

Assessment & Feedback

Enhancing assessment and
feedback within your own
practice and across the School

How?

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Workshop overview

- Literature
- Beliefs
- Assessment
- Feedback
- Student Expectations
- Your practice
- Key points raised
- References
- Resources

Literature

“..there is more leverage to improve teaching through changing assessment than there is in changing anything else.”

(Gibbs & Simpson, 2004)

“Research and experience tell us very forcibly about the importance of assessment in higher education. It shapes the experience of students and influences their behaviour more than the teaching they receive.”

(Bloxham & Boyd, 2007)

“There is nothing more powerful in influencing what our students do, how they do it and what they learn than what we do in assessment and feedback”

(Boud, 2010)

Beliefs

What are our **beliefs** around assessment and feedback?

Orr (2010)



Summative assessment should NOT be used at level 4 (UG year 1)

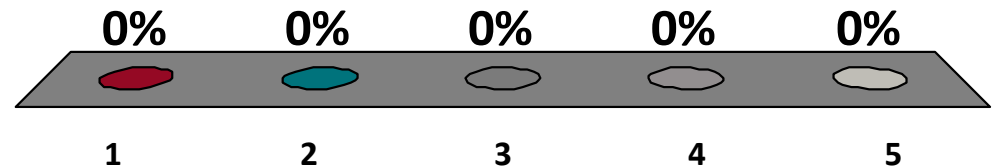
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2. Agree
3. Not Sure
4. Disagree
5. Strongly Disagree

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Students should 'compose' their own assessment topics

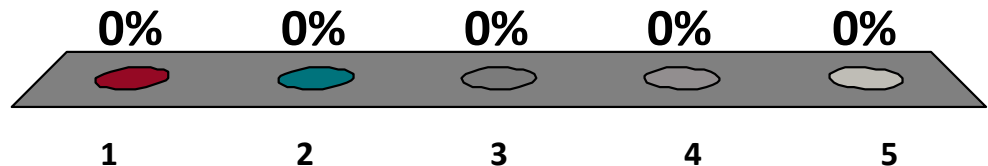
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Peer assessment never works

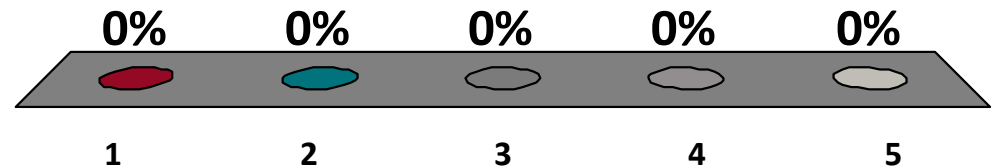
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Group (cohort) feedback is of little value

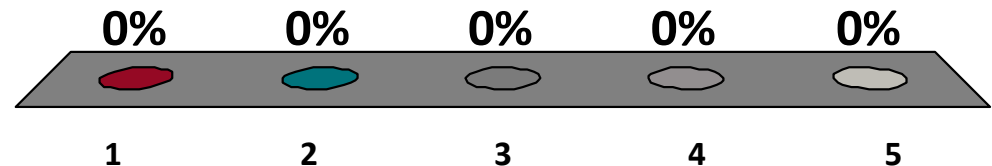
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To be fair all students must be assessed identically

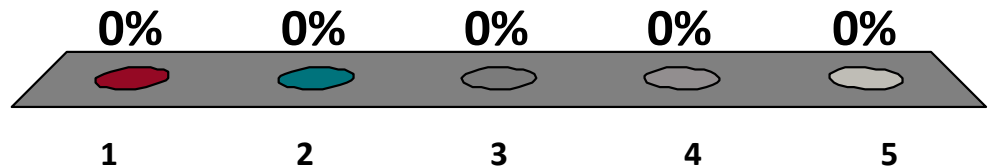
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Assessment must be designed to discriminate between students

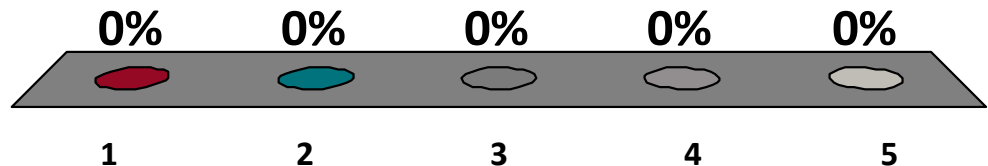
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Assessment should measure development above achievement

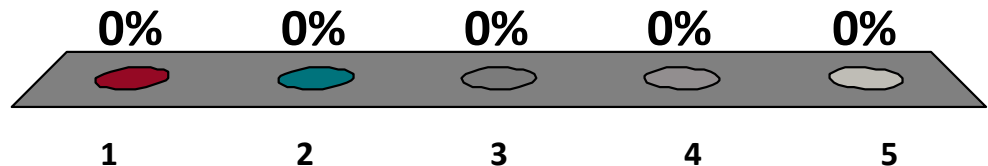
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Marks should be allocated to account for participation in the assessment process

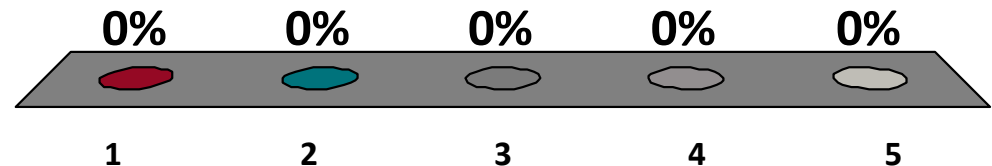
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No student should ever get 100

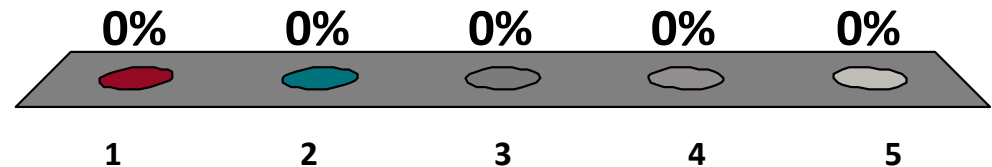
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Giving marks on the cusp such as 49/59/69 shows a lack of conviction and your external examiner won't like it

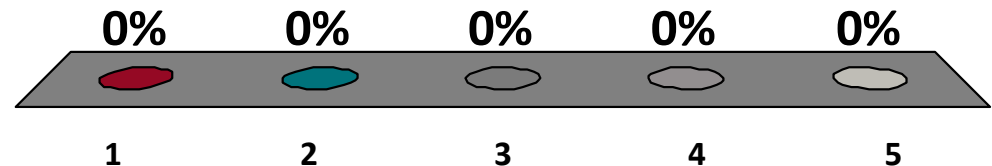
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Marks shouldn't bunch together. If they do the assignment is not well designed

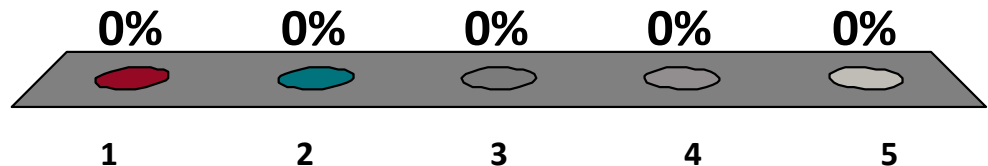
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If marks don't count students don't take the assessment task seriously

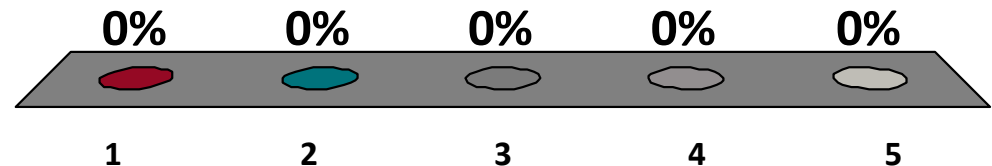
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You should never have too many firsts or too many fails

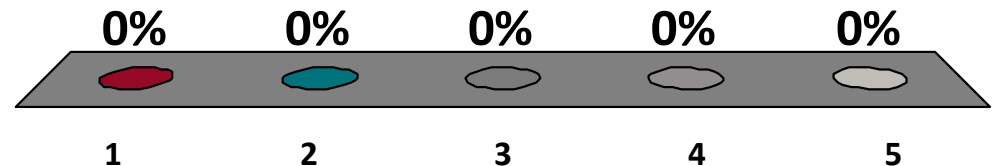
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Bad marks sometimes gives students a kick up the bum which will make them sit up and try harder

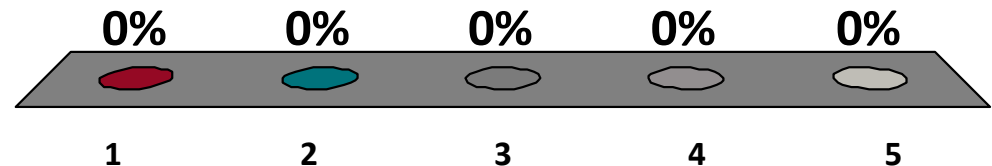
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Assessment

- Why? What?
- Marking strategies
- Support strategies

Why do we assess?

- Assessment **OF** learning?

 **AND**

- Assessment **FOR** learning?

- Achievement

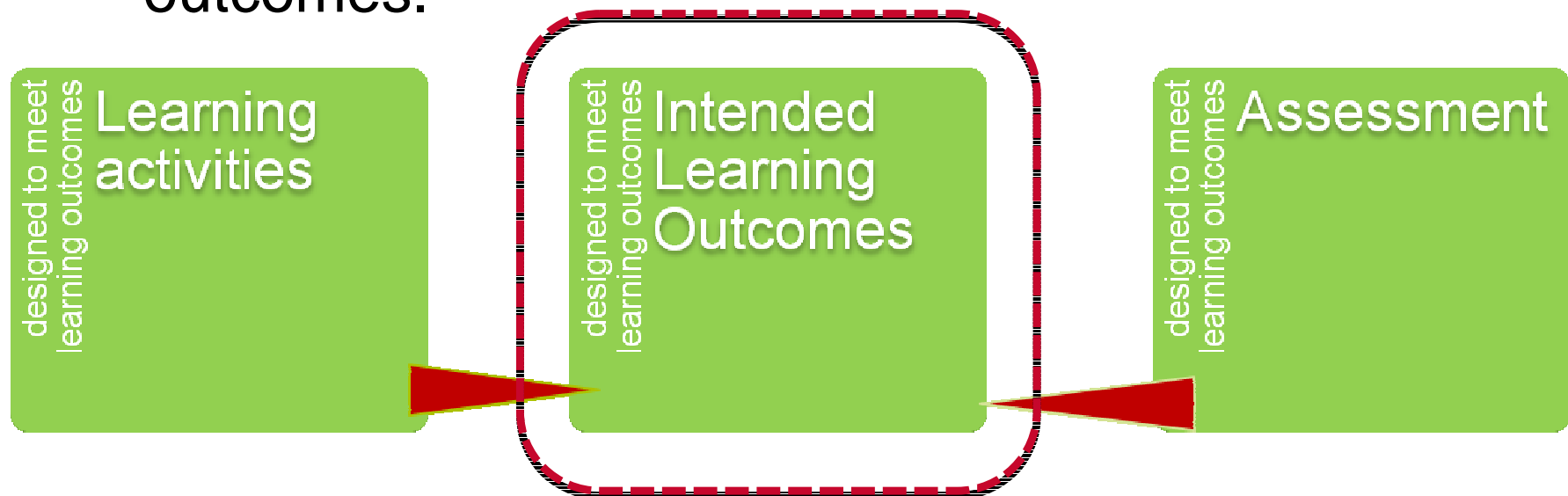
 **AND**

- Development?

What do we assess?

Biggs (1999) - Constructive alignment:

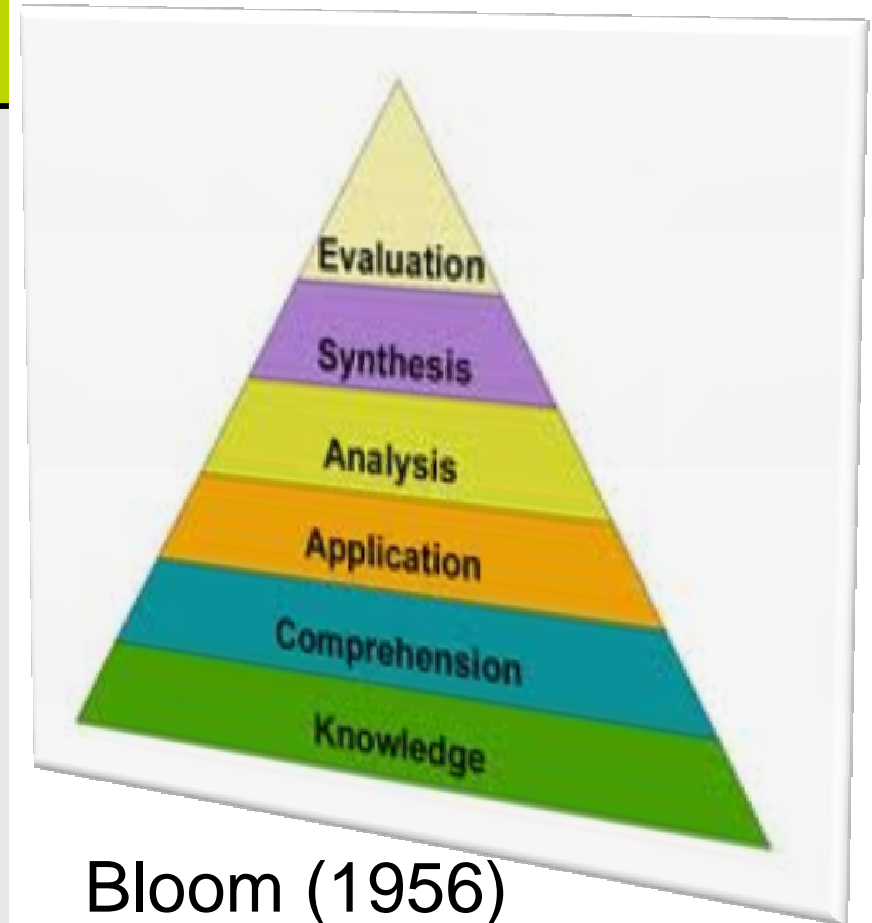
The teacher aligns the assessment with the planned learning activities and the learning outcomes.



What do we assess?

Criteria referenced

Criteria	Description
An ability to identify, formulate & solve problems	1st - Demonstrates creative synthesis of solution and creates new alternatives by combining knowledge and information Can relate theoretical concepts to practical problem solving 2.1 - ...



Bloom (1956)

Marking strategies

- Collaborative marking (group/pairs)
- Double marking
- Moderation
- Rubrics



Rubrics

What is a rubric?

A Set of **criteria** and **standards** linked to **learning objectives** that is used to assess a student's performance on assessments

Analytic OR Holistic

Economics Writing Example Rubric				
Learning outcome: Students will be able to apply economic theory and empirical data to analyze policy issues.				
Work product: Writing Assignment				
Learning Outcome Component	4	3	2	1
Identification of criteria				
Defines criteria for assessment of the policy issue	Clearly (correctly) defines the criteria used to assess the implications of the research question	Provides definitions of the criteria used to assess the implications of the research question, but it is unclear	Provides definitions of the criteria used to assess the implications of the research question, but at least one definition is not factually correct	Does not correctly define criteria used
Weighs the relative importance of the criteria	Indicates the relative weighting (importance) of the criteria and provides a rationale for the weighting scheme	Weighting scheme and rationale, although present, are unclear	Weighting scheme, although present, is unclear; no rationale for the weighting scheme is provided	Does not identify the relative weighting (importance) of the criteria
Theoretical analysis				
Applies a production possibility diagram to the policy issue	Clearly presents and fully explains the impact of the proposed change in terms of a production	Presents and explains the impact of the proposed change in terms of a PPF diagram, but explanation is	Presents and explains the impact of the proposed change in terms of a PPF diagram, but presentation	Does not present the impact of the proposed change in terms of a PPF diagram or the presentation

[http://www.lmu.edu/about/services/academicplanning/assessment/Assessment Resources/Rubrics/Example Rubrics/Economics Writing Example Rubric.htm](http://www.lmu.edu/about/services/academicplanning/assessment/Assessment_Resources/Rubrics/Example_Rubrics/Economics_Writing_Example_Rubric.htm)

Supporting strategies

- Choice of task / medium / topic
- Flexibility in choice of which task is used for assessment
- Level 4 (UG 1st year) support

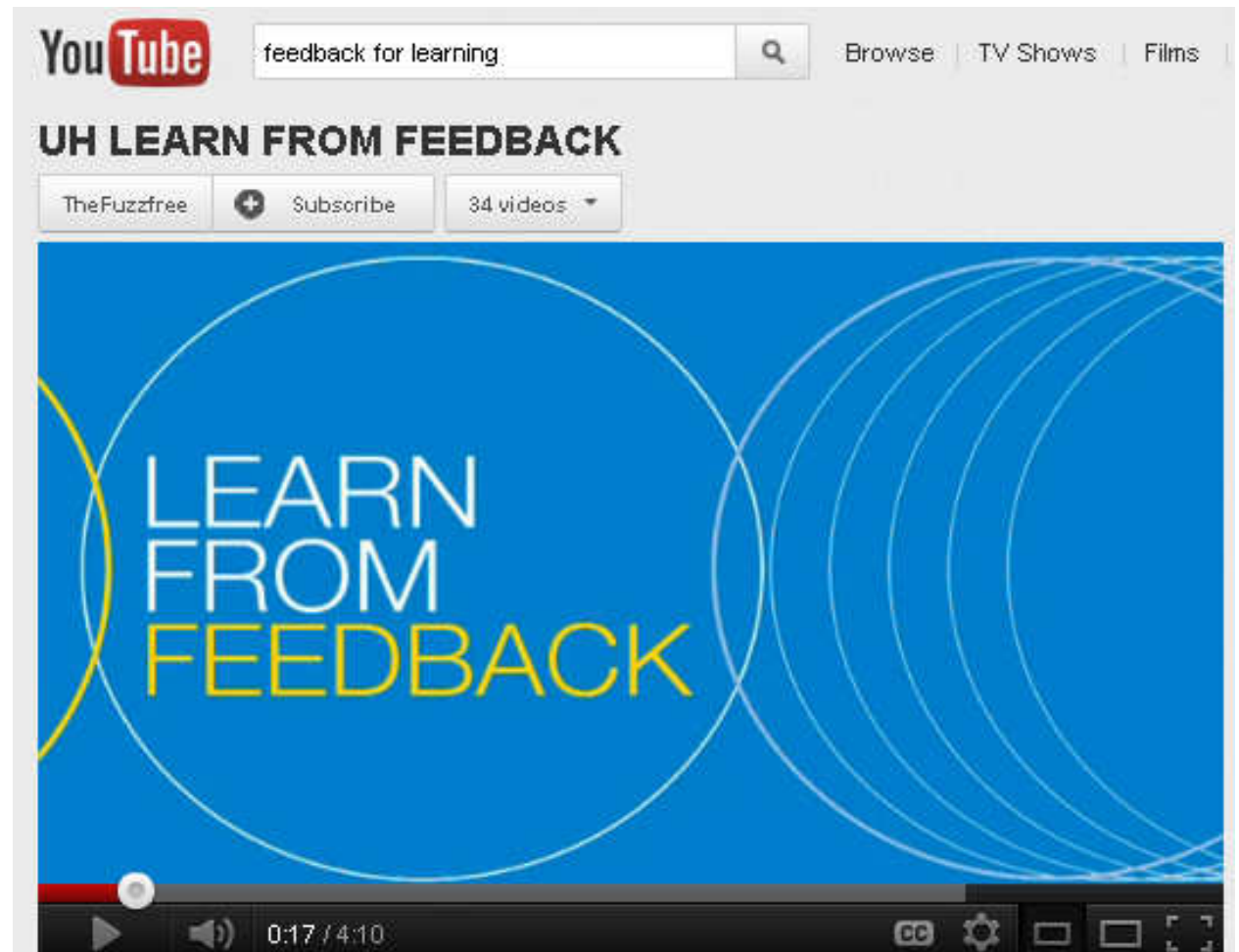
Feedback

- What is feedback?
- Do students know they are receiving feedback?
- Do they act upon it?
- Do they create concrete action plans as a result?
- Are action plans followed up?



Feedback - Do they act upon it?


Do they
know how to
act upon it?



UH LEARN FROM FEEDBACK

<http://youtu.be/0HbbCNlr-z4>

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About Maggie Smart

Hello, my name is Maggie Smart and I am the Academic Support Librarian for the School of the Built Environment

Please contact me if you need any help using library resources to find information for your assignments, teaching or research. I provide information literacy training and one to one support for students and staff. If you would like to book an appointment please email me or complete the form at the bottom of the page.

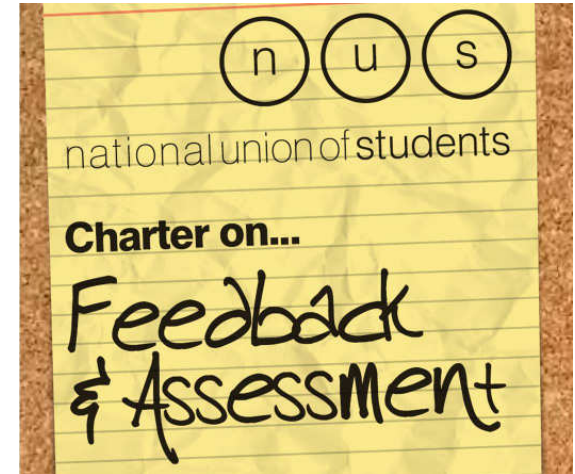
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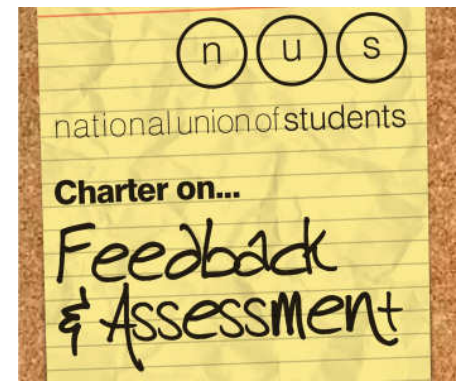
Student expectations

- Top ten principles
(NUS)
- Feedback for learning
(Caroline Dangerfield)



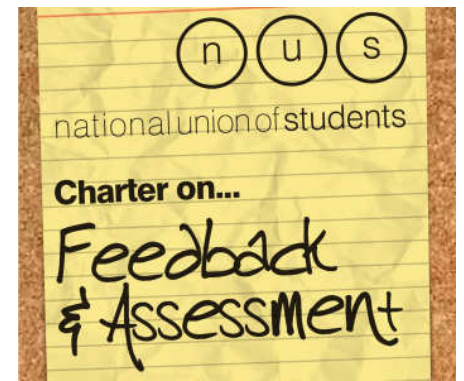
Top ten principles (NUS, 2010)

1. Formative assessment and feedback should be used throughout the programme
2. Students should have access to face-to-face feedback for at least the first piece of assessment each academic year
3. Receiving feedback should not be exclusive to certain forms of assessment
4. Feedback should be timely
5. Students should be provided with a variety of assessment methods



Top Ten Principles (NUS, 2010)

6. There should be anonymous marking for all summative assessment
7. Students should be able to submit assessment electronically
8. Students should be supported to critique their own work
9. Programme induction should include information on assessment practices and understanding marking criteria
10. Students should be given a choice of format for feedback



Feedback for learning

**Caroline
Dangerfield
President**



www.salfordstudents.com

YouTube

Food for thought (6): Support for learning with Caroline Dangerfield

pgcapsalford + Subscribe 36 videos

Caroline Dangerfield
President, University of Salford Students' Union

Site: www.salfordstudents.com
Twitter: @SalfordPres

0:08 / 2:50

Feedback for learning with Caroline Dangerfield

<http://youtu.be/zfMCMm1htLY>

Your practice

How could you develop and improve your assessment and feedback practice to enhance the student experience?



In **GROUPS**
DISCUSS
your **IDEAS**

Key points raised

- Managing students expectations around assessment and feedback
- Staged development – more formative feedback – feed-forward
- Continue to share good practice

Thank you 😊

Resources

Centre for Education in the Built Environment -

<http://www.heacademy.ac.uk/cebe/>

Guide for Busy Academics - [Using Learning Outcomes to Design a Course and Assess Learning](#)

Re-engineering Assessment Practices in Higher Education (REAP) -

<http://www.reap.ac.uk/>

Assessment Standards Knowledge exchange (ASKe) - Centre for excellence in teaching and learning - <http://www.brookes.ac.uk/aske/>

Centre for Excellence in Teaching & Learning in Assessment for Learning (AfL) - http://www.northumbria.ac.uk/sd/central/ar/academy/cetl_afl/

Higher Education Academy Assessment theme -

<http://www.heacademy.ac.uk/ourwork/teachingandlearning/assessment>

Effective Assessment in a Digital Age (JISC publication) -

<http://www.jisc.ac.uk/digiassess>

References

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2010. <http://www.adu.salford.ac.uk/html/events/AssessmentFeedbackGoodPracticeEvent.html>
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- Orr, S. (2010) *The Role of Professional Judgement in Assessment: A Journey from Accuracy to Zing* presented at A Space for Assessment Symposium, 27, May 2010, HEA: Art, Design, Media Subject Centre.