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Students feedback on feedback, assessment criteria and guidelines

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The University of West London
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Students as Partners in Learning

Title:	Students' Feedback on Assessment Criteria, Assessment Guidelines and Tutor Feedback
Type (Presentation / Workshop):	
<p>Abstract (max. 300-words, not including references)</p> <p>Assessment criteria, grade criteria and rubric feedback are generally accepted as processes that increase transparency and fairness for appraising an individual's knowledge, understanding, abilities or skills, towards the achievement of learning outcomes (LO) (HEA 2012, QAA 2012). While assessment criteria tend to be explicit statements that identify the expectation for achieving a specific LO (Angelo 1995, Roberts 2006), assessment guidelines in our experience encompass general briefings for an assignment without explicit expectations for achieving a specific LO. We evaluated the opinion of a cohort of MSc students who used both assessment criteria and guidelines in different modules on their course.</p> <p>A cohort of 100 students was invited to complete an online evaluation questionnaire. The students were asked to rate their degree of agreement or disagreement to a series of statements related to assessment criteria, assessment guidelines and feedback. All responders submitted assessments to at least 2 modules that provided assessment criteria, and up to 4 modules with assessment guidelines, (maximum # modules per student = 6).</p> <p>A total of 67 students completed and returned the evaluation. Of the responders, 100% vs 94% agreed that specific information that described what was expected to achieve the LOs were provided respectively by assessment criteria and assessment guidelines. However, while 100% also agreed that they were able to identify the expectation to achieve the LOs without recourse to module tutor when they used the assessment criteria, 70.2% of the responders agreed that they needed extra help from the tutor to identify the requirement from the assessment guidelines. We discuss further results and implications related to types of assessment feedback received, format of the assessment feedback, students use of the feedback and the links with student performance.</p> <p>References Angelo, Thomas A (1995) Reassessing (and Defining) Assessment, <i>AAHE Bulletin</i> 48(2), pp 7-9</p>	

<p>HEA, (2012) <i>A handbook for external examining</i>, The Higher Education Academy: www.heacademy.ac.uk/assets/documents/externalexamining/External_Examiners_Handbook_2012_290312_1637_FINAL.pdf</p> <p>QAA (2012), <i>Understanding assessment: its role in safeguarding academic standards and quality in higher education A guide for early career staff</i>, The Quality Assurance Agency for Higher Education 2012 ISBN 978 1 84979 390 2</p> <p>Roberts, A. (2006) CEBE Guide to writing Assessment Criteria. <i>CEBE Briefing Guide Series</i>, #6, available at: www.cebe.heacademy.ac.uk</p>	
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