 'quotes and references' dimension contains the attribute: adapting the quotes in text and references to the 7th edition of the APA norms.

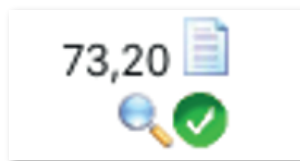
Figure 5 Example of a rubric to assess a comparative test

RU_EC_Rubrica para la valoración de ENSAYO COMPARATIVO (EC) de metodologías de investigación_MEVINAP																					
85%	INSUFICIENTE					SUFICIENTE				EXCELENTE											
30% ESTRUCTURA Y ASPECTOS FORMALES (CB10, DIN_RA_02)																					
33%	Adecuación a requisitos formales (portada, longitud, paginación, tipo letra, espaciado, etc.)					El ensayo presentado reúne al menos el 70% de los requisitos especificados sin errores.				El ensayo presentado reúne todos los requisitos especificados para la presentación formal (longitud, paginación, tipo letra, espaciado, etc.)											
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33%	Adecuación estructural (portada, índice, introducción, desarrollo, conclusiones y referencias bibliográficas)					El ensayo presenta graves carencias estructurales. No se adecua a la estructura de un trabajo académico.				El ensayo se adecua a la estructura de un trabajo académico pero presenta errores destacables.				El ensayo se adecua totalmente a la estructura de un trabajo académico y presenta todos y cada uno de los apartados imprescindibles.							
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
33%	Adecuación de tablas y figuras a la norma APA 7					No se utilizan tablas ni figuras o las utilizadas no se adecuan al formato de la norma APA 7.				Se utilizan tablas o figuras aunque no se adecuan totalmente al formato APA 7.				Se presentan tablas o figuras siguiendo totalmente la norma APA 7.							
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20% CITAS Y REFERENCIAS (CB6, CB10, DIN_RA_02)																					
50%	Adecuación de las citas en texto y referencias bibliográficas a la norma APA 7					Las citas en texto y las referencias bibliográficas no se adecuan a la normativa APA 7.				Las citas en texto y las referencias bibliográficas se adecuan a la norma APA 7 pero se presentan algunos errores destacables.				Las citas en texto y las referencias bibliográficas se adecuan totalmente a la norma APA 7.							
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
50%	Pertinencia de las citas y fuentes documentales utilizadas con el contenido del ensayo					El ensayo carece de citas y referencias a fuentes documentales o son muy escasas o inadecuadas.				Las citas y fuentes documentales utilizadas son, en gran medida, pertinentes y coherentes con el contenido.				Las citas y fuentes documentales utilizadas son totalmente pertinentes, fundamentales y totalmente coherentes con el contenido.							
	0	5	10	15	20	25	30	35	40	45	50	55	60	65	70	75	80	85	90	95	100
	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
80% INTRODUCCIÓN, DESARROLLO Y CONCLUSIONES (CG3, CT2, CT5, CT6, CT8, DIN_RA_02)																					
25%	Claridad y rigor de la introducción					El ensayo carece de introducción o la misma muestra errores evidentes.				El ensayo se inicia con una introducción en la que se introduce el tema, aunque presenta ciertas deficiencias y limitaciones.				El ensayo se inicia con una introducción en la que se introduce el tema general así como los temas específicos y se indica el modelo o patrón en que se organiza el informe.							

Once it has been filled in, the assessment instrument must be saved by pressing the save button and waiting for the score to appear before closing this window. It is important to check that you have closed the window, as otherwise you would not be able to see the score.

After saving the score, the orange frame will turn green and you will be able to consult the assessment using the magnifying glass icon (Figure 6).

Figure 6 Change after assessing



Once the assessment process has been finished, the EvalCOMIX-FLOASS environment allows both teachers and students to see all the assessments that have been performed, and who has completed each one. If you click on the magnifying glass, you will be taken to a new window which breaks down the scores according to the modality of each assessment and its weighting (Figure 7).

Figure 7 Breakdown of scores by assessment modality and its weighting

Modalidad	Calificación	Peso en la nota final
Evaluación del Profesorado - EP	83/100	60%
Autoevaluación del Estudiante - AE	78 / 100	15%
Evaluación entre Iguales - EI	70/100 85/100 86/100	25%

■ Valor atípico leve
 ■ Valor atípico extremo
 ■ Sobrevaloración
 ■ Infravaloración

Calificación de EvalCOMIX: 81,58 / 100

As shown in Figure 7, the weight of the final mark is made up of different percentages depending on the determined assessment modalities. In this specific case, the teacher evaluation weight will be 60% and it has been graded with a score of 83 out of 100. The student self-assessment has a 15% weighting and it was graded with a score of 78 out of 100; and in the peer assessment, with a weighting of 25%, the scores are shown for the various people participating in the course who performed this assessment (70/100, 85/100 and 86/100).

The calculation of the final score for the delivered product/action will depend on how the teachers configured it, with three possible options:

- 'Weighted average of all the scores.' The final grade will be calculated according to the weighting assigned to each modality, taking into consideration all the scores provided.
- 'Weighted average of non-extreme scores.' This calculation removes scores which fall outside the overvaluation and undervaluation threshold. For example, if the threshold is set at 15 and the teacher's score (or failing that, the average of the peer assessments) is 50, any scores over 65 points or under 35 will not be taken into account.
- 'Weighted average of non-extreme scores with reduction in self-assessment'. This works similarly to the above except that the self-assessment weight is removed from the final score if this is not performed or is out of range.

To view the activity assessment from the different assessors (teachers, students, yourself), you must click on the corresponding magnifying glass. Figure 8 shows an example of how to display the peer assessment (clicking on the magnifying glass for each assessment). You will see this information in a new window (See Figure 9). Furthermore, if the teachers have configured the assessment as visible, you will be able to see who assessed you by hovering over each assessment.

Figure 8 How to access and view a peer assessment

Modalidad	Calificación	Peso en la nota final
Evaluación del Profesorado - EP	Sin calificación	
Autoevaluación del Estudiante - AE	73 / 100	50%
Evaluación entre Iguales - EI	80/100 86/100	50%

■ Valor atípico leve
 ■ Valor atípico extremo
 ■ Sobrevaloración
 ■ Infravaloración

? Calificación de EvalCOMIX: 78,00 / 100

Figure 9 Example of viewing a mixed instrument (checklist + assessment scale) to carry out peer assessment

100%		No	Si
100%			
50%	Se ajusta a la extensión mínima y máxima	<input type="radio"/>	<input checked="" type="radio"/>
50%	Se refiere a los motivos de elección de la asignatura	<input type="radio"/>	<input checked="" type="radio"/>

Peso en la nota final: 80%

Estructura y claridad						
100%		No, en absoluto	2	3	4	Si, totalmente
50%	Estructura del párrafo					
25%	Se presenta claramente una oración temática en la que se refiere al tema o tópico	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
25%	Se presenta al menos una oración de apoyo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
25%	Se presentan al menos dos ejemplos relacionados con cada oración de apoyo	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
25%	Se presenta de forma clara y precisa una frase de conclusión	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
50%	Claridad					
50%	Se utiliza un lenguaje adecuado y claramente comprensible	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
50%	Se utilizan términos precisos evitando el uso de vulgarismos o lenguaje coloquial	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

Comentarios:

Calificación: 86 / 100

4

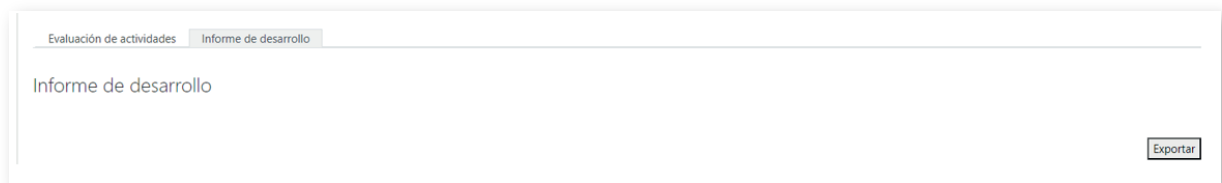
Monitoring reports

As a student, you can review the monitoring reports for each of the subjects that you are taking or have taken. In these reports, you can check which learning outcomes and/or skills you have achieved. Therefore, we offer you a feedback opportunity by giving you useful and relevant information on the process, your level of skills and learning outcomes so you can improve your performance. In the same way, these monitoring reports will help your self-regulation, involving you in your own learning process, allowing you to think about your work and monitor yourself to improve the learning process.

To access them, you must click on the **Assessment and reports** section, as shown in Figure 1.

Two tabs will appear top left, as shown in Figure 10. In this case, you must click on the **Development report** tab.

Figure 10 EvalCOMIX-FLOASS tab to access the Development Report



An image will appear, as in Figure 11, if the subject is on-going, or as in Figure 12, if the subject has already finished.

Figure 11 Development report while the subject is on-going

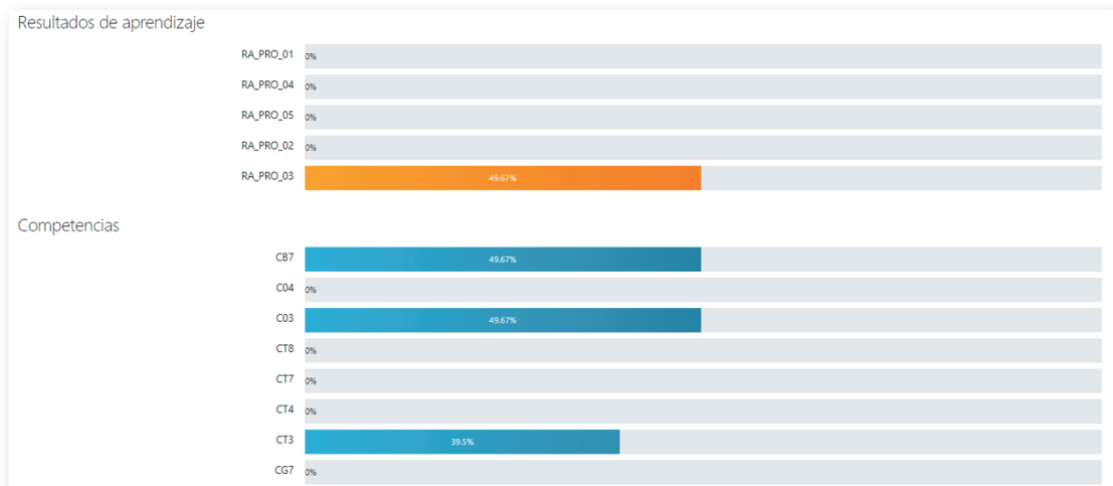


Figure 11 shows how far the subject has been developed at any time. As can be appreciated, the situation can be reviewed in the planned learning outcomes and in the skills to be developed in the subject. Please consider that both the learning outcomes and the skills can be related to more than one assessment task which you must perform as a student, so until the end of the subject you will not have the complete snapshot of the situation, although the progress in each one can be reviewed. In the case of Figure 11, some learning outcomes and skills still have no score because some assessment tasks assigned to them still have not been completed.

Figure 12 Development report for the finished subject



Figure 12 shows the development report for a finished subject. A score (percentage) is given for each learning outcome and/or skill, on a scale of 0 to 100. For example, for learning outcome 3 (DIN_RA_03), the score was 65.24%. This means that 65.24% was achieved in the various assessment tasks that the student has carried out, aligned with this outcome. In the same way, if you put the cursor on each of the bars for the learning outcomes or skills, a pop-up window will appear showing the assessment tasks used to obtain the score. In the case of the aforementioned learning outcome (DIN_RA_03), it was based on a product and an action: producing a descriptive short video and an oral presentation of the research project, respectively.

There are several types of skills: basic (CB), general (CG), specific (CE) and cross-sectional (CT), among others. The interpretation is similar when completing skills.

5

Frequently asked questions

1. How can I access the EvalCOMIX-FLOASS environment from my Virtual Campus session?

On the home page for the subject, on the right, you'll find the Block for the EvalCOMIX-FLOASS environment with a link to **Assessment and reports**. In this space, you can access the activity assessment and the development report.

2. How can I see the instrument before performing the assessment?

When you click on the orange frame, the instrument will appear and you can access it as many times as you like without having to perform the assessment.

3. How do I perform the assessment?

To carry out the assessment, click the orange frame in the corresponding profile (generally assigned by the teachers). In a new window, the assessment instrument will appear to be filled in and saved. It is important to wait for the score to appear before closing. Beware! When you perform the assessment, it will appear in a new window so, if you cannot access it, look in the lower tabs on your device in case you have minimised it.

4. How do I know if the assessment has been saved correctly?

The orange icon should have changed colour to become green. If not, it has not been saved correctly. Even so, it is recommended to leave the EvalCOMIX-FLOASS environment and go back in to make sure that the green icon still appears and the assessment record has been saved properly. Important: once it has been filled in, the assessment instrument must be saved by pressing the save button and waiting for the score to appear before closing this window.

5. What if the orange frame is not there to be assessed?

The deadline might have passed and so the assessment is not available or the assessment has been assigned to your team's coordinator. Check the agreed dates and the assignment of the assessment and get in touch with the subject teacher.

6. I have performed the assessment but the green frame has not appeared.

The assessment might not have been saved correctly. To check this, refresh the screen (F5 key) and check again. Furthermore, make sure that the assessment is not still in the pop-up window, because if it has not been saved and closed, the frame will not change shape.

7. If I have already done the assessment, can I modify it?

Yes, as long as the assessment deadline has not passed. To do this, you must click on the green frame again, fill in the instrument again and save it before closing.

8. How can I see the scores once the assessment has finished?

When you click on the magnifying glass, the 'Grade Breakdown' will appear. After this, in the 'Grade' section, you can click on the magnifying glass again to see the instrument completed by the person or persons who have performed the assessment.

9. Can I find out who assessed me?

This will depend on how the teachers have configured the assessment. If it has been configured anonymously, you will not be able to identify who performed the assessment. If the assessment is visible, when you click on the magnifying glass, the 'Grade Breakdown' will appear. After this, if you hover over the score obtained, you can see the name of the person who recorded the assessment.

10. If I have to assess a team, do I have to carry out the assessment in the profile of each of its members?

No, you make one assessment in the profile of the student coordinating the team.

11. What information is provided by the development reports?

The development report shows the level of achievement for the different learning outcomes and or skills. These outcomes are obtained regarding each one's weighting in the assessment instruments used.

If you wish to broaden the basic concepts for the learning and the empowerment in Higher Education, you can check the glossary by Ibarra-Sáiz and Rodríguez-Gómez (2015) via this link:

<https://dx.doi.org/10.13140/RG.2.1.5070.5686>

6

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Ethical principles in assessment processes





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