


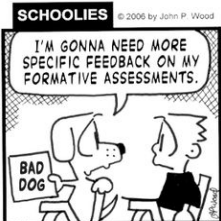


Assessment and Feedback

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"There was no communication, for example if we had written an essay, it would be good [to have] just one sentence and maybe a small explanation on why you got the mark plus one sentence on how you could improve it."

Economics Network Student Survey 2012

Reasons to assess and give feedback

- **NSS assessment & feedback questions**
- Provide evidence that students have met the learning outcomes
- Validate standard of performance
- Monitor and feedback on progress
- Identify those needing support
- Feedback into teaching

- "The criteria used in marking have been made clear in advance"
- "Assessment arrangements and marking have been fair"
- "Feedback on my work has been prompt"
- "I have received detailed comments on my work"
- "Feedback on my work has helped me clarify things I did not understand"

Assessment

FOR Learning

- > often coursework
- > in-class tasks
- > development versus static view
- > What feedback is useful to facilitate learning?

OF Learning

- > often exams
- > counts towards final grade?
- > feedback mechanisms?

- All assessment FOR learning
- Sometimes distinction: formative versus summative
- Do we get the mix right? See TESTA project Univ. Winchester

Feedback: Reasons for Response I

Maybe because our feedback is poor

Time constraint

No guidance

Routine

Feedback: Reasons for Response II

Students may have a too narrow view what feedback is, and what feedback to expect!

	AURAL	WRITTEN
Group		
Individual		

Lecturer feedback

Peer feedback

Self assessment

Feedback: How to improve?



Increase students' understanding of feedback before they receive feedback!

- Discuss what feedback is with students, and how and when they get it
- Be clear about criteria
- Use official marking/grade criteria (next page)
- Provide feedback comments from previous cohorts before the assignment is due
- Ask class to provide feedback on an (anonymous) sample of work from previous cohorts and make time to discuss this
- Ask students about the strength of their work.

6.5 Grade Descriptors for Coursework and Examination Scripts

The Economics Department works to the following marking scheme:

Degree Class	Percentage Mark	Grade
I, I.1	70% - 69%	A
II, 2	59% - 55%	B
III	49% - 45%	C
IV	35% - 30%	D
F	0%	F

The following Grade Descriptors explain the criteria by which marks are awarded to individual exam answers and to answers for coursework:

Class and mark range	Characteristics of answers	Style of question
First (A) 70-100%	<p>Style of question: Engagingment</p> <p>Clear and thorough analysis, responding directly to the questions set, with rigorous arguments based (as appropriate) on extensive knowledge of relevant concepts, theory and empirical evidence.</p> <p>Marks above 80 should be used to signify novel and/or distinctive discussion, showing unusually clear insight and/or exceptional sophistication in approach.</p>	<p>Style of question: Problem/mathematical</p> <p>Accurate derivation of answers to all parts of question, including parts requiring significant independent thought. Clear explanation and evidence of thorough understanding of the reasons for the method employed, and the intuition behind results obtained.</p>
Upper second (B) 60-69%	<p>Well organized, clearly expressed, and a direct response to the question. Evidence of good analytical skills and appropriate reading. Effective grasp of concepts. Use of relevant examples. Appropriate and well-explained use of relevant algebra or diagrams, integrated into the structure of the analysis.</p>	<p>Accurate answer to most parts of question, with incomplete answers only to sections requiring significant independent solution. Clear explanation of methods, results and intuition.</p>

Lower second (C) 50-59%	<p>Shows a general understanding of the question, with more limited relevant reading and use of evidence. Contains a mixture of reproduction of ideas and concepts from lectures and textbooks with little evidence of independent thought.</p>	<p>Accurate answer to all part of question requiring standard or routine approaches, with some explanation and inclusion of reproducing results or standard material on the reasons for methods employed and their interpretation.</p> <p>Errors should not betray significant misunderstanding of standard material.</p>
Third (D) 40-49%	<p>Answer shows some understanding of the question and the broader subject area, but shows little evidence of detailed knowledge or reading. Contains some mistakes, misunderstandings or irrelevant material. Relatively poor organization and expression, and non-rigorous approach.</p>	<p>Knowledge of the subject matter of the question, but there are errors in some routine parts of the question and/or inadequate or inaccurate explanations.</p>
Fail (F) 20-30%	<p>Muddled, though may show some awareness of the general field, or incorrect notes of limited relevance, but indicating some evidence of understanding in relation to the field in general.</p>	<p>Significant errors in most routine parts of the question and inadequate or inaccurate explanations.</p>
Fail (F) 0-19%	<p>Little or nothing of relevance in answer to question.</p> <p>Or</p> <p>Comprehensive mistakes, failures and misunderstandings, showing that little or nothing of value has been understood from module material.</p>	<p>Incomplete notes indicating some evidence of understanding appropriate methods.</p> <p>Little or nothing of relevance in answer to question.</p> <p>Or</p> <p>Comprehensive mistakes, failures and misunderstandings, showing that little or nothing of value has been understood from module material.</p>

Note: In answers where successive stages of a multi-part question depend on the results to earlier stages, appropriate credit should be given for relevant and well explained attempts to answer subsequent stages, albeit that an error made in an earlier stage invalidates the answer.



Example Feedback: Involving Students ...



For student completion	For staff completion
These are the areas of my work that I think are good, for the following reasons:	
Please comment on the following areas of my work:	
I want to improve on this next time:	
The mark I think this deserves is:	

Feedback on Feedback



- Do you schedule time to discuss feedback?
- Ask students to identify examples of feedback comments they found useful and that might help in future tasks
- Ask students what they want feedback on.

Good feedback practice (Gibbs and Simpson 2004)



Timely (2/3 weeks?)


- Individual (but see below)
- Constructive and “feed-forward”
- Prioritised and manageable
- Realistic
- Honest
- Group feedback valuable for students to see common errors (and time-saving)

Example essay type question.




Imagine a society in which everyone was entirely self-interested (cared only about his or her own wealth) and amoral (followed no ethical rules that would interfere with his or her gaining wealth). How would such a society differ from the society you live in? Consider the following: families, workplaces, neighbourhoods, traffic, and political activity (would people vote?).

Which do you think is a better measure of economic progress, real wages or GDP per capita, and why?

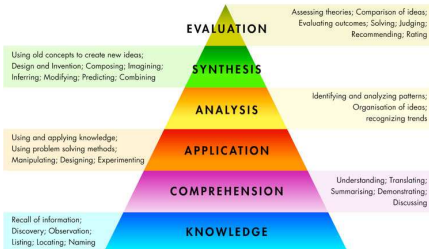


Setting assignments + giving feedback.....



Good assessment + feedback practice

B L O O M S T A X O N O M Y



KNOWLEDGE
Recall of information; Discovery; Observation; Listing; Locating; Naming


COMPREHENSION
Understanding; Translating; Summarizing; Demonstrating; Discussing

APPLICATION
Using and applying knowledge; Using problem solving methods; Manipulating; Designing; Experimenting

ANALYSIS
Identifying and analyzing patterns; Organising of ideas; recognizing trends

SYNTHESIS
Using old concepts to create new ideas; Design and Invention; Composing; Imagining; Inferring; Modifying; Predicting; Combining

EVALUATION
Assessing theories; Comparison of ideas; Evaluating outcomes; Solving; Judging; Recommending; Rating



Good assessment practice

- Technical questions:
 - Give a lot of marks for the first few parts
 - Ratchet up the difficulty
 - Have a difficult or interpretive final part so that excellent students can distinguish themselves

- Tips:
 - Don't have too much choice – why not?
 - Use short answer questions to test lower order skills and essays for higher order.

Good assessment practice



- Tips
 - Infrequent assessment encourages irregular work patterns and surface learning
 - Use a variety of methods - see various assessment chapters in EN Handbook.
 - Use variety within examinations and also questions.
 - Avoid testing the same outcomes repeatedly

Exams and marking load



- Relation to learning goals?
- How to be economical?
- How to organise marking?
- How to not be drown in marking?
MCQ, eAssignments, Group work, coursework marks

Useful links



- Phil Race's compendium on writings on assessment
<http://phil-race.co.uk/most-popular-downloads/>
- Re-Engineering Assessment Practices
<http://www.reap.ac.uk/reap/nss/index.html>
- Economics Network themed assessment page
<http://www.economicsnetwork.ac.uk/themes/assessment>
- Economics Network Assessment Question Bank
<http://www.economicsnetwork.ac.uk/qnbank/>
