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
“..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)

1. Strongly Agree
2. Agree
3. Not Sure
4. Disagree
5. Strongly Disagree
Students should ‘compose’ their own assessment topics

1. Strongly Agree
2. Agree
3. Not Sure
4. Disagree
5. Strongly Disagree
Peer assessment never works

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

Belief - Neon sculpture by Joe Rees
http://www.flickr.com/photos/ari/4159000074/
Group (cohort) feedback is of little value

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

Belief - Neon sculpture by Joe Rees
http://www.flickr.com/photos/ari/4159000074/
To be fair all students must be assessed identically

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

0 of 30

Belief - Neon sculpture by Joe Rees
http://www.flickr.com/photos/ari/4159000074/
Assessment must be designed to discriminate between students

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

Belief - Neon sculpture by Joe Rees
http://www.flickr.com/photos/ari/4159000074/
Assessment should measure development above achievement

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

Belief - Neon sculpture by Joe Rees
http://www.flickr.com/photos/ari/4159000074/
Marks should be allocated to account for participation in the assessment process

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

Belief - Neon sculpture by Joe Rees
http://www.flickr.com/photos/ari/4159000074/
No student should ever get 100

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

Belief - Neon sculpture by Joe Rees
http://www.flickr.com/photos/ari/4159000074/
Giving marks on the cusp such as 49/59/69 shows a lack of conviction and your external examiner won’t like it

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

Belief - Neon sculpture by Joe Rees
http://www.flickr.com/photos/ari/4159000074/
Marks shouldn’t bunch together. If they do the assignment is not well designed

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

Belief - Neon sculpture by Joe Rees
http://www.flickr.com/photos/ari/4159000074/
If marks don’t count students don’t take the assessment task seriously

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

0 of 30
You should never have too many firsts or too many fails

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

Belief - Neon sculpture by Joe Rees
http://www.flickr.com/photos/ari/4159000074/
Bad marks sometimes gives students a kick up the bum which will make them sit up and try harder

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

• Why? What?
• Marking strategies
• Support strategies
Why do we assess?

- Assessment **OF** learning?
- Assessment **FOR** learning?
- Achievement
- 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

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
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<tbody>
<tr>
<td>An ability to identify, formulate &amp; solve problems</td>
<td>1st - Demonstrates creative synthesis of solution and creates new alternatives by combining knowledge and information. Can relate theoretical concepts to practical problem solving</td>
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<td>2.1 - …</td>
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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

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
Study Skills
You need good Study Skills because they support successful academic study and achievement. For example, by helping you to be better organised, read and make notes more effectively, structure your assignments, and be better prepared to exams.

The Study Skills Team are乐意 to opperations to help different approaches to learning and subject to improve skills in:

- **Workshops**
- **Drop in**
- **1:2:1 appointments**

We also produce a series of easy-to-read guides. Click on one of the subjects below:

- **Critical analysis of a journal article**
- **Harvard (APA) referencing (library guide)**

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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

http://youtu.be/zfMCMm1htLY

www.salfordstudents.com
Your practice

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


Biggs, J. (1999) Teaching for Quality Learning at University, Maidenhead: SRHE/OUP


