

# ASSESSMENT AND FEEDBACK TOOLKIT

## ASSESSMENT DESIGN (STAGE 2 OF THE CU ASSESSMENT JOURNEY)

### ENGAGING STUDENTS WITH ASSESSMENT AND FEEDBACK

This guidance links to Principle 6 and 9 in the CU Assessment Strategy and is underpinned by the CU Assessment Policy

*How can we ensure that students are engaged with their assignment at an early stage? How can we take the 'fear-factor' out so that students feel confident to start their assignment? How do you ensure students can action the feedback they have had on either formative or summative work? Think here in terms of **feedforward...***

#### INTRODUCTION

The approaches explored in this guide are related to Principle 9 in the CU Assessment Strategy. This principle states: **Early and ongoing feedback, including course feedback and feedforward for individual students and groups.**

According to the literature the key principles of good feedback include the following:

- Facilitates the development of self-assessment
- Promotes peer and tutor dialogue around learning
- Helps clarify what good performance is
- Provides opportunities to close the gap between current and desired performance
- Delivers high quality information to students about their learning
- Encourages positive motivational beliefs and self esteem
- Provides information to teachers that may be used to shape teaching

*(Nicole and Macfarlane-Dick, 2004)*

To encourage ongoing, timely engagement with assessment as well as feedback that allows for feed-forward practices, find here some **proven hints and tips**. These are influenced by extensive research, including the work done by an Oxford Brookes University research centre known as the Assessment Standards Knowledge Exchange (ASKe): <https://www.brookes.ac.uk/aske/>

#### HOW DO WE PUT THIS INTO PRACTICE?

##### HELP STUDENTS TO PROJECT MANAGE THEIR LEARNING TO ENSURE A TIMELY START

- Completing assignments involves a **process**
- Assignments involve **practice** to get better at this process

- Help students to project plan their assessment
- So how about getting students to make a mind map?

### USING EXEMPLARS TO ENGAGE STUDENTS WITH ASSESSMENT AND FUTURE FEEDBACK

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#### HOW TO IMPLEMENT?

The tutor leads a discussion of marked exemplars with annotated feedback

- *Students then attempt own coursework*
- *Tutor assesses and give feedback*
- *Tutor discusses feedback (in class or online)*

#### WHY?

- Raise awareness of assessment criteria
- Get them started as they had a view of examples
- Taking the ***fear out of assessment***

### GENERIC FEEDBACK: TENDS TO BE EFFECTIVE PARTICULARLY WHEN HAVING LARGE NUMBERS OF STUDENTS ON A MODULE MAKING INDIVIDUAL FEEDBACK DIFFICULT.

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#### HOW TO IMPLEMENT?

- Students to bring in drafts
- Select a sample of drafts
- Give generic feedback linked to the assessment criteria

#### WHY?

- Has potential to reduce anxiety over assessment
- Students to submit final draft WITH comments on how initial generic feedback was taken into account, thus involving some ***action planning and self-critique***

### SELF-ASSESSMENT

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#### HOW TO?

- Students to consider the strengths of their planned submission
- Students to identify weaknesses in the work
- Students to consider how to improve the work
- *What grade does this work deserve?*
- What would students want tutor to comment on?

#### WHY?

It gets them writing.....***and checking*** their final output before submitting it!!

### INVOLVE THE STUDENT IN ASSESSMENT DESIGN

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#### HOW TO?

- Engage students in formulating the assessment criteria
- **What do they think will make a good mark.....?**
- Get students to help design statement banks
- Design next year's assessment brief

#### WHY?

It encourages ***ownership*** of learning.

## FEEDBACK IN YOUR DISCIPLINE

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For some references with regards to **Feedback in your discipline**, explore the following webpages:

<http://www.enhancingfeedback.ed.ac.uk/staff/subjectfeedback.html>

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## REFERENCES

Nicol D.J. & Macfarlane-Dick, D. (2004). Rethinking Formative Assessment in HE: a theoretical model and seven principles of good feedback practice. Available:

<http://www.enhancementthemes.ac.uk/docs/workshop/rethinking-formative-assessment-a-theoretical-model-and-seven-principles-of-good-feedback-practice-paper.pdf?sfvrsn=24>

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## WANT TO FIND OUT MORE?

Assessment Standards Knowledge Exchange (ASKe), access here: <https://www.brookes.ac.uk/aske/>

Get in touch with the Academic Development Team or visit our website for other guidance and resources: <https://cuacdev.wordpress.com/>